

SPECIAL EDUCATION PROGRAM

UNIVERSITY OF MARYLAND

COURSE: EDSP 627 (Fall, 2015)

TITLE: Curriculum and Instruction: Early Childhood Special Education

TIME: Tuesdays, 4:15-7:00

ROOM: 1101 Taliaferro Hall

INSTRUCTOR: Dr. Joan Lieber

OFFICE: 1240 E Benjamin Bldg.
301-405-6467
email: jlieber@umd.edu

OFFICE HOURS: Tuesday, 3:00-4:00 or by appointment

Course Description: This course familiarizes students with the development of young children with disabilities from three to eight years of age as well as the curricula and instructional techniques that are appropriate for children in that age range. Students learn how major early childhood special education curricula address the development of cognition, early literacy, language, mathematics, science, social development and play in children with disabilities. In addition, students learn how to plan instruction based on these areas of development. The course highlights how to implement instruction in inclusive settings, and how to ensure that instruction is appropriate for children from a variety of cultures. Students implement instructional plans, design a unit of instruction, evaluate children's progress, and reflect on the appropriateness of their plans in a field-based setting. Students learn about evidence-based practices and how they apply to selecting appropriate intervention strategies for young children with disabilities.

Competencies

As a result of class attendance and participation, completion of assigned readings, written assignments and field participation, students should:

1. Know laws and policies that affect young children, families, and programs for young children [INTASC #4 Content Knowledge; CEC #6- Professional Learning and Ethical Practice].
2. Know trends and issues in early childhood education and early childhood special education [CF – Subject Matter; INTASC #4 Content Knowledge; CEC #3 – Curricular Content Knowledge].

3. Understand how room arrangement in an early childhood classroom can be used to create a safe and supportive learning environment [CF – Curriculum; INTASC #3 Learning Environment; CEC #2 – Learning Environments]
4. Develop a daily schedule and routine for an early childhood classroom that encourages active participation in individual and group activities [CF – Curriculum; INTASC #3 Learning Environment; CEC #2 – Learning Environments].
5. Incorporate children’s IEP objectives into classroom activities in order to implement, monitor, and evaluate individualized education plans [CF – Curriculum; INTASC #3 Learning Environment; CEC #2 – Learning Environments].
6. Plan and implement developmentally and individually appropriate curriculum activities incorporating elements of universal design for learning to improve children’s participation and engagement [EC #5 Innovation and Creativity; CF – Curriculum; INTASC #8 Instructional Strategies; CEC #5 – Instructional Planning and Strategies].
7. Reflect on and make changes in instructional plans, based on children’s progress [EC 4 – Reflection; CF – Educational Goals and Assessment; INTASC #6 Assessment; CEC #4 – Assessment].
8. Use instructional practices based on knowledge of the child, family, community and the curriculum in the areas of cognition, early literacy, language, mathematics, science, social skills and play behavior in young children with mild to moderate disabilities [CF – Curriculum; INTASC #8 Instructional Strategies; CEC #5 - Instructional Planning and Strategies]
9. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences [EC 1 – Equity and Diversity; CF – Social and Cultural Context; INTASC #4 Learner Diversity; CEC #1 – Learner Development and Individual Learning Differences]
10. Use effective and varied behavior management strategies, and use the least intensive behavior management strategy consistent with the needs of young children with disabilities [CF – Learners; INTASC #2 Learner Diversity; CEC #1 – Learner Development and Individual Learning Differences]
11. Use curricula and instructional strategies that promote inclusion of children with disabilities into early childhood classrooms [INTASC #10 Community; CEC #7 – Collaboration]
12. Prepare young children and assist families in planning for successful transitions [EC 2 Advocacy; INTASC #4 Content Knowledge; CEC #7 – Collaboration]

13. Understand the concept of evidence-based practice and how it applies to selecting appropriate intervention strategies for young children with disabilities [EC 7 – Specialist Competence; CF – Educational Goals and Assessment; INTASC #8 Instructional Strategies; CEC #5 - Instructional Planning and Strategies]

TEXTS:

Required:

Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs* (2nd ed.). Baltimore: Brookes.

REQUIREMENTS:

Class participation and readings: All students are expected to complete assigned readings prior to class. It is expected that reading materials will be integrated with the field experience as a basis for on-going class discussion. Students will be evaluated during class discussion for their familiarity with reading material and their ability to utilize the information practically.

Written assignments: There are four written assignments related to instruction of preschool or kindergarten children with disabilities. You will carry out these assignments in your field placement.

There are also four assignments related to evidence-based practices. These assignments require going to web-sites on evidence-based practices in early childhood special education, and answering a series of questions related to those web sites for discussion in class.

All written assignments must be typed, double-spaced, and turned in **at the beginning** of the class period for which they are due. Papers should be proofread to ensure spelling and grammar correctness. Points will be taken off each assignment for errors in these areas. Late assignments will be accepted only at the prior approval of the instructor. Only limited time extensions will be given. Assignments, which receive prior approval to be turned in late, may be lowered by one grade level. **Points will not be given for late evidence-based practices assignments.**

Accommodations. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. For information on accommodations see www.counseling.umd.edu/DSS

Academic Integrity: The University of Maryland, College Park 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

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.

College of Education Foundational Competencies

The college of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework.. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11).

ELMS

ELMS will be used for email, weekly announcements, grades, and access to the syllabus, lessons/resources, readings, and internet links

To access go to:

<http://elms.umd.edu> (see Student Resources and Tutorials if you need help)

Login your username and password

Go to My Courses (EDSP 627 – Fall 2015)

Buttons on Left to:

- Access the syllabus
- Access course materials
- Access assignments

All assignments are to be turned in using ELMS.

Course Evaluation

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, November 27 and Sunday, December . Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting November . By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Grading

Assignment	Points		Due Date
	Excellent**	Satisfactory*	
Evidence-Based Practices #1	10	8	September 22
Assignment 1: Schedule, IEP-at-a-Glance, Activity Matrix	25	20	September 29
Evidence-Based Practices #2	10	8	October 6
Assignment 2: Curriculum Modification	25	20	October 13
Assignment 3: Plan for Embedded Learning Opportunity	7	6	October 20
Evidence-Based Practices #3	10	8	November 3
Assignment 3: Evaluation of Lesson	18	16	November 10
Assignment 4: Unit Plan	75	60	October 27
Evidence-Based Practices #4	25	20	December 1
Assignment 4: Evaluation of Unit	25	20	December 8

**Exceeds expectation of assignment

*Meets expectation of assignment

Grades will be assigned according to the following scale:				
A+ = 98-100%	B+ = 88-89%	C+ = 78-79%	D = 60-69%	F = < 60%
A = 93-97%	B = 83-87%	C = 73-77%		
A- = 90-92%	B- = 80-82%	C- = 70-72%		

Class Schedule and Readings

Date	Class Topics and Assignment Due Dates	Readings
September 1	Introduction to class Evidence-based practices	ELMS Evidence-based practices summary Go to: http://marylandlearninglinks.org
September 8	Issues in early childhood curriculum Maryland Model for School Readiness Maryland State Curriculum Early Learning Guidelines Developmentally appropriate practice Relationship between early childhood and early childhood special education	Go to: http://www.marylandpublicschools.org/M_SDE/divisions/child_care/early_learning/ Read about Maryland Model for School Readiness Read about Content Standards for PreK and Kindergarten Go to: http://www.mdecgateway.org/olms/output/page.php?id=9351 See what resources are available to you from MSDE as an ECSE teacher Go to: http://www.ehhs.kent.edu/ceecrt/wp-content/uploads/2008/12/promoting-positive-outcomes.pdf Read pages 1-10 on curriculum Go to: http://www.marylandpublicschools.org/M_SDE/newsroom/publications/school_readiness.htm Readiness Matters, Kindergarten Readiness Assessment Report Read your county's data for special education students for 2014-2015 Go to: http://www.naeyc.org/positionstatements/d

		<p>ap Read key messages in Position Statement on Developmentally Appropriate Practice</p> <p>ELMS Look at Maryland Early Learning Standards</p>
September 15	Strategies for instruction and data collection	<i>Building Blocks</i> – Chapters 1, 2, 4, 5
September 22	Strategies for instruction and data collection <u>EBP #1 DUE</u>	<i>Building Blocks</i> – Chapters 6, 7 ELMS Hojnoski, Gischlar & Missall Gischlar, Hojnoski & Missall
September 29	Universal Design for Learning Response to Intervention (RTI) in preschool <u>ASSIGNMENT 1 DUE</u>	<p>Go to: http://www.udlcenter.org/aboutudl/whatisudl Read UDL Guidelines 2.0</p> <p>Go to: http://marylandlearninglinks.org Under Individualized Education go to UDL and read: information on UDL</p> <p>Go to: http://www.rtinetwork.org/learn/what Read: What is RTI?</p> <p>Go to: http://www.rtinetwork.org/images/roadmap/toprekti.pdf</p> <p>Read about RTI in pre-k</p> <p>ELMS Conn-Powers, Cross, Traub, & Hutter-Pishgahi Stockall, Dennis, & Miller Universal Design for Learning Checklist and Questions</p>
October 6	Room arrangement	ELMS

Daily routine

Lawry, Danko & Strain
Banerjee & Horn

EPB #2 DUE

Go to:

http://csefel.vanderbilt.edu/resources/what_works.html

Read What Works Briefs # 3, 4

October 13

Programming for language development

ELMS

Kaiser & Delaney
McCathren & Watson
Dethorne & Watkins

ASSIGNMENT 2 DUE

October 20

Programming for literacy development

Building Blocks – Chapter 9

PLAN DUE FOR ASSIGNMENT 3

ELMS

McCathren & Allor
Chandler et al.
Phillips, Clancy-Menchetti & Lonigan
Dennis, Lynch & Stockall

Read CELLnotes

<http://www.earlyliteracylearning.org/pgpracts.php>

October 27

Classroom management

PLAN DUE FOR ASSIGNMENT 4

Building Blocks – Chapter 11

ELMS

Coleman, Crosby, Irwin, Dennis, Simpson & Rose
Fox, Dunlap, Hemmeter, Joseph & Strain
Hemmeter, Ostrosky & Corso

Go to:

http://csefel.vanderbilt.edu/resources/what_works.html

Read What Works Briefs # 2, 7, 10, 11, 14, 15

Check out this web site

<http://challengingbehavior.fmhi.usf.edu/>

November 3	Programming for social interaction and play development	<p>Look at Routine Based Support Guide: http://www.challengingbehavior.org/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf</p>
	<u>EBP #3</u>	<p><i>Building Blocks</i> – Chapter 10</p> <p>ELMS Brown, Odom & Conroy Jamison, Forston, & Stanton-Chapman</p>
		<p>Go to: http://www.vanderbilt.edu/csefel/resources/what_works.html</p>
		<p>Read What Works Briefs # 5, 6, 8, 17, 21 Check out Practical Strategies – Scripted Stories for Social Situations</p>
November 10	Diversity issues in early childhood special education	<p>ELMS Derman-Sparks Jones & Derman-Sparks Vesely & Ginsberg Chen & Shire</p>
	<u>LESSON EVALUATION DUE FOR ASSIGNMENT 3</u>	<p>Go to: http://www.lib.umd.edu/ Go to Research Port Go to E-journals Find <i>Young Children</i>, January 2011 Read Gillanders, C. & Castro, D.C. Storybook reading for dual language learners</p>
		<p>Check out this web site Culturally and Linguistically Appropriate Services: Early Childhood Research Institute http://clas.uiuc.edu/</p>
November 24	Programming for mathematics and science	<p>ELMS NAEYC Notari-Syverson & Sadler Teaching Math to Young Children Practice Guide: Recommendations</p>

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18>

December 1

Programming for writing
Issues in transition
EPB #4 DUE

Check out this web site
www.ecta.center.org

December 8

Issues in inclusion

**UNIT EVALUATION DUE FOR
ASSIGNMENT 4**

ELMS
Early childhood inclusion

Assignment 1: Daily schedule, IEP objectives, Activity Matrix

Due: September 29, 2015

Points: 25

1. **Classroom Description.** Describe your classroom, specifically indicating what curriculum is used, what adults are typically in the classroom, how many students are in the classroom, what the students are like including their levels of disability.

It would be good to work with your mentor teacher on the following parts of the assignment. Refer to *Building Blocks*, Getting Started

2. **Daily Schedule.** Write out the daily classroom schedule used in your placement. Be sure to include both the activity and the time for that activity. Evaluate your schedule using the points on p. 33, *Building Blocks*.
3. **Planning Worksheet Section 1: IEP Today.** Select 1 child from your placement. Give the child an alias that you will use throughout the semester and on all of your assignments. This child will be your target child for the semester. For that child complete the **IEP Today** (in *Building Blocks*). Use this form to identify the child's goals and objectives. These may come from the areas of cognition, communication, social, literacy, and mathematics development. Be sure all objectives aren't from the same area.
4. **Evaluation of Objective.** Select one objective for your target child. This can be any objective. Critically evaluate that objective as it is written using the **SMART** acronym from Jung (2007). Go to: <http://www.lib.umd.edu/>
Go to Research Port
Go to E-journals
Find *Teaching Exceptional Children*, Mar/Apr 2007
Jung, L., Writing SMART objectives and strategies that fit the ROUTINE
5. **Activity Matrix.** Complete an activity matrix for the child. Evaluate classroom activities and determine when would be good times during the day to work on IEP objectives that you've identified in each area of development for your target child. Put those objectives on the activity matrix. A blank matrix is in *Building Blocks*. In order to use these objectives in Assignments 2-4 choose objectives that: a) you can target several times during the day, and b) you can identify criterion for when the child has met the objective and you can move to a new objective. That is, be sure you know how you will decide when the child has met the objective that you've set. If you are going to target an objective during a particular activity, put an X in that block on the Activity Matrix.

Assignment 2: Curriculum Modifications

Due: October 13, 2015

Points: 25

1. **Child Assessment Worksheet.** For your target child, complete Child Assessment Worksheet (in *Building Blocks*). The purpose of this worksheet is to identify the classroom expectations for each activity during the day, and to determine if the child's performance during the activity is strong, average, or is an area of concern.
2. Based on information you've collected from the Child Assessment Worksheet, choose three activities for your target child that you've identified as areas of concern **AND** that can benefit from a Curriculum Modification. Complete **Planning Worksheet Section 2** (in *Building Blocks*). Be specific when you identify the curriculum modification you will use during that activity.
3. Implement your curriculum modifications for your target child for one week. Set a criterion before you implement the curriculum modification so you'll be able to evaluate if you were successful.
4. Using the data that you've collected, determine if the plan was successful, and reflect on what accounted for the success or failure of the plan. Indicate, based on your evaluation, what your next step(s) will be. **Turn in your data collection form with this assignment.**
5. If your target child has not met the objective that you set for the curriculum modifications, then you need to continue collecting data until that objective has been met. In addition, continue collecting data on objectives you identified in your Activity Matrix for Assignment 1 and on **the data you're collecting for your formal lesson plans and observations in your field placement.**

Assignment 3: Embedded Learning Opportunities

Plan Due: October 20, 2015

Evaluation Due: November 10, 2015

Points: 25

1. Select an objective that you identified in Assignment 1 for your target child that can be implemented during a routine activity. Examples of routine activities are snack, clean-up, or arrival/departure. Beginning with this assignment you should be responsible for this routine activity each day you are at your placement.
2. Write a lesson/activity plan for that routine activity. This plan should be written for the whole class, using the format that you receive in seminar (the lesson plan format will also be posted on ELMS). **When you complete your unit plan, you should be able to include this routine activity lesson plan in your unit plan.**
3. In addition to the lesson plan for the whole class, you will need to complete an **ELO-at-a-Glance** for your target child (in *Building Blocks*).
4. Beginning October 28 (the date after you receive your plan back), each day that you are in your placement, collect data on:
 - a) Your performance in providing the target child opportunities to meet his/her objective
 - b) The performance of your target child on his/her objective(s) during the routine activity.
5. Carry out the activity and hand in an evaluation that includes the following:
 - a) Your original lesson plan and data collection sheet. If I made comments on your plan, you need to indicate how you addressed each of the comments I made. **Don't rewrite the lesson plan, just indicate how you responded to my comments.**
 - b) A description of what happened during the activity. Be specific about what you did, what your target child did, and what other children in the group did. **This information can be included with your Lesson Plan Evaluation.**
 - c) A reflection on the appropriateness of the activity for eliciting the objective for your target child, and whether or not you achieved the purpose of your activity for the group as a whole. **This information can be included with your Lesson Plan Self-Assessment.**
 - d) How would you redesign your activity next time to meet your objective? Why? **See the Self-Assessment section in the Lesson Plan.**
6. Include an evaluation of the progress your target child is making on his/her objectives. These are the objectives that you identified for Assignments 1 and 2.

Have he/she consistently met criterion? Is it time to change objectives? Provide evidence for your conclusions.

Assignment 4: Unit Plan

Plan Due: October 27, 2015

Evaluation Due: December 8, 2015

Points: 100

1. In this assignment you are to design a weekly plan for your classroom based on the curriculum that is used in your placement. It may be, for example, a theme or Letter People unit. The theme can be one that you select or one selected by your mentor teacher. The theme should be reflected in each of the activities you plan. Also in your activities, you should provide evidence that you have planned from a **multicultural perspective** or indicate why that's not appropriate for the topic of your unit.
2. Your plan consists of two parts.
 - a) Part I should be a weekly schedule. An example of the weekly schedule is posted on ELMS. It should be a plan for **five** days for each activity in the classroom schedule, even though you are not in your placement for all five days.
 - b) Part II - For **one** day during the week, submit a lesson plan for each activity on the daily schedule. **You should be able to use the lessons that you've already developed for the routine activity (Assignment 3), and the small group and large group lessons that you developed for the observations that your supervisor did as the basis for at least three of these activities.** You will implement this unit during your immersion week. The lesson plans should include:
 - i) The typical parts included on a lesson plan: goals, context for learning, instructional delivery strategies plus
 - ii) The responsibilities of each adult in the classroom for each activity
 - iii) Elements of universal design for learning in your lessons plans
 - iv) Plans for transitions between each activity: How will the children transition from one activity to the next? What will each adult do to facilitate the transition? How can instructional objectives be incorporated into transition?
 - v) For each activity's lesson plan, include the Work Sampling System Standards that can be addressed in that activity
 - c) You should now be collecting data on the objectives you identified in Assignments 1, 2 and 3. Your target child may have met the criteria you set for these objectives. If the target child has met the criteria, you should add additional objectives.
3. For your evaluation include:
 - a) Your original lesson plans and data collection sheets.
 - b) A reflection on how your activities were relevant to children from a variety of cultures (if applicable).
 - c) A reflection on incorporating universal design for learning elements within your

lessons and what changes/improvements you would make next time related to UDL.

- d) A reflection on using the activities as opportunities for addressing the Work Sampling System Standards
- e) A detailed reflection on your day of teaching. This should include changes you would make next time and the impact that the experience had on how you approach teaching.
- f) Your reflection on the unit as a whole.
- g) A detailed evaluation and reflection on data collection and the progress your target child made on his/her objectives. This can be an update from Assignment 3. Provide evidence for your conclusions.

EBP #1

Name: _____

Pledge: _____

Evidence-Based Practices Question: Does learning improve when teachers incorporate children's interests in their instruction?

1. Read Bridges practice-based research syntheses: Influence of Child Interest on Variations in Child Behavior and Functioning (Raab & Dunst) on ELMS under Course Documents. Read Bottomlines: Participation in interest learning is filled with "positives" for young children as well.
2. How many studies did the authors include in their synthesis?
3. One of the target children in your classroom has the label "developmental delay". List the studies that included children with developmental delay in their sample.
4. You also have children in your classroom that are typically developing. Were these children considered in the studies used for the synthesis?
5. List two positive outcomes associated with incorporating children's interests in activities
6. Based on the results of this research synthesis, you've decided that it's important to know what your target children's interests are. According to this synthesis, how would you find out?

EBP #2

Name: _____

Pledge: _____

Evidence-Based Practices Question: What shared reading approaches are used in emergent literacy instruction?

What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction

1. What is shared reading?
2. What skills can teachers focus on during shared reading?
3. What skills improve through shared reading?
4. What grouping size(s) should teachers use when implementing shared reading?
5. What is dialogic reading?
6. How can teachers focus on vocabulary during shared reading?

EBP #3

Name: _____

Pledge: _____

Evidence-Based Practices Question: What social-emotional curriculum should I choose?

Web site: http://www.challengingbehavior.org/do/resources/documents/roadmap_2.pdf

1. Choose a curriculum/intervention that can be used with a whole preschool class and with small groups of children who have a disability and for parent training. What is the name of that curriculum/intervention?
2. What is the content for the curriculum/intervention for the whole preschool class?
3. What kinds of activities are used to teach this content?
4. What outcomes were improved using this whole class curriculum/intervention?
5. Do you use a commercial social-emotional curriculum in your classroom? Is it reflected in this publication?

EBP #4

Name: _____

Pledge: _____

EBP Question: What is the best way(s) to teach math concepts and skills to young children?

ELMS: Teaching Math to Young Children

Using information from Recommendation 1:

1. How are developmental progressions useful?
2. Give an example of a specific skill in number knowledge, describe that skill and indicate how you know that the child is ready for the next step in the developmental progression.
3. Given the skill you identified in #2, describe how you can incorporate that skills into two activities during the day.
4. If a child makes an error in the skill you've identified provide one specific approach to remediating that error.

Using information from Recommendation 2:

1. What are other math skills beyond number and operations?
2. Given one of the additional math skills you identified in #1, describe an activity to teach that skill.

Using information from Recommendation 4:

1. How can teachers encourage children to use math in the world around them? Give an example from:
 - a. Encouraging children to use informal methods
 - b. Linking formal math vocabulary, symbols, and procedures to children's informal knowledge
 - c. How to use open-ended questions
 - d. How to encourage children to recognize and talk about math in everyday situations

Using information from Recommendation 5:

1. Give examples of how math instruction can be incorporated into:

- a. Small group time
- b. Snack time
- c. Outside time
- d. Circle time
- e. Book reading activity

Rubric for Assignment 1: Daily schedule, IEP Objectives, Activity Matrix

Name _____

Requirements	Points	Points Earned
Classroom description	5	
Curriculum used		
Adults in the classroom		
Number of students with and without disabilities		
Description of students		
Other descriptive information		
Daily schedule	5	
Daily activities		
Times for activities		
Evaluation of schedule		
IEP Today	5	
Goals/domains and Objectives		
Evaluation of objectives	5	
Specific		
Measurable		
Attainable		
Routines-based		
Tied to a functional priority		
Activity matrix	5	
Activities are listed down left hand side		
Objectives are listed across the top		
Within the matrix, specific information is given about how objective will be accomplished		

Rubric for Assignment 2: Curriculum Modifications

Name _____

Requirements	Points	Points Earned
Child Assessment Worksheet	5	
Classroom expectations for each activity are provided. Focus is not on the child but on what teacher wants children to do during the activity		
Child's performance level is determined for each activity		
Planning Worksheet	10	
Three activities are identified		
Concern is defined		
Information is provided about what strategies are used to address the concern now		
Specific curriculum modification is identified for each concern		
Ideas for implementing the curriculum modification are provided		
Success of plan based on data	10	
Data is collected for one week		
Data is included when assignment is handed in		
Conclusion about if curriculum modification is success or failure based on criterion set and data collected		
Reflection on what led to success or failure		
Next steps		

Rubric for Assignment 3: Embedded Learning Opportunities

Name _____

Requirements	Points	Points Earned
Lesson plan for routine activity	5	
ELO-at-a-Glance	2	
ELO completed		
Evaluation of routine activity	10	
Original plan and data collection sheet(s) included		
Responses to critique of lesson plans, ELO-at-a-Glance		
Specific description of activity with supporting evidence		
Reflection on activity		
Ideas for redesign of activity		
Evaluation of progress in providing opportunities for target child	4	
Evaluation of progress		
Evidence provided		
Evaluation of progress of target child on objectives	4	
Child meeting criterion		
Should objectives be changed?		
Evidence provided		