

SPED533–Seminar:CurriculumforLearningandBehaviorDisorders Summer Syllabus	
Instructor: Gail Kirby, EdD	
E-mail: <a href="mailto:gail.kirby@wku.edu">gail.kirby@wku.edu</a>	Phone: 270-745-3746
Class Location: Web	
Instructor's Office Hours: Summer and Winter hours by appointment	

**\*Note: This document and other class related materials are available at <https://blackboard.wku.edu>.**

**Course Description:** Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed.

**Prerequisites:** SPED 515, SPED 530. SPED 531

**Learning Outcomes:** Upon completing this course, students will be able to:

1. Demonstrate applied content knowledge
2. Reflect on and evaluate teaching and learning
3. Evaluate teaching and implement professional development
4. Provide leadership within school/community/profession

**Textbooks and Required Materials:**

All readings are provided in the course LMS. No textbook is required.

Additional References:

Bender, W. N. (2002). *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators*. Thousand Oaks, CA: Corwin Press.

Haager, D. & Klingner, J. K. (2005). *Differentiating instruction in inclusive classrooms: The special educator's guide*. Boston, MA: Pearson.

Hayes Jacobs, H. (2004). *Getting results with curriculum mapping*. Alexandria, VA: ASCD.

Langa, M. A. & Yost, J. L. (2007). *Curriculum mapping for differentiated instruction, K-8*. Thousand Oaks, CA: Corwin Press.

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Thousand Oaks, CA: ASCD.

Price, K. M. & Nelson, K. L. (2007). *Planning effective instruction: Diversity responsive methods and management* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: ASCD.

Udelhofen, S. (2005). *Keys to curriculum mapping: Strategies and tools to make it work*. Thousand Oaks, CA: Corwin Press.

### **Major Course Topics:**

Development, adaptation, and evaluation of curricula, methods, materials, and resources. Implementing and evaluating instructional programs for students with mild disabilities is stressed. The term "curriculum" has acquired a variety of meanings and is often the basis of miscommunication among educators. Most commonly, curriculum is interpreted as a set of information regarding what an individual or population is to be taught. For the purposes of this course, curriculum represents scope (what is to be taught), sequence (when it is to be taught), and target population (grade level, disability, etc.). In the broadest sense, specific teaching methods are not a part of a curriculum guide since the scope and sequence should be the foundation that drives the selection of methodology by teachers. However, as a practitioner, the correlation between curriculum goals and teaching methods is of utmost importance.

### **Description of Course Assignments:**

1. *Discussion Board Module 2: Issues in Inclusion* – After reading the articles, respond to two of ten prompts
2. *Discussion Board Module 3: Standards and the IEP* – The challenge inherent in working with SWDs and mastery of standards
3. *Discussion Board Module 4: KY Model Curriculum Framework-3-2-1 Reflection on the Framework*
4. *Discussion Board Module 5: RTI* – Discussion of RTI practices in your school
5. *CCSSI Reading Guide: Identification and Application of CCSSs in relation to SWDs in ELA & Literacy in History/Social Studies/Science/Technical Subjects*
6. *CCSS Reading Guide – Math: Mathematical Practices for SWDs related to CCSS*
7. *KY Model Curriculum Framework Assignment: 21<sup>st</sup> Century Readiness Skills integration into classroom instruction*
8. *CPI: Unit Plan* – Develop a Standards-Based Unit of Study with application to a case study of a student with an IEP.

### **Course Grading and Evaluation:**

Assignment Name	Point Value	Due Date
Discussion Board Module 2: Issues in Inclusion	25	##/##/2017
Discussion Board Module 3: Standards and the IEP	25	##/##/2017
Discussion Board Module 4: KY Model Curriculum Framework	25	##/##/2017
Discussion Board Module 5: RTI	25	##/##/2017
Module 2 Quiz	70	##/##/2017
Mid-term Quiz (essay): Applications to SWDs	29	##/##/2017

CCSSI Reading Guide	75	##/2017
CCSS Reading Guide - Math	50	##/2017
KY Model Curriculum Framework Assignment	50	##/2017
Final Exam (essay)	150	##/2017
CPI: Unit Plan	120	##/2017
<b>TOTAL</b>	<b>644</b>	<b>##/2017</b>

The following represents the grade equivalent for accumulated points:

A = 599-644 (93-100%)

B = 598-516 (80-92%)

C = 515-451 (70-79%)

D = 450-389 (60-69%)

F = <388 (<60%)

#### **Attendance and Participation Policy:**

- ☐ Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email
- ☐ Projects and assignments must be completed within the timeliness specified on the syllabus. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- ☐ Extra credit to improve low grades is not granted. The focus MUST be on the completion prior to the due date of the course requirements as stated in the syllabus.
- ☐ Each participant is required to complete all discussion boards and projects. All word processing documents MUST be typed double spaced WORD format and grammatically correct. Please don't assume that spell check is accurate.
- ☐ Each participant is required to complete all assignments as posted on Blackboard.
- ☐ Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

**Please note:** No student will receive an A if there are missing assignments. No exceptions. I have found that students will work to reach a 92.5% and then stop working in the course. If you do this, you will not receive a grade of A.

**Also note:** that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

A Grade of C or higher must be earned in this course in order to take subsequent exceptional education course work.

### Standards Alignment for SPED 533

*Note that students who take SPED 533 may be from a variety of programs such as those leading to additional teacher certification or endorsement, or the Advanced Educational Leadership Director of Special Education program. The course aligns and assesses students based on KY Teacher Performance Standards, Council for Exceptional Children's Advanced Preparation Standards, Council for Exceptional Children's Advanced Preparation Standards for Special Education Leaders and/or Professional Standards for Education Leaders (PSEL). The course differentiates assessments based on the candidate's professional program and goals.*

#### Course Assignments and Experiences Related to:

☐ **The Kentucky Academic Standards (KAS)**

CCSII Reading Guide; CCSS Reading Guide Mathematics; Unit Plan

☐ **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

KY Model Curriculum Framework Assignment; Unit Plan

☐ **Candidates Using the KAS Framework in Lesson Planning**

N/A

☐ **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Unit Plan

#### Course Assignments Serving as an Education Preparation Program "Key Assessment":

Unit Plan: Develop a Standards-Based Unit of Study with application to a case study of a student with an IEP.

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	Unit Plan
8: Assessment of Literacy Outcomes	
9: Dispositions	

**KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):**

Candidates taking this course who are enrolled in teacher certification programs are assessed on the Kentucky Teacher Performance Standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment						
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 533	SPED 535	SPED 630
Standard 1. Learner development		X	X	X			
Standard 2. Learning differences	X				X	X	
Standard 3. Learning environments	X	X			X		X
Standard 4. Content knowledge			X		X	X	
Standard 5. Application of content		X	X		X		
Standard 6. Assessment	X						
Standard 7. Planning for instruction					X		X

Standard 8. Instructional strategies		X			X	X	X
Standard 9. Professional learning and ethical practice			X	X			X
Standard 10. Leadership and collaboration				X			

**COUNCIL FOR EXCEPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS (2015)**

STANDARDS	ALIGNED WITH SPED 532 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	Unit Plan
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	Embedded in Unit Plan
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Discussion Board; Course Readings; CCCSI Reading Guides ELA and Literacy & CCSS Math Unit Plan
AP STANDARD 4: RESEARCH & INQUIRY	Discussion Boards; Course Readings; CCCSI Reading Guides ELA and Literacy & CCSS Math Unit Plan
AP STANDARD 5: LEADERSHIP & POLICY	Discussion Boards and Exam Essays
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 7: COLLABORATION	KY Model Curriculum Framework Unit Plan

**COUNCIL FOR EXCEPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS (CEC) (2015) AND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)**

*\*Candidates enrolled in this course who are in Advanced Educational Leadership programs are assessed on CEC (Director of Special Education) and PSEL Standards (Director of Special Education; Director of Pupil Personnel; Principal; and Supervisor of Instruction)*

<b>CEC STANDARDS</b>	<b>*ALIGNED WITH SPED 533 ASSIGNMENTS</b>	<b>PSEL STANDARDS</b>	<b>*ALIGNED WITH SPED 533 ASSIGNMENTS</b>
AP STANDARD 1: ASSESSMENT		STANDARD 1: MISSION, VISION & CORE VALUES	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	CCSSI Framework KY Model Curriculum Unit Plan	STANDARD 2: ETHICS AND PROFESSIONAL NORMS	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES		STANDARD 3: EQUITY AND CULTURAL REPOSIVENESS	Discussion Boards and Exam Essays
AP STANDARD 4: RESEARCH & INQUIRY		STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT	CCSSI Framework KY Model Curriculum Unit Plan
AP STANDARD 5: LEADERSHIP & POLICY	Discussion Boards and Exam Essays	STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Discussion Boards and Exam Essays
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	ALL Assignments embed professional and ethical practice aspects	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Discussion Boards and Exam Essays
AP STANDARD 7: COLLABORATION		STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Discussion Boards and Exam Essays
		STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Anchor Assessment of School Data and Community Resource Project
		STANDARD 9: OPERATIONS AND MANAGEMENT	
		STANDARD 10: SCHOOL IMPROVEMENT	

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's right to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software

#### **Attendance and Participation Policy:**

Participation and **punctual online assignments** are mandatory components to successfully completing this course! Since work and participation have deadlines and cannot be made up, lack of attention to your work will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. Also note the last day of dropping the class.

#### **Field Hours**

The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here <http://www.epsb.ky.gov/>

EPSB provides an explanation of the new requirements and the KFETS system here <http://www.epsb.ky.gov/teacherprep/FieldExperience.asp>

Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and faculty. This information includes the CEBS Field Experience Tracking Form [http://www.wku.edu/teacherservices/field\\_exp/](http://www.wku.edu/teacherservices/field_exp/) This webpage will be updated when more resources or information becomes available.

#### **STUDENTS WITH DISABILITIES/ADA ACCOMMODATION:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.



**TITLEIX/DISCRIMINATION & HARRASSMENT:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

**SAFETY AND EVACUATION:**

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

**WRITING CENTER ASSISTANCE:**

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students. Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page!<https://www.wku.edu/writingcenter/>

**CENTER FOR LITERACY:**

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help [reading/studying to learn](#) and [writing for evidence and argument](#). The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

**THE LEARNING CENTER:**

The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. TLC offers [free tutoring](#) to all WKU students as well as [PASS](#) (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). You may contact the TLC at <https://www.wku.edu/tlc/>

**EXTRA HELP:**

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

**COURSE ADJUSTMENTS:**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to students.

