

SPED 533 – Seminar: Curriculum for Learning and Behavior Disorders Summer Syllabus	
Instructor: Gail Kirby, EdD	
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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>	##/2017

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 timelines 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.

**Student Disability Services:** 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, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@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.

**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)**

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment					
	SPED 517	SPED 518	SPED 530	SPED 533	SPED 535	SPED 630
Standard 1. Learner development		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
Standard 10. Leadership and collaboration						

### 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

**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 rights 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.