



**EDSP 451/652: Curriculum and Instruction:  
Elementary Special Education**  
College of Education: Counseling, Higher Education and Special Education  
*Fall 2015*

**Course Instructor**

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Office Hours: Monday 10:00-12:00; Tuesday 12:00-2:00; & Thursday 12:00-2:00

**Class Location and Time**

EDU 1107: 1:15-4:00

**Required Materials**

Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching (What works for special-needs learners)*. New York, NY: Guilford Press.

Carter, N.J., Prater, M.A.T., Dyches, T.T. (2009). *What every teacher should know about: Adaptations and accommodations for students with mild to moderate disabilities*. New York, NY: Pearson.

Salend, S.J. (2016). *Creating inclusive classrooms: Effective, differentiated and reflective practices*. New York, NY: Pearson.

Additional resources and materials will be made available on Canvas.

**Course Overview**

The purpose of this course is to introduce students to the evidence-based practices used with elementary-aged students with high incidence disabilities. Students will become fluent in instructional strategies, accommodations, modifications, adaptations, teaching models, and the least restrictive environments that benefit children with high incidence disabilities. Further, students will be introduced to formal lesson planning, explicit instruction, Maryland College and Career Readiness Standards, and Maryland Individual Education Plans. Finally, as a the first professional course in the Special Education Program in the College of Education at University of Maryland, students will become familiar with Special Education Program, College of Education, MSDE, CAEP, and CEC expectations and requirements for graduation and licensure.

This knowledge will be acquired through the use of:

- (1) Course readings
- (2) Class lectures
- (3) Class discussions and activities
- (4) Class assignments and assessments
- (5) Multimedia presentations
- (6) Field observations

## Course Calendar

| Date     | Topic   | Assignments and Reading Due   |
|----------|---|---|
| 31-Aug   | <ul style="list-style-type: none"> <li>•Syllabus and Course Structure</li> <li>•Red Folder Meeting</li> <li>•□□□□□□</li> </ul>  | --  |
| 7-Sep    | No Class Meeting  | <ul style="list-style-type: none"> <li>•Archer &amp; Hughes:</li> </ul>   |
| 14-Sep   | <ul style="list-style-type: none"> <li>•Lesson Plan Structure</li> <li>•MSDE College and Career Readiness Standards</li> </ul>  | <ul style="list-style-type: none"> <li>~Chapter 1(all)</li> <li>~Chapters 2-4*</li> <li>*Read all of text and skim examples, as needed</li> </ul>   |
| 21-Sep   | <ul style="list-style-type: none"> <li>•Key Components of Explicit Instruction</li> <li>•Writing Strong Lesson Plan Objectives</li> <li>•Quiz Review</li> </ul>                                     | <ul style="list-style-type: none"> <li>•Archer &amp; Hughes: Chapters 6-8*</li> <li>*Read all of text and skim examples, as needed</li> <li>•Salend: Chapter 9 (pp 343-356)</li> </ul>  |
| 28-Sep   | <ul style="list-style-type: none"> <li>•In-Class Quiz</li> <li>•Review of Field Observation Assignment</li> </ul>   |   |
| 5-Oct    | •Individualized Education Plans   | •□aterials loaded in Canvas folder "IEPs"   |
| 12-Oct   | <ul style="list-style-type: none"> <li>•Co-teaching and Professional Collaboration</li> <li>•LREs of High Incidence Students</li> </ul>   | •Salend: Chapter 5  |
| (15-Oct) | <b>Field Observation 1</b>  |   |
| 19-Oct   | <b>Field Observation 2</b>  |   |
| (22-Oct) | <b>Field Observation 3</b>  |   |
| 26-Oct   | <ul style="list-style-type: none"> <li>•What Works Clearing House</li> <li>•Differentiating Instruction to Meet Individual Learner Needs</li> <li>•Review Poster Presentation Assignment</li> </ul> | <ul style="list-style-type: none"> <li>•Salend: Chapter 8</li> <li>•Carter, Prater, &amp; Dyches:</li> <li>~Learning Information</li> <li>~Remembering Information</li> <li>~Memory</li> <li>~Concept Formation</li> </ul>  |
| 2-Nov    | •Accessing and Participating in Group Lessons and Activities  | <ul style="list-style-type: none"> <li>•Salend:</li> <li>~Chapter 9 (pp 330-343)</li> <li>~Chapter 6 (pp 188-196)</li> <li>•Carter, Prater, &amp; Dyches:</li> <li>~Completing Assignments</li> <li>~Accessing Printed Material</li> <li>~Accessing Curriculum and Instruction</li> <li>•Submit Field Observation Assignment</li> </ul> |
| 9-Nov    | <ul style="list-style-type: none"> <li>•Socialization &amp; Friendship</li> <li>•Cooperative Learning</li> </ul>  | <ul style="list-style-type: none"> <li>•Salend:</li> <li>~Chapter 6 (pp 226-232)</li> <li>~Chapter 9 (pp 356-364)</li> <li>•Carter, Prater, &amp; Dyches:</li> <li>~Working with Others</li> <li>~Social Competence</li> <li>•Submit Poster Presentation Planning Sheet</li> </ul>  |

|               |   |   |
|---------------|---|---|
| <b>16-Nov</b> | <ul style="list-style-type: none"> <li>•Autonomy</li> <li>•Self Determination</li> <li>•Decision-Making</li> </ul>  | <ul style="list-style-type: none"> <li>•Salend: Chapter 6 (pp 202-208)</li> <li>•Carter, Prater, &amp; Dyches: ~Attention</li> <li>~Motivation and Attribution</li> <li>•Materials loaded in Canvas folder “SD and DM”</li> </ul> |
| <b>23-Nov</b> | <ul style="list-style-type: none"> <li>•Formative and Summative Assessments in Lesson Planning</li> <li>•High Stakes Testing: Accommodations and Adaptations/Modifications</li> <li>•Alternative Assessments</li> </ul> | <ul style="list-style-type: none"> <li>•Salend: Ch 12 (pp 452-501)</li> <li>•Carter, Prater, &amp; Dyches: Part III</li> </ul>  |
| <b>30-Nov</b> | <b>Poster Presentations</b>   |   |
| <b>7-Dec</b>  | <b>Take Home Exam Review</b>  |   |

## Course Requirements

### Course Readings

Course readings are assigned on a weekly basis. Please take note of the pages and sections that are assigned on the course calendar, as many chapters will be read out of order or not read in full. It is expected that students complete their weekly reading by their due dates in order to participate in course discussions. Course readings will not be retaught in class; instead they will be expanded and built upon. Students are responsible for all the content in the assigned readings whether it is reviewed in class or not.

### In-Class Quiz

An in-class quiz will be given on September 28, 2015. The quiz will be worth 10 points and will assess students’ understanding of the fundamentals of lesson planning and the principles of explicit instruction. A review session and additional details about the quiz will be provided on September 21, 2015.

### Field Observations

Students will conduct a series of three (3) field observation in conjunction with this course (EDSP 451/652) and other courses that they are taking this semester (EDSP 400/602 and EDSP 443). The observations will be held at a single school that is close to campus and bus accessible. Observations will be from 1:00 – 1:45 on the dates indicated; students who are enrolled in EDSP 411 will have digital class meetings on October 15 and October 22 and will not miss class. Students who are enrolled in Internship I will select two (2) different classrooms to observe in their internship placement school instead of the observations that will be held on October 15 and October 22. Please note: these students must receive pre-approval for these observations from the course instructor.

The purpose of the field observations is to expose students to different evidence-based practices and learning environments for elementary students with disabilities. Students will observe a (1) collaborative/team taught classroom, (2) self-contained classroom for students who are expected to earn a standard diploma, and (3) self-contained classroom for students with low incidence disabilities. Observations will be conducted in teams of 3 to 4 individuals and students will be expected to complete a series of independent and group assignments related to the observations

for each of the courses indicated (EDSP 451/652, EDSP 400/602, EDSP 443). Please refer to your syllabi for EDSP 400/602 and EDSP 443 for more details about these assignments.

### *EDSP 451/652 Field Observation Assignment*

Students will be expected to complete a two-part assignment for this course: (1) a group reflection, and (2) a plausible Present Level of Performance (PLOP) and IEP goal for a sample learner observed during the field observations (completed independently). These activities will be reviewed in detail on October 5, 2015. A detailed description, assignment rubric, and assignment materials will be shared at that time and posted to Canvas.

### **Poster Presentations**

Working in the same groups that were assigned for the field observation, students will create a poster presentation about evidence-based practices used with students with disabilities. Each group will be assigned a specific area of need. Students will use *What Works Clearinghouse*, course materials, and other professional materials to research and share potential strategies that could be used to support a child with a disability who may have that area of need. The Poster Presentation assignment will be reviewed in class on October 26, 2015. A detailed description, assignment rubric, and assignment materials will be shared at that time and posted to Canvas. Poster presentations will be presented in class on November 30, 2015.

### **Take Home Exam**

A take home exam will be distributed on the final day of class. It is to be completed independently and submitted digitally via Canvas. The exam will be cumulative and assess students' ability to *apply* the content learned in the course. The final exam will be due one week (December 14, 2015) after the last day of class. A course summary and exam review session will be held on the final day of class.

### **Attendance and Participation**

Students are expected to attend all class sessions and be active participants in class discussions and activities. Attendance will be taken at the beginning of each class meeting; if a student is late for class it is the student's responsibility to check in with the course instructor at the end of the class meeting in order to receive attendance credit.

Please take note of the University's policy on absences and notify the professor in writing should you need to miss a class meeting. Excused absences will not be penalized and include:

1. Religious observance (with notification provided during the first week of class);
2. Illness (with a doctor's note);
3. Participation in university activities at the request of university authorities; and
4. Compelling circumstances beyond the student's control.

Documentation and/or written notification of all absences should be loaded to Canvas under Attendance. Emailed or hard copies of documentation and/or notifications will NOT be accepted. It is the student's responsibility to gather missed notes and/or materials from his/her classmates. Specific questions about a missed class lecture or activity may be addressed during the instructor's office hours.

***Class Disruptions and Use of Technology:*** Students are permitted to use tablets, laptops, and other devices for note-taking purposes only. Cell phones and smartphones are not permitted for use during class. Using cell phones/smartphones and/or using devices for purposes other than note-taking is disruptive to the class. Class disruptions of any form (e.g. inappropriate use of technology or side-bar conversation) will not be tolerated and students may be asked to leave should they engage in such activities. Students who are asked to leave class will not receive credit for class attendance, activities or participation for that day.

**Please Take Note:**

***Assignment Submission:*** All assignments should be completed independently, unless noted otherwise. Written assignments should be (1) double-spaced, (2) typed in 12-point, Times New Roman font, (3) have 1-inch margins, and (4) use person-first and dignified language when discussing individuals with disabilities. Assignments that do not meet these specifications are subject to loss of points. Assignments are to be submitted on Canvas by the start of class on the dates indicated.

**Late assignments will not be accepted and will receive no points** unless there are documented extenuating circumstances. Extenuating circumstances include illness of self or a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student decided by the instructor. Students asking for an extension for one of these reasons must notify the instructor in advance and supply appropriate written documentation of the cause.

Extra credit assignments are not offered in this course, nor is it possible to resubmit assignments. Assignments are graded one time only; students are not allowed to rewrite or redo any assignment. If you have questions before an assignment is due, send any questions by email, make an appointment, or ask during office hours. Allowing students to rewrite assignments after evaluation leads to initial submissions that are sloppy or done at the last minute. Please take care to complete the assignments appropriately on the first submission.

## Grading

| Assessment                   | Points     |
|------------------------------|------------|
| Quiz 1                       | 10         |
| Field Observation Assignment | 25         |
| Poster Presentation          | 40         |
| Take Home Exam               | 20         |
| Attendance & Participation   | 5          |
| <b>TOTAL:</b>                | <b>100</b> |

| Letter Grade | Points Earned | Letter Grade | Points Earned |
|--------------|---------------|--------------|---------------|
| A+           | 100-97        | C+           | 79-77         |
| A            | 96-93         | C            | 76-73         |
| A-           | 92-90         | C-           | 72-70         |
| B+           | 89-87         | D+           | 69-67         |
| B            | 86-83         | D            | 66-63         |
| B-           | 82-80         | D-           | 62-60         |

Final grades will be rounded to the nearest point.

### Course Objectives

Upon successful completion of this course, students demonstrate understanding of the following MTTs, InTASC, CEC and UMD College of Education Conceptual Standards:

UMD College of Education Conceptual Standards:

Domain 2: Knowledge of pedagogy, knowledge of learners, & knowledge of curriculum

Maryland Teacher Technology Standards:

Standard V: Integrating Technology into the Curriculum and Instruction

Standard VI: Assistive Technology

InTASC Standards:

1. Learner Development
3. Learning Environment
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

*Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

CEC Initial Preparation Standard 2: Learning Environments

*Beginning special education professionals create safe, inclusive, culturally responsive learning*

*environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*

**CEC Initial Preparation Standard 3: Curricular Content Knowledge**

*Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

**CEC Initial Preparation Standard 4: Assessment**

*Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

**CEC Initial Preparation Standard 5: Instructional Planning and Strategies**

*Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.*

**Student Notices & University and College Policies**

**Use of Technology:** All students are expected to have their phones silenced and put away during class; use of any phone feature during class is prohibited. Laptops, tablets and other digital note-taking devices are permitted during class lectures. However, all such devices should be put away during SmartBrief presentations, group presentations, and guest presentations. Please see *Attendance and Participation* for additional details.

**Academic Integrity/Honor Code:** The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit

[www.shc.umd.edu](http://www.shc.umd.edu) which defines the following terms:

**ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:

- (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
- (d) **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

**University Honor Code:** The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." **This pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course.**

**Assistance for Students in Distress:** If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 for resources or referrals.

**Attendance:** University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation. Please see *Attendance and Participation* for additional details

**Excused Absences:** Students will not be penalized because of religious observances or other excused absences (see above) and shall be given opportunity to make up, within a reasonable time, any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. More information on attendance can be found at <http://www.faculty.umd.edu/teach/attendance.html>.

**Academic Accommodations:** If you have a documented disability and wish to discuss academic accommodations, contact an instructor at the beginning of the semester. For all students: help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693, <http://www.inform.umd.edu/LASRV>

**College of Education Foundational Competencies Policy:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Students in the College. Performance that meets the Foundational Competencies is expected across all settings. If concerns arise, a referral will be made to the student's advisor.

**CourseEvalUM** As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit our course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. An email will be sent to you and the link at which you can access the submission system at that time ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)).