

EDUC 364/564: CURRICULUM AND METHODS FOR TEACHING STUDENTS WITH  
DISABILITIES I  
3 credits

University of Wisconsin-Stevens Point  
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Lecture: Online: June 26, 2017-July 21, 2017  
Prerequisite: Educ 351 or Educ 551

- I. Purpose and Description of Course:** The purpose of this course is to further develop and discuss the utilization of appropriate classroom procedures, strategies, methods, curriculum, and materials for teaching students with learning, emotional, and intellectual disabilities along with other areas of exceptional educational needs. This course will allow students to research, question, understand and apply methods/strategies from the classroom and readings to individual and group work. The areas of focus will be to understand how to teach reading, written language, and mathematics to students with exceptionalities.
- II. Required Textbook:** Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson.
- III. Special Notes:**
- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Click here for more information:  
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
  - Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here:  
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
  - The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with

disabilities. For more information about UWSP's policies, visit: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

- IV. UWSP School of Education Learning Outcomes:** At the completion of this course, students who have committed to active engagement will be able to
- Implement teacher-directed instructional activities in a classroom setting with students who have been identified as having diverse learning needs.
  - Adapt an existing lesson plan to meet the diverse developmental needs of described learners.
  - Identify and explain specialized and general reading, writing, and mathematics methods used in inclusive and specialized educational settings.
  - Read and analyze current research and programs in special education.
  - Reflect upon outside professional development/engagement in selected field.

**V. InTASC STANDARDS addressed in this course:**

**Standard #1: LEARNER DEVELOPMENT**

*The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

***Performances:***

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

***Essential Knowledge:***

1(d) The teacher understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

***Critical Dispositions:***

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**Standard #2: LEARNING DIFFERENCES**

***The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

***Performances:***

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

***Essential Knowledge:***

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities, and giftedness, and knows how to use strategies and resources to address these needs.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and communities values.

***Critical Dispositions:***

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.

### **Standard #3: LEARNING ENVIRONMENTS**

*The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

#### ***Critical Dispositions:***

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

### **Standard #4: CONTENT KNOWLEDGE**

*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.*

#### ***Performances:***

- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

#### ***Essential Knowledge:***

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

#### ***Critical Dispositions:***

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situation, and ever evolving. S/he keeps abreast of new ideas and understanding in the field.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

### **Standard #5: APPLICATION OF CONTENT**

*The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

#### ***Performances:***

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

#### ***Essential Knowledge:***

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

#### ***Critical Dispositions:***

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### **Standard #7: PLANNING FOR INSTRUCTION**

*The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

#### ***Performances:***

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g. special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjust plans to meet each student's learning needs and enhance learning.

#### ***Essential Knowledge:***

7(g) The teacher understands content and content standards and how these are organized in the curriculum

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e. g. special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

#### ***Critical Dispositions:***

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

### **Standard #8: INSTRUCTIONAL STRATEGIES**

*The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

#### ***Performances:***

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

#### ***Critical Dispositions:***

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

### **Standard #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE**

*The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.*

#### ***Essential Knowledge:***

9(j) the teacher understands laws related to learners' rights and teacher responsibilities (e.g. for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

#### ***Critical Dispositions:***

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

### **Standard #10: LEADERSHIP AND COLLABORATION**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

***Performances:***

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

**VI. Cross Categorical Certification Course Objectives:**

***Philosophical, historical, and legal foundations of special education including:***

- The issues related to definitions and identification procedures for students with disabilities including those from culturally and or linguistically diverse backgrounds.
- The similarities and differences between the emotional/behavioral, physical, sensory, communication, learning, and social functioning and lifelong planning needs between students with disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.
- The similarities and differences among all categories of disability, the levels of severity and implications for instruction.
- The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.

***Assessment, diagnosis and evaluation including:***

- The legal provisions, regulations, and guidelines regarding the use of tests and other evaluation materials.
- The policies and regulations regarding referral, evaluation, and placement procedures for students with disabilities.
- The appropriate application and interpretation of informal tests and other evaluation materials (e. g., teacher-made tests, curriculum based surveys, inventories, observation, interviews).

***Instructional content and practice including:***

- Learning theory and effective research-based instructional strategy application. Curriculum materials and systematic instructional methods for teaching basic academic skills and learning strategies in reading, mathematics, and written language; and assignment completion and test taking skills needed to succeed academically.
- The selection and development of remedial, adaptive, and compensatory content, materials, resources, and strategies appropriate to the student's needs in various learning environments.
- Generalization and maintenance of skills across learning environments.

- The development and revision of appropriate individualized education programs.

***Planning and managing the teacher and learning environment including:***

- Characteristics of environments (e. g., materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.
- Preparing and implementing appropriate lesson plans.

***Managing student behavior and social skills interactions including:***

- Theories of behavior as they relate to students with disabilities.

***Professional and ethical practices including:***

- The Council for Exceptional Children (CEC) and other professional standards and codes of ethics.
- Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Engagement in professional activities that may benefit students with disabilities, their families, and/or colleagues.

**VII. Common Core Standards to be addressed within this course:** As part of the transition to the Common Core State Standards and Common Core Essential Elements, students in this course will become familiar with the content associated with the standards for English Language Arts and Mathematics.

**VIII. Course Expectations:** All students should

- Apply high levels of scholarship and ethics.
- Prepare for each class by reading the assigned materials prior to each class period and completing all assignments on time.
- Type all written assignments using double-spaced 12 pt font. Arial font is preferred. Use “people first” language. Use proper spelling and grammar. Proofread work before submitting it for a grade. There will be deductions on written assignments for failure to use proper spelling and grammar.
- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in **within 48 hours** of the due date will be downgraded 25% from the earned grade. Assignments turned in **after 48 hours** of the due date will earn zero points.
- Discuss questions regarding grades with the instructor privately.
- Conduct yourself as a professional educator should conduct him/herself.

**IX. Assignments**

The course requirements are designed to help you foster proficiencies for successful teaching as stated in the InTASC Model Core Teaching Standards. This course should also strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Complete instructions for assignments are available on D2L.



## X. Grading

ASSIGNMENT	POINTS POSSIBLE	SCORE
Personal Introduction	10	
Chapter 1 Reading Response	20	
Chapter 2 D2L Discussion Board Assignment	20	
Chapter 3 Sticky Notes	20	
Chapter 4 Practical Reflection	20	
Chapter 5 Practical Reflection	20	
Midterm: Curriculum and Methods Research Paper	40	
Chapter 6 Reading Response	20	
Chapter 7 or 10 Inclusive Lesson Plan	20	
Chapter 8 Practical Reflection	20	
Chapter 9 D2L Discussion Board Assignment	20	
Chapter 11 Inclusive Lesson Plan Adaptations for SLD, EBD, ID	15	
Final Exam: Teaching Methods Paper	25	
<b>Undergraduate Total</b>	<b>270</b>	
Graduate Student Professional Engagement Activity Reflections	20 x 2 = 40	
<b>Graduate Total</b>	<b>310</b>	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-96%	A	76-74%	C
95-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63% & Below	F
79-77%	C+		

## XI. Tentative Schedule:

MODULE	DATES	TOPICS
1	June 26, 2017-July 8, 2017	<ul style="list-style-type: none"> <li>● Introduction               <ul style="list-style-type: none"> <li>○ Read the syllabus</li> <li>○ Post questions about the syllabus if you have any</li> <li>○ Post your Personal Introduction on the D2L Discussion Board</li> </ul> </li> <li>● Chapter 1: Monitoring and Teaching for Understanding               <ul style="list-style-type: none"> <li>○ Read Chapter 1: Monitoring and Teaching for</li> </ul> </li> </ul>

		<p>Understanding</p> <ul style="list-style-type: none"> <li>○ Review Chapter 1 PowerPoint (Note that Transition Services in Wisconsin need to start the IEP year the student turns 14 years old.)</li> <li>○ Submit Chapter 1 Reading Response to the D2L DropBox</li> <li>● Chapter 2: Approaches to Learning and Teaching       <ul style="list-style-type: none"> <li>○ Read Chapter 2: Approaches to Learning and Teaching</li> <li>○ Review Chapter 2 PowerPoint</li> <li>○ Complete Chapter 2 D2L Discussion Board Assignment</li> </ul> </li> <li>● Chapter 3: Response to Intervention and Multi-Tier System of Supports       <ul style="list-style-type: none"> <li>○ Read <a href="#">Wisconsin Response to Intervention: A Guiding Document</a></li> <li>○ Watch the following videos:           <ul style="list-style-type: none"> <li>■ <a href="#">Getting Started</a></li> <li>■ <a href="#">High Quality Instruction</a></li> <li>■ <a href="#">Collaboration</a></li> <li>■ <a href="#">Balanced Assessment</a></li> </ul> </li> <li>○ Post 4 Sticky Notes to our <a href="#">Educ 364/564 Lino Canvas</a> (Click on a blank sticky note to create your own. Write your answer in the box and then click “Post” on the bottom right corner of the box. It’s ok to drag your sticky note around the canvas or let it cover up other sticky notes. You can also click on the canvas and move it around. Be sure to write your name at the bottom of your answer. In addition to posting your answers in Lino, save them in your own notes, e.g. google drive, your computer...just in case.)           <ul style="list-style-type: none"> <li>■ Pink: Getting Started               <ul style="list-style-type: none"> <li>● Wisconsin State data show that in nearly every measurable area— academic achievement, discipline, gifted and talented placement, and graduation rates—students of color have statistically significant lower rates of success compared to their white peers. Wisconsin has situated culturally responsive practices as central to an RtI system.                   <ul style="list-style-type: none"> <li>○ Give examples of how effective culturally responsive practices could positively impact these areas in your school</li> </ul> </li> </ul> </li> <li>■ Green: High Quality Instruction</li> </ul> </li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>● Discuss how these aspects of high quality instruction are evident at Sherman and at your school: <ul style="list-style-type: none"> <li>○ Engaging</li> <li>○ Standards-based</li> <li>○ Data-driven</li> <li>○ Research-based</li> </ul> </li> <li>■ Yellow: Balanced Assessment <ul style="list-style-type: none"> <li>● How does data inform instructional practice in Shawano?</li> <li>● How does data inform instructional practice in your school? OR How will data inform instructional practice in your classroom?</li> </ul> </li> <li>■ Blue: Collaboration: <ul style="list-style-type: none"> <li>● One of the most difficult tasks of collaborative teams is constructively managing the conflict that inevitably arises when participants discuss their fundamental beliefs about teaching and learning and seek the best ways to improve student achievement. <ul style="list-style-type: none"> <li>○ How do the collaborative teams in your school manage conflict?</li> <li>○ Is there a need to evaluate your process?</li> </ul> </li> </ul> </li> <li>● Chapter 4: Managing Behavior <ul style="list-style-type: none"> <li>○ Read Chapter 4: Managing Behavior</li> <li>○ Review Chapter 4 PowerPoint</li> <li>○ Submit Practical Reflection: Chapter 4 to the D2L Discussion Board</li> <li>○ Read your classmates' posts.</li> </ul> </li> <li>● Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families <ul style="list-style-type: none"> <li>○ Read Chapter 5: Co-Teaching and Collaborating: Working with Professionals and Families</li> <li>○ Review Chapter 5 PowerPoint</li> <li>○ Submit Practical Reflection: Chapter 5 to the D2L Discussion Board</li> <li>○ Read your classmates' posts.</li> </ul> </li> <li>● Midterm: Curriculum and Methods Research Paper</li> </ul>
2	July 9, 2017-July 21, 2017	<ul style="list-style-type: none"> <li>● Chapter 6: Assessing and Teaching Oral Language <ul style="list-style-type: none"> <li>○ Read Chapter 6: Assessing and Teaching Oral Language</li> <li>○ Review Chapter 6 PowerPoint</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Submit Chapter 6 Reading Response to the D2L DropBox</li> <li>● <b><u>CHOOSE ONE:</u></b> <ul style="list-style-type: none"> <li>● Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition <ul style="list-style-type: none"> <li>○ Read Chapter 7: Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</li> <li>○ Review Chapter 7 PowerPoint</li> <li>○ Submit Inclusive Lesson Plan to the D2L DropBox - See assignment directions on D2L</li> </ul> </li> <li><b><u>OR</u></b></li> <li>● Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary <ul style="list-style-type: none"> <li>○ Read Chapter 10: Assessing and Teaching Content Area Learning and Vocabulary</li> <li>○ Review Chapter 10 PowerPoint</li> <li>○ Complete Inclusive Lesson Plan - See assignment directions on D2L</li> </ul> </li> </ul> </li> <li>● Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension <ul style="list-style-type: none"> <li>○ Read Chapter 8: Assessing and Teaching Reading: Fluency and Comprehension</li> <li>○ Review Chapter 8 PowerPoint</li> <li>○ Submit Practical Reflection: Chapter 8 to the D2L Discussion Board</li> </ul> </li> <li>● Chapter 9: Assessing and Teaching Writing and Spelling <ul style="list-style-type: none"> <li>○ Read Chapter 9: Assessing and Teaching Writing and Spelling</li> <li>○ Review Chapter 9 PowerPoint</li> <li>○ Complete Chapter 9 Discussion Board Assignment</li> </ul> </li> <li>● Chapter 11: Assessing and Teaching Mathematics <ul style="list-style-type: none"> <li>○ View a webinar that interests you: <a href="http://www.edweek.org/ew/webinars/math-webinars.html">http://www.edweek.org/ew/webinars/math-webinars.html</a> (Note: As you read through the titles and summaries notice that <b>View this on-demand webinar now.</b> means you can still watch the webinar - you will need to choose one that says this. You will be required to submit some basic information before gaining access to the webinar.)</li> <li>○ Complete Inclusive Lesson Plan Adaptations for LD, EBD, ID - see assignment directions on D2L</li> </ul> </li> <li>● Final Exam: Teaching Methods Paper - <b>THIS IS A GROUP FOLDER, YOUR CLASSMATES WILL BE ABLE TO READ YOUR PAPER AND ANY NOTES THAT YOU WRITE TO ME. I WILL GRADE AND GIVE YOU FEEDBACK IN THE</b></li> </ul>
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