**Auburn University**

**Department of Special Education, Rehabilitation, & Counseling**

**RSED 5120/6120/6126 Curriculum in Elementary Special Education ( 3 hours credit)**

Pre-requisites: RSED 3010, admission to teacher education

**Time/Place:** Tuesday, 4:00-6:25pm, Haley Center

**Instructor Information**

Dr. Margaret Flores

Office: Haley Center 1224B

Email: mmf0010@auburn.edu

**Office Hours:** Tuesdays 6:30-7:00 or by appointment

**Date Syllabus prepared:** December 2018

This syllabus is subject to change

**Texts**

Hudson, P. P & Miller, S. P. (2006). *Designing and implementing mathematics instruction for students with diverse learning needs.* Boston MA: Pearson.

Miller, S. P., & Kaffar, B. J. (2011). *Strategic math series: Addition with regrouping.* Lawrence KS: Edge Enterprises.

Miller, S. P., & Kaffar, B. J. (2011). *Strategic math series: Subtraction with regrouping.* Lawrence KS: Edge Enterprises. Bulgren, J., Lenz, K. B., A, Desher, D. D., & Schumaker, J. B. (2003). *The content enhancement series: The concept comparison routine*. Lawrence, KS: Edge Enterprises.

Bulgren, J., A, Schumaker, J. B., & Desher, D. D. (2003). *The content enhancement series*: *The concept mastery routine*. Lawrence, KS: Edge Enterprises.

Bulgren, J., A, Schumaker, J. B., & Desher, D. D. (2003). *The content enhancement series*: *The concept comparison routine*. Lawrence, KS: Edge Enterprises.

Ellis, E. (2003). *The content enhancement series*: *The Framing routine*. Lawrence, KS: Edge Enterprises.

Vernon, D. S., Desher, D. D., & Schumaker, J. B. (2005). *Cooperative thinking strategies: The THINK strategy.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Schumaker, J. B., & Desher, D. D. (2005). *Cooperative thinking strategies: The SCORE skills.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Schumaker, J. B., & Desher, D. D. (2005). *Following instructions together.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Desher, D. D., & Schumaker, J. B. (2005). *Organizing together.* Lawrence, KS: Edge Enterprises.

Other course texts are posted on Canvas and are as follows:

* Alabama College and Career Ready Standards
* Ed TPA Handbook

Course Description: This course will provide learners with understanding of a functional/developmental approach to the selection, development, implementation, and evaluation of appropriate curriculum activities for the instruction of students with high incidence disabilities in grades K-6. Content includes extensive exploration of various curricular theories focusing on individual and group approaches in the area of mathematics, content areas, and social skills.

**Course Objectives**

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Readings  | Assignments due |
| Jan 15 | Intro, Designing and planning instruction | Ch 1 & 2 Hudson & Miller |  |
| Jan 22 | Designing and planning instruction | Ch 1 & 2 Hudson & MilleredTPA Handbook |  |
| Jan 29 | Conceptual and Procedural UnderstandingNumber Sense  | Ch 3 & 4 Hudson & MillerCh 7 Hudson & Miller | **Graduate article****Cooperating teacher’s letter returned**  |
| Feb 5 | Whole Number operations  | Ch 8 & 9 Hudson & MillerArticles on Canvas | **Context, lesson objectives, copies of planned assessments** |
| Feb 12 | Whole Number operations  | Ch 8 & 9 Hudson & MillerMiller & Kaffar Texts | **Lesson 1, outline of Lessons 2-4 Graduate summary draft** |
| Feb 19 | Fractions, decimals, percent**Test 1 available online** | Ch 10 Hudson & Miller | **Task 1 Draft**  |
| Feb 26 | Designing and planning instruction, bring task 1 attempted revisions to class | edTPA Handbook | **Test 1 Canvas** |
| Mar 5 | Content Area: Concept Mastery Routine, Task 3 preparation  | Bulgren et al manualEllis manualedTPA Handbook | **Task 1 final** |
| **Mar 12** | **Spring Break**  |  |  |
| Mar 19 | Task Three Planning  |  |  |
| Mar 26 | Content Area: Concept Comparison Routine, Frame Routine Implementing Instruction**Mar 29 Last day to drop with W** | Bulgren et al manual |  |
| April 2 | Lesson Conferences with video |  |  |
| April 9 | Social skills | Vernon manuals | **Task 2&3 draft** |
| April 16 | Task 3 conferences  |  | **Graduate summary** |
| April 23 | Lesson reflection and commentary  |  | **edTPA Tasks 2 & 3** |

**Course Requirements and Evaluation** Students are required to: a) successfully complete all required projects, assignments, and tests no later than the date designated for each, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**Examination (25 points)** There will be one examination (tests) during the semester that will consist of objective questions that require application of course material. The test will be administered online through Canvas and must be completed on the assigned day. The instructor must be given notice of illness or other university-approved absence 24 hours prior to the test in order to reschedule.

**Instructional Segment Planning – Task 1 (15 drafts + 85 final = 100 Points)** Using the Alabama College and Career Ready Standards, each student will develop a learning segment that consists of a series of 4 lesson plans written in explicit instruction format presented in class to teach a mathematics concept using the concrete-representational-abstract lesson sequence. The purpose of these lessons is to assess ones’ ability to apply mathematics research-validated methods and strategies learned within the course to instructional practice. **Lessons that do not follow practices from the textbook, notes, and lectures will not receive credit.** These lessons must reflect 4 lessons in which a child’s understanding of a particular concept will be developed as the learning goal. Each of the 4 lessons must differ in level or complexity of the concept. One lesson cannot be repeated multiple times; it is assumed that appropriate practice opportunities and repetition will be provided (i.e. a lesson on addition using manipulatives may not be repeated 3 times; such a lesson should be followed by instruction that develops more complex understanding).

**Instructional Segment Planning (continued)**

An objective based on the Alabama College and Career Ready Standards must be included for the lessons and each individual lesson should reflect learning objectives required to meet the goal. Students will use a case study provided by the instructor that is posted on Canvas. The components of the learning segment plan are as follows:

Description of the context for learning

* + Description of setting (school, classroom type, grade level)
	+ Your role in the learner’s program (e.g., special education teachers who provides…)
	+ Schedule for instructional time
	+ Primary language of learner
	+ Identify the instructional program using
	+ Describe size and composition of instructional group
	+ Describe the learner (age, gender, cultural background, disability
	+ Describe behavioral support provided for the learner

Detailed Lesson Plans for learning segment (4 lessons)

Instructional materials

Assessment materials to be used from baseline to final assessment (baseline provided)

Planning commentary

* + Identify learning goal and related lesson objectives (chart provided)
	+ Describe any accommodations made to the learning environ based on IEP and as related to goal
	+ Planning alignment table (goal, curricular area, IEP goal, standards)
	+ Explain how learner’s IEP goal aligns with learning goal
	+ Explain how lesson objectives, learning tasks, and materials are sequenced to move the learner toward goal and standards, build connections between previous and new learning, and move the learner toward generalized , maintained, self-directed use of knowledge/skills for learning goal
	+ Describe the learner’s prior experiences, including prerequisite knowledge related to lesson objs
	+ Describe social and emotional development
	+ Describe personal, family, community, cultural assets (interests, strengths, supports)
	+ Describe any other information about the learner that will influence instructional planning
	+ Describe how the learning materials, tasks, and supports capitalize on learner’s strengths/ interests
	+ Justify choices of learning tasks, materials, and supports based on learner’s strengths, needs, and principles of research/theory
	+ Explain how, throughout the segment, you will help the learner generalize, maintain, or self-manage knowledge, skills, supports
	+ Identify a communication skill that the focus learner needs to demonstrate learning foe the goal
	+ Identify and describe language within the discipline associated with the learning goal
	+ Describe how the learner will use the communication skill to participate
	+ Describe the instructional supports that help the learner acquire, generalize, maintain, and use the targeted communication skill, vocabulary demands identified previously
	+ Explain how daily assessments and assessment record will provide evidence that the focus learner made progress toward the goal toward the lesson objectives and that support and challenge were appropriate

**Implementation and Assessment of Instructional Segment - Task 2 & 3 (50 Points)** Using the lesson segment plans, you will implement the instructional lessons with the target student and video record your lessons. The video should only include you and the lesson materials. Care should be taken to exclude students from view. The video will be edited and portions will be used to highlight your use of effective instructional practices described in your planning commentary.

Implementation will include work samples and assessments of student work collected from baseline through the end of the learning segment. Submission of these products should include evidence of your feedback to the student.

Using the samples of student work and the video evidence, you will write a commentary reflecting on the results of the learning segment that includes responses to the following:

Analysis of focus learner performance

* + Identify lesson objectives from the learning segment measured by each daily assessment record
	+ Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson obj from what was described in lesson plans, and explain why changes were made
	+ Summarize the focus learner’s progress toward the learning goal as reflected in the lesson objectives.
	+ Analyze the focus learner’s performance based on strengths and needs. Include error analysis
	+ Analyze the focus learner’s performance based on the types of planned support provided to the learner
	+ Explain how the planned supports did or did not impact the focus student’s learning and how it provided access to the content

Feedback to guide further learning

* + Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.
	+ How did you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal?

Evidence of use of expressive/receptive communication skill

* + Explain the focus learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
	+ Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
	+ Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation

Use of assessment to inform instruction

* + Describe next steps for instruction to improve or continue learning based on evidence based practices, research and theory.
	+ Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

**Class Activities (25 points):** Students will engage in activities and exercises related to course material during each class meeting. This includes scheduled individual conferences which will not be made up without prior notice of absence due to university approved excuse. These exercises cannot be made up if absent from class. Points will be earned based on attendance and active participation. Participation is defined as active completion of and/or attention to task, and active discussion. It is the student’s responsibility to ensure that she/he is counted as present. Points will be assigned based on the percentage of class meetings with appropriate attendance and participation (e.g., If a student attended 20 of the 22 class meetings, 23 she/he would earn 90% of the points or 23 out of 25 points) Percentages will be adjusted in the event of university approved absences. The instructor must be given prior notice of an absence that will later be verified with a university approved excuse no more than 1 week after absence.

Distance education students will be given credit based on their participation in Canvas after each class meeting. In order to be present, one must watch before the next class meeting. Canvas tracks each student’s access to videos and class materials. Each Tuesday and Thursday at 11am, the instructor will verify the distance student’s activity on Canvas.

**Graduate Student Research Summary (10 points)** Graduate students with find a research article published within the field of special education in which researchers implemented a mathematics strategy, a strategy used within a content area class or a social skills strategy with students K-6 with disabilities. Students will use the article to write a one-page summary of the article that includes conclusions about the strategy’s practical use in a classroom setting.

**Grading and Evaluation:**

Undergraduate student performance in class will be determined according to the following scale: A=180-200, B=160-179.999, C=140-159.999, D=120-139.999, F=0-119.999. Grades will not be rounded (i.e., 179.5 points is a grade of B).

Graduate student performance in class will be determined according to the following scale: A=189-210, B=168-188.999, C=147-167.999, D=126-146.999, F=0-125.999. Grades will not be rounded (i.e., 188.5 points is a grade of B).

**Grading and Evaluation Table**

| **Undergraduate Assignments** | **Pts** | **Graduate Assignments**  | **Pts** |
| --- | --- | --- | --- |
| Exam  | 25 | Exam 1 | 25 |
| Class Activities  | 25 | Class Activities  | 25 |
| Instructional Segment Planning Task 1 | 100 | Instructional Segment Planning Task 1 | 100 |
| Instructional Segment Implementation & Assessment Task 2 & 3 | 50 | Instructional Segment Implementation & Assessment Task 2 & 3 | 50 |
|  |  | Graduate Research Summary | 10 |
| **Total** | **200 pts** | **Total** | **210 pts** |

**Class Policies**

**Extra Credit*:*** There is an RSED 5120/6120 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

**Attendance:** Students are expected to attend class and participate in class discussions and activities.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments and drafts must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. Tests must be completed through Canvas on the assigned day. **No late assignments or late test submissions** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified later as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments or tests completed and/or submitted that do not comply with the above requirements will not be accepted for credit.**

**Canvas does not accept assignments after 4:10. Any assignment emailed to the instructor with a time stamp after 4:10 will not be accepted.**

**Exams:** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

**Instructor feedback*:*** If sent **one week before the due date and the student has completed assigned drafts**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft (mflores@auburn.edu) no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

**Classroom Behavior and Honesty*:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code:** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

**Accommodations*:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Student Academic Grievance Policy*:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Confidentiality:** Respect family rights to privacy, the identity of children and families will be confidential.

**Contingency Plan:** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.