



**EDSP 499F: TEACHING STUDENTS WITH DISABILITIES IN  
ELEMENTARY CLASSROOMS COURSE SYLLABUS**

<b>Course Title:</b>	TEACHING STUDENTS WITH DISABILITIES IN ELEMENTARY CLASSROOMS
<b>Course Number:</b>	EDSP 499F
<b>Meeting Time &amp; Place:</b>	Mondays 4:15-5:30; ASY 1213 Discussion sections: 0101 Th 11-12:15; EDU 1121 0102 Tu 11-12:15; EDU 1121 0103 W 10-11:15; EDU 1121
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<b>Office Hours:</b>	Mondays 3-4; Tu & Th 10-10:45, W 9-9:45 and by appointment (via Google hangout)
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## COURSE OVERVIEW

This course is designed for elementary education majors as an introduction to teaching students with disabilities in elementary classrooms. The course will begin by examining the legal requirements for general education teachers in the public schools including best practices for participation in the Individual Education Program (IEP) process. This will be followed by an overview of the characteristics of students who have been identified as having high incidence disabilities (e.g., learning disabilities, attention deficit hyperactivity disorder, speech and language delays, behavioral disorders, and other health impairments). Emphasis will be placed on teaching candidates how to modify instruction through the use of teaching models and strategies, as well as through co-teaching with special educators. Therefore, best practices will be offered on topics such as collaborating with special educators and other allied personnel (e.g., paraeducators) and communication with parents. The course will also provide information on universal design principles for learning, inclusion of all students with disabilities in the general classroom, and methods for integrating technology and assistive technology into the UDL framework for all students, including those with low incidence disabilities.

**COURSE OBJECTIVES** – by the end of the semester, each student will be able to:

1. Examine diagnosis, identification, and characteristics of high and low incidence disabilities and articulate how these characteristics impact the children's learning process;
2. Understand special education laws and how to integrate IEP goals and objectives into an inclusive or general education classroom;
3. Identify the different models of inclusion, collaboration, and co-teaching;
4. Describe and apply the concepts of Universal Design of Learning (UDL) to all learners including students with disabilities, students who are English Language Learners, and students who are at-risk of academic achievement;
5. Understand the roles and responsibilities of the general education elementary teacher with respect to families, co-teachers, and paraprofessionals;
6. Understand methods of communicating and collaborating with parents, students, teachers and administrators regarding students with disabilities;
7. Understand and demonstrate ability to plan instruction using elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
8. Understand and demonstrate the ability to plan instruction using elementary level evidence-based strategies for the development of social skills, communication and behavior, including social stories, peer tutoring and cooperative learning, for individuals with mild disabilities;
9. Understand and identify methods for monitoring student progress, and evaluating the results of instruction in general education settings; and
10. Identify and understand assistive technology to enhance communication skills and accommodations in the general education classroom for students with disabilities.

### **ACEI STANDARDS ADDRESSED IN THIS COURSE:**

#### DEVELOPMENT, LEARNING AND MOTIVATION

**1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

#### INSTRUCTION

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

#### ASSESSMENT

**4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

#### PROFESSIONALISM

**5.2 Collaboration with families, colleagues, and community agencies**— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

#### READINGS

1. Front of the class, by Brad Cohen and Lisa Wysocky. St. Martin's Griffin. ISBN 9780312571399.
2. Gargiulo, R.M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach (2<sup>nd</sup> ed.)*. Belmont, CA: Wadsworth Cengage Learning, Coursemate access. ISBN **9781133525257**
3. Rose, D.H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning - Suggested reading and available for free online*  
[http://www.cast.org/teachingeverystudent/ideas/tes/chapter1\\_graphical.cfm](http://www.cast.org/teachingeverystudent/ideas/tes/chapter1_graphical.cfm)
4. SmartBriefonEdTech. *Free* newsletter <https://www.smartbrief.com/edtech/index.jsp>
5. Additional readings and required course materials are shown on the course Calendar and can be accessed through the ELMS platform (Canvas).

ASSIGNMENTS	Brief Description	% Grade	ACEI Standards
<b>Weekly reading reflections</b> (Lowest grade will be dropped; grades for 10 reading reflections count for course grade.)	These assignments are due on Sundays at noon. They should take 1-2 hours and will help you to prepare for each Monday lecture. Weekly except for when a 3-hour, online module is due – See below for schedule. (2.5% each)	25%	1.0, 3.1, 3.2, 3.4, 3.5, 4.0.
<b>Online modules</b> 3 modules	This assignment is an in depth set of questions linked to PowerPoint, videos and readings that are expected to take 3 hours. Scheduled during weeks when there is no Monday night class. (5% each)	15%	1.0, 3.5, 4.0, 5.2
<b>Book Review</b>	Read <i>Front of the class</i> on your own, before the midpoint of the semester when a UDL lesson is due for a grade, based on the book. You will also discuss the book during your Tue, Wed, or Thursday, discussion section.	10%	Varies
<b>Group Inquiry Project</b>  Sign up required.	This is a collaborative exploration (five person groups) on an issue related to teaching students with high or low incidence disabilities. This involves interviewing a general education teacher, a special education teacher, a speech language pathologist or Para-educator, or a parent.	25% total: broken into 3 sub-parts; see schedule	1.0, 3.1, 3.2, 3.4
<b>Assistive technology</b>	In small groups, students will critique an App using a checklist posted on ELMS. Each group will then search and post 5 Apps that may be applicable to a chosen grade or content area.	5%	3.1, 3.2, 3.4, 3.5
<b>Participation</b>  <b>Clicker responses during Monday</b>	Students are expected to take an active role in discussions and group activities. Turning Point 5 will be used to record learning during portions of F2F sessions.	10%	1.0, 3.1, 3.2, 3.4, 3.5, 4.0, 5.2

<b>nights. Group work in lab/discussion sections.</b>	Students must register their clickers and web devices through <a href="http://webreg.turningtechnologies.com">webreg.turningtechnologies.com</a> .		
<b>Final exam</b>	Two part test - both closed and open note sections; in person exam, see UMD exam schedule.	10%	

### Things you should know about 499F:

1. **Class format.** This is a blended course meaning that some sessions will be face-to-face (F2F) in the traditional classroom and other sessions will be completed online outside of the classroom.

- For F2F sessions, plan to spend three hours in the classroom and 3 hours per week for readings and assignments (6 hours per week).
- The online sessions completed outside of the classroom will require at least 5-6 hours of your time to read the required course material and to complete the online modules. You will need a computer with Internet access and one or more Web browsers. Please have current versions of the Java, flash, iTunes and QuickTime Player plug-ins in order to interact with the course content on Canvas.

**Class Participation and In-Class Activities.** It is not possible to make up clicker points or points for in-class group activities unless you have excused absence under the UM Religious Observances/Illness Policy. Students are encouraged to use technology to access readings and websites during class; organize your electronic files by course topics. However, using technology for other activities during class is disruptive and requires a substantial investment in multitasking - you will be asked to turn off the device if it hinders your class participation or if it is distracting to your classmates.

**High expectations.** I assume each student in class is an adult learner and wants to learn the content to become an effective teacher. Throughout the semester we try out different strategies to learn class material, to make presentations, and to explore technology integration and instructional practices. Consider what works for you as a student in terms of UDL and what principles and practices you would like to use during your teacher preparation program. Other tips for this class.

- Arrive to class on time with materials
- Turn off your cell phone
- Do not use class time to check social networking websites, reply to texts, read email, or other off-task, online behaviors – I will ask you not to use your electronic device if this is an issue

- Be professional when writing emails
- Take advantage of the instructor's office hours and email me with questions (not your peers). PLEASE, DO NOT do this before class starts when I am setting up or at break time.

## 2. Guidelines for Submitting Assignments

- When creating and submitting docx, pptx or html files please use a naming convention of your last name followed by the name of the assignment (e.g., **lastname\_readingresponse1**).
- You should ensure the safety of your work by making regular backups (extra copies) and save your work in multiple places.
- Late Assignment Policy: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments**

## 3. Course Communication

- Please allow 24 hours for responses to emails during the week and within 48 hours on the weekend.
- You will receive feedback and grades for assignments within 1 week of turning them in (unless turned in early). Grades will be posted as soon as the assignments are graded.
- Your first course activity is to set your notification preferences in Canvas and to post a profile picture and 2-sentence biography.

### Attendance, Make-up Work, Cancellation of Classes

- In all cases, it is your responsibility to make up work and content missed in class and work with the instructors to request modifications to assignment deadlines, if needed.
- Should the University close due to inclement weather or other event, we will contact the class via Announcements to determine what we will do in lieu of a face to face meeting. If we are scheduled to meet online on the day of the campus closure, your online work should continue even if the University is closed.

This syllabus, along with course assignments and due dates are subject to change. It is the student's responsibility to check ELMS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through the ELMS notification system.

## Grading Scale

Letter Grade	Percentage Range
A-, A, A+	90-93, 94-97, 98-100
B+, B, B-	80-83, 84-87, 88-89
C+, C, C-	70-73, 74-77, 78-79
D+, D, D-	60-63, 64-67, 68-69
F	0-59

## Honor Code

The University has an honor code that is administered by the Student Honor Council. 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." Unless you are specifically advised to the contrary, the Pledge statement should be affixed and signed on the cover page of all papers, projects, or other academic assignments submitted for evaluation in this course.

## Accommodations

If you need academic accommodations, please see me immediately.

## Student Course Evaluations

As a member of the UMD academic community, you have an important responsibility to submit your course evaluations each term through *CourseEvalUM* in order to help faculty and administrators improve teaching and learning at Maryland. The link through which you can access the evaluation system is: [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). Once you submit your electronic evaluations, you can access all posted results via *Testudo* under *CourseEvalUM Reporting*. More information on the electronic evaluation system is available at: [https://www.irpa.umd.edu/Assessment/CourseEval/stdt\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**CALENDAR**

	Topics	Readings	Due
Week 1 Lecture 8/31/15	Teaching in today's inclusive classroom	Chapter 1 (introduced in lecture; some content will be on the final so you are encouraged to read this chapter)	Set up personal profile in ELMS by end of lecture
LAB	In class activities – building an initial understanding of UDL		
Week 2 9/7/15 Labor Day	Universal design for learning	Chapter 2 and ELMS reading	Online Module #1 See directions on ELMS
	Online module due 9/9/15 at noon: no lab this week; Instructors available for Office Hours during Lab times		
Week 3 9/14/15  Guest speaker: Piantedosi	Policies, practices, and processes for special education and inclusive education	Chapter 3 and ELMS reading	Reading reflection #1 – Due Sunday 9/13/15 at noon.
LAB	In class activities – Pre-referral interventions; IEPs and 504 plans		
Week 4 9/21/15  Guest panel: Zellers & See	Learners with high incidence disabilities	Ch. 4 and ELMS reading	Reading reflection #2 – due Sunday at noon.
LAB	In class activities – Engagement Principle – Options for Recruiting Interest Guideline		
Week 5 9/28/15	Learners who are gifted and talented or who are culturally and linguistically diverse	Ch. 6 and ELMS reading	Reading reflection #3- Due Sunday 9/27/15 at noon.
LAB	In class activities – Engagement Principle – Options for Sustaining Effort and Persistence Guideline		
Week 6	Learners with low incidence disabilities	Ch. 5 and ELMS reading	Online Module #2 due



10/5/15			10/7/15 at noon; See directions on ELMS
	Inquiry Projects Part 1 – Individual Proposals are due 10/9/15 at noon Lab sessions will be used for small group planning		
Week 7 10/12/15  Vallencio	Collaboration, co-teaching, and Para-educators	Ch. 7 and ELMS reading	Reading reflection #4 due Sunday, 10/1/15 at noon; UDL lesson for <i>Front of the class</i> due Monday in class
LAB	In class activities – Engagement Principle – Options for Self-Regulation Guideline ~Book discussions – see posted questions		
Week 8 10/19/15  Plotkin	Planning instruction for all learners	Chapters 8 & 10; no additional ELMS reading	Reading reflection #5 due Sunday, 10/18/15 at noon.
LAB	In class activities – Representation Principle – Options for Perception Guideline		
Week 9 10/26/15	Assistive technology	Chapter 12 plus reading on ELMS	Reading reflection #6 due Sunday, 10/25/15 at noon.
LAB	In class activities – Representation Principle – Options for Language and Symbols Guideline ~ Post App Critiques by 10/30/15 at noon		
Week 10 11/2/15	Creating literacy-rich environments for all learners	Chapter 13 plus reading on ELMS	Reading reflection #7 due Sunday, 11/1/15 at noon.
LAB	In class activities – Representation Principle – Options for Comprehension Guideline		
Week 11 11/9/15	Classroom management and behavioral supports for all learners	Chapter 11 plus reading on ELMS	Reading reflection #8 due Sunday, 11/8/15 at

			noon.
LAB	In class activities – <a href="#">Action and Expression Principle</a> – Options for Physical Action Guideline		
Week 12 11/16/15	Developing an understanding of science for all learners	Chapter 15 plus reading on ELMS	Reading reflection #9 due Sunday, 11/15/15 at noon.
LAB	In class activities – <a href="#">Action and Expression Principle</a> – Options for Expressive Skills and Fluency Guideline		
Week 13 11/23/15	Developing an understanding of social studies for all learners	ELMS readings	<a href="#">Online Module #3</a> <a href="#">See directions on ELMS</a>
	<a href="#">Thanksgiving Week - Online module #3 Due 11/22/15 noon</a> Students are welcome to come to Lab on Tues or Wed for a review activity for the closed book portion of the Final Exam (Thursday section will meet on Monday night)		
Week 14 11/30/15	Developing an understanding of mathematics for all learners	Chapter 14 plus reading on ELMS	Reading reflection #10 due Sunday, 11/29/15 at noon..
LAB	In class activities – <a href="#">Action and Expression Principle</a> – Options for Executive Functions Guideline		
Week 15 12/7/15	Assessing and evaluating learner progress	Chapter 9	Reading reflection #11 due Sunday, 12/6/15 at noon.
LAB	<a href="#">Inquiry Projects Part 2 – Analysis and Interpretation Group Work due in lab</a> <a href="#">Inquiry Projects Part 3 – In Class Group Presentations</a>		

[FINAL EXAM: SEE CAMPUS SCHEDULE](#)