Assessment, Curriculum, and Instructional Strategies
EDSP 423B
Education Specialist Credentials: Mild to Moderate Disabilities
Course Website  http://www.sonoma.edu/users/p/phelan/423

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Office Hours: before class by appointment
Unit Credit: 3

Course Description:

EDSP 423B represents an in-depth continuation of EDSP 423A for candidates in the Educational Specialist Mild/Moderate Disabilities Credential program. The relationship between assessment, curriculum, and instruction are explored through the examination and application of a variety of formal and informal assessments and curricula. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are studied.

Prerequisites: Admission to the Education Specialist Mild/Moderate Credentials program and EDSP 423A or the consent of the instructor.

Course Objectives- At the end this course you will have:

Assessment Administration
• Continued to administer formal and informal assessments to students with mild/moderate disabilities.

Curriculum and Classroom Design
• Designed IEPs for students labeled LD, SED, MR, OHI
• Designed ITPS for students with special needs
• Designed and modified curriculum based on assessment results

Curriculum Material and modification
• Demonstrated techniques for modifying instructional methods and materials
• Prepared appropriate lesson plans

Instructional Delivery and Evaluation
• Interpreted and used assessment data for instructional planning
• Sequenced, implemented, and evaluated individual learning objectives
• Used instructional time properly
• Conducted and used task analysis

Learning Strategies
• Modified instructional strategies to meet individual and diversity of students across age and grade ranges
• Learned how to teach individuals with exceptional learning needs to use thinking, problem solving, and other cognitive strategies to meet their individual needs.
• Chosen and implemented instructional techniques and strategies that promote successful transitions for individuals across learning environments
Cultural Sensitivity

• Developed and/or selected instructional content, materials, resources and strategies that respond to cultural, linguistic, and gender differences.

Textbooks


Disabilities Accommodation Statement

If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation you need. You must register with the SSU Disability Resource Center. The center will then provide you with the written documentation of your verified disability and the recommended accommodation that you then present to the instructor.

Attendance/Participation

This is an activity-based course and your presence at each and every class is very important. I understand that some obligations occur that cannot be avoided as well as other emergencies. If you are absent due to a scheduled obligation, I expect to be notified in advance. If you are absent because of an unexpected situation or emergency, a phone call will be expected when possible. Three absences will result in lowering of the final grade by 10%. More than three absences may result in a failing grade. Make up work may be required for any absence to order to complete the course requirements. Consistent late arrivals to class and leaving early may result in being counted as an absence.

Course Requirements*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Punctual and consistent attendance; active participation in class discussions</td>
<td>80 points (5 per class)</td>
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<tr>
<td>Various Class Assignments and Quizzes</td>
<td>20 points</td>
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<tr>
<td>Artifacts: Sharing of curriculum and assessments</td>
<td>20 points</td>
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<tr>
<td>Group Think Assignments</td>
<td>40 points (20 each)</td>
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<tr>
<td>Assessment Protocols and Notes</td>
<td>20 points</td>
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<tr>
<td>Applied Key Concept Papers</td>
<td>120 points (20 each)</td>
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<tr>
<td>Case Study</td>
<td>40 points</td>
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<tr>
<td>Online Chapter Quizzes</td>
<td>60 points (5 each)</td>
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Total Points: 400 points

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>(100-95%)</td>
</tr>
<tr>
<td>A-</td>
<td>(94-90%)</td>
</tr>
<tr>
<td>B+</td>
<td>(89-87%)</td>
</tr>
<tr>
<td>B</td>
<td>(86-84%)</td>
</tr>
<tr>
<td>B-</td>
<td>(83-80%)</td>
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<tr>
<td>C+</td>
<td>(79-77%)</td>
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<tr>
<td>C</td>
<td>(76-74%)</td>
</tr>
<tr>
<td>C-</td>
<td>(73-70%)</td>
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<tr>
<td>D</td>
<td>(70-60%)</td>
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<tr>
<td>F</td>
<td>(0-59%)</td>
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*All assignments must be completed with an earned average grade of C or better on every element of the above grading criteria. A final course letter grade of C or better
must be earned for the course to be counted toward the credential program. (A letter grade of C- or below does not meet Credential Program Requirements.)

Assignment Descriptions

Group Think Assignments (In-Class Assignment)

Description
Working in groups, students will exchange ideas about meeting the needs of a simulated student with special needs. Groups will work collaboratively responding/making decisions that need to be answered about assessment, curriculum and instruction.

Purpose
These two simulation projects offers students additional practice and discussion in the application of class ideas.

Directions
Specific directions and rubrics will be provided when this in-class assignment is made.

Assessment Protocols and Notes (In-Class Assignment)

Description
Time will be provided in face to face classes to work in cooperative groups learning how to administer a variety of norm and criterion referenced assessments that are used by special education teachers.

Purpose
To become familiar with assessments that you will encounter as a special education teacher.

Directions
For each assessment, you will keep notes on the validity and reliability, the constructs assessed with the instrument, and the results garnered by the scoring procedure. At least two of these will be turned in for this assignment.

Artifacts (Dates will be assigned in class)

Description
Starting with the third Face to Face class, students will present examples of curriculum or informal assessments that are used by special education teachers. Presentations will coincide with the evening’s theme (i.e. reading comprehension, mathematics, transition, etc.).

Purpose
To expand our knowledge of materials used in the field of special education. To share our knowledge with others and establish the basis for creating a learning community.
Directions
A. Present a short (3-5 minute) description of the example. Include your experience and thoughts about the curriculum and/or example.
B. Prepare a one page written summary that describes the curriculum/assessment and that informs the reader where additional information about this example can be found. Make copies of this summary for distribution in class.

Key Concept Papers

Description
Six type written papers approximately 1-2 pages in length focusing on essential class objectives. A specific schedule for key concept papers will be offered by the second class.

Purpose
These papers provide a structure for individuals to express an understanding of class ideas. Note that four of the key concept papers will be combined to form a significant portion of your Case Study assignment.

Directions
Please refer to the Key Concept Assignment Page

Case Study

Description
This assignment pulls together key concept papers and personal insights concerning one student. Information about assessment, curricular goals, instructional materials and adaptations/modifications are presented in a notebook. This activity allows students to revise, update and polish their previous key concept writings.

Purpose
This is a culminating project presenting reflections and previous class work.

Directions
Specific guidelines will be offered mid semester.

Online Chapter Quizzes

Description
Each chapter from the Bos & Vaughn text has a corresponding self test that students are required to take. The tests are comprised of 6-12 multiple choice questions that consider some of the chapter’s big ideas. Chapter quizzes are accessed through the class webpages and the WebCT Interactive class area.

Purpose
The chapter quizzes review major themes and reinforces class learning.