

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
SPED 424-01

**ASSESSMENT, CURRICULUM, and METHODOLOGY for ADOLESCENTS and YOUNG
ADULTS with MILD/MODERATE DISABILITIES at the MIDDLE SCHOOL and
SECONDARY LEVELS**

COURSE INFORMATION

Prerequisite:

SPED300, 310 and 312 (or SPED501) and admission to the Department of Special Education.

Catalog Description:

This course examines curriculum, methods, and materials designed to facilitate the acquisition of academic and functional skills within the context of an educational program for adolescents and young adults with mild to moderate disabilities. Skill areas include functional academics, speech and language development, consumer education, persona and social adjustment, family living and recreation and leisure time activities. This course includes a related observation and practicum experience. 4 credits hours. Offered fall & spring.

Relationship to the Rhode Island Professional Teacher Standards

This course relates most directly to the following Rhode Island Professional Teacher Standards (RIPTS):

- | | |
|--------------|--|
| Standard #1 | Teachers create learning experiences using a broad base of general knowledge that reflect an understanding of the nature of the world in which we live. |
| Standard #2 | Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach. |
| Standard #3 | Teachers create instructional opportunities that reflect an understanding of how children learn and develop. |
| Standard # 4 | Teachers respect for the diversity of learners and an understanding of how students differ in their approaches to learning. |
| Standard # 5 | Teachers create instructional opportunities to encourage students' development of critical thinking. |
| Standard #6 | Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. |
| Standard # 7 | Teachers foster collaborative relationships with colleagues and families to support students' learning. |
| Standard # 8 | Teachers use effective communication as a vehicle through which students explore. |
| Standard #9 | Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. |
| Standard #10 | Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. |

Standard #11. Teachers maintain professional standards guided by legal and ethical principles.

COURSE OUTCOMES:

1. Demonstrate understanding of a reflective approach to professional practice (e.g., discussed in the RIC Teacher Education Conceptual Framework). (RIPTS #11); **IGC9K3; IGC9S11**
2. Students will demonstrate knowledge of teaching strategies designed to facilitate the development of academic, communication and, functional skills with middle school and secondary level students with special needs. (RIPTS #2,3); **IGC4S3; IGC4S8; IGC4S13**
3. Demonstrate the ability to make appropriate modifications in instructional materials whenever indicated, based on formal and informal assessment data. (RIPTS #4); **ICC4S3; ICC8S4**
4. Students will demonstrate the ability to select and administer formal assessment procedures in academic, language, and functional skill areas for middle and secondary level students with special needs. (RIPTS #9); **ICC8S2**
5. Demonstrate the ability to use clinical information and assessment data in the development of the IEP, particularly in developing short-term objectives and annual goals. (RIPTS #4,9); **ICC7S2; ICC8S5**
6. Demonstrate the ability to plan and implement appropriate lessons and activities based on knowledge of cultural diversity in the resource, special class, and general education classroom settings. (RIPTS #2,4); **ICC7S8; ICC7S10; ICC7S11**
7. Demonstrate the ability to use critical thinking skills and reflection in developing instructional plans, objectives and learning activities that provide flexibility in responding to individual and group needs of culturally-linguistically diverse students. (RIPTS #3, 5); **IGC7S2**
8. Demonstrate the ability to observe a student and subsequently select appropriate measures designed to assess observed strengths and limitations, and plan lessons and activities based on this information. (RIPTS #9); **IGC4K3**
9. Demonstrate the ability to plan a series of lessons/experiences designed to assist an individual, small or large group in acquiring and retaining a specific skill or concept. (RIPTS #2); **ICC7S6; ICC7S8**
10. Demonstrate ability to incorporate technological aides and advances in the delivery of services to children/adolescents with mild/moderate disabilities at the middle/secondary school levels. (RIPTS #2,8); **IGC4S7; IGC6K4; IGC6S5**
11. Demonstrate the ability to assess oral and written language communication skills and plan appropriate remedial activities to foster their development. (RIPTS # 8,10); **IGC6S3**
12. Demonstrate the ability to apply a variety of approaches for teaching the curricula areas; including reading, language arts, mathematics, science and social studies to facilitate the placement of children with mild/moderate disabilities at the elementary/middle school levels in the least restrictive environment. (RIPTS #2,4,6); **ICC8S6**



Required Text(s):

**Olson, J.L. & Platt, J.M. (2008) Teaching Children and Adolescents with Special Needs (5th edition).
Merrill-Prentice Hall.**

COURSE REQUIREMENTS

1. **Readings/class participation & other tasks as assigned.** Students will be asked to choose one middle/secondary novel to read over the course of the semester. Literature circles will take place at several intervals during the semester by which candidates will share information about their books. **CEC#4&5; RIPTS# 2,3,4,5,6,8**

2. **Shadow Study.** Teacher candidates will conduct a formal observation and interview of a middle/high school student during their thirty-hour practicum. Questions to possibly consider during this experience involve adolescent learning, relationships with others, problem solving, and identity. **CEC#4,5,7-9; RIPTS# 1,2,6,7,8,9**

3. **Artifact Project.** A twenty-five hour fieldwork experience designed to explore various aspects of educational programs for middle & secondary level students with disabilities at selected schools is required. A written report, including direct teaching, student assessments, and respective IEP components is part of this assignment. A BCI check is required. **CEC#4,7-9; RIPTS#1-11**

4. **Choice Activities.** Students will be given the opportunity to choose from a list of middle/secondary special education-related activities to complete their course requirements. Students will then be asked to share stories, summaries, and/or give a presentation during the later part of the semester. **CEC#2-5,8; RIPTS#2,3,4,5,6,8 & 10**

5. **One exam.** A mid-semester exam will correspond with chapter readings and classroom exercises. **CEC#5,8,9 RIPTS#2,5,9**

PERFORMANCE ASSESSMENT

Performance	Course Outcomes	RIPTS	CEC Standards	Conceptual Framework	Advanced Competencies
Literature Circle/Readings	1-2, 11-12	2,3,4,5, 6,8	4, 5	<i>Knowledge: Domain-Specific, Technology Knowledge</i>	KNOWLEDGE: <i>Domain Specific; Information Literacy</i>
Shadow Study.	1-2, 8	1,2,6,7, 8,9	4,5, 7-9	<i>Knowledge: Domain-Specific, Practice: Reflective Problem-Solving, Professional Practice, Diversity: Individual & Cultural Differences</i>	KNOWLEDGE: <i>Domain Specific; Information Literacy; Contextual Perspective;</i>

Artifact Project.	1-12	1-11	4, 7-9	Knowledge: <i>Metacognitive Knowledge, Domain- Specific</i>	PRACTICE: <i>Diversity of Practice</i> KNOWLEDGE: <i>Domain Specific; Information Literacy</i>
Choice Board Activities	1-2, 11-12	2,3,4,5, 6,8 & 10	2-5,8	Knowledge: <i>Domain- Specific,</i> Practice: <i>Reflective Problem-Solving, Professional Practice, Diversity: Individual & Cultural Differences</i>	KNOWLEDGE: <i>Domain Specific; Information Literacy; Professional Awareness</i> PRACTICE: <i>Diversity of Practice</i>
Examination	1-2, 11-12	2, 5, 9	5, 8, 9	Knowledge: <i>Metacognitive Knowledge, Domain- Specific</i>	KNOWLEDGE: <i>Domain-Specific; Information Literacy</i>

COURSE EVALUATION

CRITERIA	Percent of Grade	Due Date
Literature Circle/Class Participation (tasks as assigned)	10%	TBD
Shadow Study	20%	Sept 29
Examination (chapters 1-7)	15%	Oct 25
Artifact Project (Part I) Artifact Project (Part II)	40%	Nov 1 (Processes 1-3 due) Nov 15 (Processes 4-5 due) Dec 13 (ALL REVISIONS DUE)
Choice Activities: Summaries/Presentations	15%	Dec 13

CRITERION FOR GRADING:

- Grading is based on the content provided, clarity of expression, and presentation of information. All papers must be typed, stapled, have no plastic covers, and be free of printer errors. Professionalism counts in grading. It is **HIGHLY** advisable to use a spelling and grammar tool prior to paper submission.
- No grades will be rounded up or down.
- **Each calendar day an assignment is late, a half- letter grade will be deducted** from the grade (A to A-; B- to C+)...no exceptions.
- **A student must complete ALL assignments** (except for Class Assignments which may not be made-up) to receive a passing grade in this class. A grade of Incomplete or Withdrawal will only be considered in extreme student circumstances as consistent with the Rhode Island College student handbook.
- **Make-up Exams** will be given only if permission is granted prior to the scheduled exam.

Grading:

A	94 and above (TARGET)	A-	90 – 93 (ACCEPTABLE)	B+	87 - 89 (ACCEPTABLE)
B	84 – 86 (ACCEPTABLE)	B-	80 - 83 (ACCEPTABLE)	C+	77 - 79
C	74 - 76	C-	70 - 73	D+	67 - 69
D	64 - 66	D-	60 - 63	F	Under 60

Policies:

- **Classroom Interactions:** Students are expected to come to class prepared to discuss relevant course topics and interact with all class members. Thus, it is necessary that all interactions be respectful of individual differences, perspectives, and experiences.
- **Attendance:** Attendance will be taken at each class. A student may have a total of 2 absences without an effect on their grade. A student will lose 5 points for each class missed after 2 class absences. It is the responsibility of the student to speak to the professor if unique and/or extreme circumstances exist that affects their attendance, which will be considered on a case-by-case basis. It is the responsibility of the student to get all the materials from a class member.
- **Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.
- **Academic Honesty:** Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.
- **Practicum:** It is essential that all course participants who are completing a 30-hour practicum under the supervision of a certified special educator present a signed statement from that supervisor that summarizes all dates of observation and participation as well as hours of fieldwork.
- **Due Dates:** All work is due on the date assigned within this syllabus, unless excused by Dr. Lynch. Special circumstances will be considered on a case-by-case basis. There will be a loss of one half a grade per day (e.g. A to A-) when assignments are turned in late.

COURSE OVERVIEW

DAY	DATE	ASSIGNED CHAPTER AND TOPIC	ASSIGNMENT DUE
Monday	Aug 30	<i>Course Review</i> Advisory Observation Inclusion <i>Foundations</i> Cultural Diversity Effective Teaching Practices Regulatory Issues SHADOW STUDY/ADOLESCENCE	Chapter 1
Monday	Sept 13	<i>Planning, Setting Up, Establishing Routines, Grouping</i> Secondary Services Models IEPs PBGRs	Chapter 2 Notes on your adolescent experience and Shadow Study questions
Monday	Sept 20	<i>Communication & Collaboration</i> Teaming Approaches LITERATURE CIRCLE	Chapter 3
Monday	Sept 27	<i>Informal/Formal Assessments</i> CBAs; Rubrics IEP development	Chapter 4 <i>Shadow Study Due</i>

Monday	Oct 4	<i>Instructional Cycle</i> Curriculum	Chapter 5
Tuesday	Oct 12	<i>Instructional Materials</i>	Chapter 6
Monday	Oct 18	<i>Strategy Instruction:</i> Cognitive Interventions LITERATURE CIRCLE Exam Review	Chapter 7
Monday	Oct 25	<i>Examination</i>	

DAY	DATE	ASSIGNED CHAPTER AND TOPIC	ASSIGNMENT DUE
Monday	Nov 1	<i>Content and Social Skills Instruction</i> Accommodations/Modifications Grading	Chapter 8 & 9 <i>Part I (draft):</i> <i>Artifact Project</i> <i>Due</i>
Monday	Nov 8	<i>Study Skills Instructions</i> Organizers Testing Adaptations	Chapter 10
Monday	Nov 15	<i>Technology for Teaching & Learning</i> Assistive Technology	Chapter 11: <i>Part II (draft):</i> <i>Artifact Project</i> <i>Due</i>
Monday	Nov 22	<i>Transition from School to Life</i> <i>Independence, Employment, Higher</i> <i>Education, Community Participation</i>	Chapter 12
Monday	Nov 29	Choice Activities: Presentations/Summaries	
Monday	Dec 6	Choice Activities: Presentations/Summaries	
Monday	Dec 13	<i>FINAL ARTIFACT PROJECTS</i> <i>DUE</i>	

REFERENCES

- Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Heinemann: Portsmouth, NH.
- Benjamin, A. (2002). *Differentiated instruction: A guide for middle and high school teachers*. Eye on Education: Larchmount, NY.
- Deshler, D., Schumaker, J., Harris, K.R., Graham, S. (Eds) (1999). *Teaching every adolescent every day: Learning in diverse middle and high school classrooms*. Brookline Books: Cambridge, MA
- DiMeo, J.H. (2000). *Teacher Support Team: Guide to effective practices*, SALT WORK Resource. RI: Rhode Island Department of Education
- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching Exceptional Children*. 35(2), 8-17.
- Jackson, A. W. & Davis, G.A. (2000). *Turning Points 2000: Educating adolescents in the 21st century*. Teachers College Press: New York.
- Jitendra, A. K., Edwards, L. L., Choutka, C. M., & Treadway, P. S. (2002). A collaborative approach to planning in the content areas for students with learning disabilities: Accessing the general curriculum. *Learning Disabilities Research and Practice*. 17(4), 252-267.
- Sabornie, E.J. & deBettencourt, L.U. (2004). *Teaching students with mild and high-incidence disabilities at the secondary level* (2nd edition). Pearson: Upper Saddle River, NJ.
- Schumm, J.S., Vaughn, S., & Harris, J. (1997). Pyramid power for collaborative planning. *Teaching Exceptional Children*. July/August, 62-66.
- Smith, T. E. C. (2001). Section 504, the ADA, and public schools: What educators need to know. *Remedial and Special Education*. 22(6), 335-343.
- Stevenson, C. (2002). *Teaching ten to fourteen year olds*. Allyn & Bacon: Boston.
- Ulrich, M. E. & Bauer, A. M. (2003). Levels of Awareness: A closer look at communication between parents and professionals. *Teaching Exceptional Children*. 35(6), 20-23.
- Wolfe, P.S. & Hall, T.E. (2003). Making inclusion a reality for students with severe disabilities. *Teaching Exceptional Children*. 35(4), 56-60.

INTERNET RESOURCES

Council for Exceptional Children: <http://www.cec.sped.org/>
Education World: <http://educationworld.com>
National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/>
Positive Behavioral Interventions and Supports: <http://www.pbis.org/main.htm>
National Institute for Direct Instruction: <http://www.nifdi.org>
Rhode Island Department of Education: <http://www.ridoe.net>
Rhode Island Technical Assistance Project: <http://www.ritap.org>
RITAP IEP: <http://www.ritap.org/iep/publications/publication.html>
Universal Design for Learning: <http://www.cast.org/udl/>
US Dept. of Education, Office of Special Education:
<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Movies @ Adolescents

Diary of a Wimpy Kid
Freedom Writers
High School Musical
Lean on Me
Mean Girls
Radio
Stand & Deliver
Twilight
What's Eating Gilbert Grape

TV Shows @ Adolescents

Friday Night Lights
Glee
Heroes

Some Adolescent Literature of Interest (mostly from Teen's Top Ten List: American Library Assn)

Before I Die, Downham, Jenny
City of Bones, Clare, C
Crazy Lady, Conly, J.L.
Diary of a Wimpy Kid, Kinney, Jeff
Harry Potter (any/all), Rowling, J.K.
Maximum Ride: Saving the World & Other Extreme Sports, Patterson, J
The Catcher & the Rye, Salinger, J.D.
The Curious Incident of the Dog in the Night-Time, Haddon, M.

Rhode Island College Handbook (Chapter 3- page 28)

3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

(As amended by the Council of Rhode Island College – 11/07/08)

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

• **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

• **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p39). Many facts, ideas, and expressions are considered to be in the public domain

or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty. A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs.

Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

** Forms are due to the Department by the last day of finals**

Candidate's Name _____ ID# _____

SPED Course # _____ Section # _____ Sem Fall Sp Sum Year 2010

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

S U Plans/Implements meaningful and significant learning

S U Uses effective management

S U Uses feedback constructively

S U Is timely

S U Attends class regularly

