EDSE 422: CURRICULUM AND STRATEGIES II: HIGH INCIDENCE  
Fall 2008

Credits: 3.0  
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Day & Time: Mondays, 5:15-8:15  
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Prerequisites: ED 201 and EDSE 482  
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Required Readings

I. COURSE DESCRIPTION
Using a variety of resources, this course emphasizes the intellectual, emotional, physical, and socio-cultural characteristics and learning needs of individuals whom experience exceptionalities in the regular classroom. Additional topics of discussion will include legal mandates, assessment and classroom practices, family and professional partnerships, and educational responsibilities.

Students design, develop and modify curriculum, plan and adapt instruction, and determine developmentally appropriate means of assessment to accommodate differences in intelligence, perception, and cognitive style. Students apply learning theory to practice while observing and assisting individuals in educational and recreational settings. A technology component requires students to access state and federal regulations pertinent to the Individuals with Disabilities Education Act and to locate and utilize state and national resource agencies to collaborate and support parents, other education personnel and the school.

Alignment With School of Education Mission
The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the
following goals:

- Increase the number of qualified educators for Alaska’s schools
- Enhance the professional skills of Alaska’s K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities. Emphasis is placed upon the relationship between developmental stages of growth and the special educational differentiations needed for students with exceptional needs.

II. COURSE GOALS

Students who successfully complete this course will demonstrate appropriate levels of proficiency in relation to the following standards. The specific performance competencies for each standard are included in the School of Education Handbook.

- Alaska Teacher Standards: 1, 2, 3, 5, 6, and 7
- Alaska Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools: 2, 5, 6, and 7
- Alaska Cultural Standards for Students: A, B, C, D, and E.

Major Topics

Topic: Individuals With Disabilities Education Act (IDEA) and Ramifications for Education Practice

Goal #1: Students will gain knowledge about the history and development of special education and federal mandates that provide special education for individuals with disabilities.

Learning Outcomes:

a. Students will be able to identify services that are guaranteed to students with disabilities and their families under state and federal laws and will know how to access state and federal regulations pertinent to the Individuals with Disabilities Education Act.

b. Students will be able to understand that the classroom teacher has a shared responsibility for recognizing and initiating the referral process for a child who is not succeeding in the classroom.

c. Students will be able to understand that a teacher must apply learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive
style.
d. Students will be able to understand that an Individual Education Plan is a legal
document detailing the educational program and required support services for a
student with disabilities.
e. Students will be able to understand that Section 504 of the Vocational
rehabilitation Act of 1975 provides services/program modifications for students
who do not qualify for special education but have significant deficits in classroom
performance that meet specific criteria.

**Topic: Classroom and Instructional Modifications/Differentiation to Meet
the Individual Needs of Children**

**Goal #2:** Students will gain knowledge of differentiated instruction and
understand that the framework for differentiating the curriculum entails asking:
What will we teach? How will we teach? How will we measure progress? What
modifications will be made to meet the needs of individual children?

**Learning Outcomes:**
a. Students will understand that a teacher must be able to accurately identify and
plan instruction to teach to the developmental abilities of students.
b. Students will understand that instruction must be differentiated to
accommodate differences in student intelligence, perception, and cognitive style.
c. Students will understand that elementary students differ in their development
and approach to learning and will create instructional opportunities that are
adapted to diverse students.
d. Students will understand that an individual student’s development may differ
from typical development patterns and thus will require collaboration with
specialists to plan and implement appropriate learning experiences.
e. Students will gain knowledge that will enable them to incorporate
characteristics of the student’s and the local community’s culture into instructional
strategies that support student learning.
f. Students will understand that all children need a stimulating, inclusive, and safe
learning environment.

**Topic: Classroom Fieldwork, Ethnographic Observations, and Reflections**

**Goal #3:** Students will gain knowledge of and first hand experience in special
education, differentiated instruction and instruction designed specifically for
children with disabilities under the direction of a special education teacher.
Students will understand that ethnographic observations provide an objective
means of critical thinking and reflecting upon practice.

**Learning Outcomes:**
a. Students will understand that an Individual Education Plan guides the
instructional program for each student with an identified disability that interferes
with the student’s learning.
b. Students will understand that children with diverse skills from diverse backgrounds share many commonalities as well as differences and require that instructional opportunities be created and adapted to meet the needs of the diverse students.

c. Students will understand that ethnographic observations are a vehicle for objective analysis of children and teaching practices and that the use of critical thinking in the reflective process enables the student to more readily connect theory to practice.

d. Students will understand that a personal philosophy of education integrates beliefs and goals about working with children with disabilities in an inclusive setting. Students will prepare a written philosophy of special education that will be incorporated into their overarching philosophy of education. After additional experience during the internship year, the philosophy will be revised and modified.

III. UAF, State and National Standards Directly Addressed and Assessed in EDSE 422

Alaska Teacher, Student, Cultural Standards Directly Address in EDSE 422

- Alaska and UAF School of Education Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools targeted in EDSE 422 (In order of priority): 2 (Learning Theory), 3 (Diversity), 5 (Assessment), 6 (Classroom Environment), 7 (Families and Community), 1 (Philosophy), 8 (Professional Development) and 4 (Content Knowledge)
- Alaska Cultural Standards for Students targeted in EDSE 422: A, B, C, D, and E
- Alaska Student Content Standards for Students targeted in EDSE 422: History, Government and Citizenship, Skills for a Healthy Life, Science, and Technology

NCATE (National Council for Accreditation of Teacher Education) Standards for Elementary Teacher Preparation (May 2000) targeted in EDSE 422: Standards 1, 3, 4, and 5

NCATE Standard 1: Development, Learning, and Motivation
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

NCATE/ACEI Standard 3.2: Adaptation to Diverse Students
Candidates understand how elementary students differ in their development and approach to learning and create instructional opportunities that are adapted to diverse students.

NCATE Standard 3a: Integrating and Applying Knowledge for Instruction
Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

NCATE/ACEI Standard 3c: Development of Critical Thinking, Problem Solving, and Performance Skills
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills

NCATE Standard 4: Assessment for Instruction
Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

**NCATE/ACEI Standard 5.3 Collaboration with Families**
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

**Technology Focus of EDSE 422**
Understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

**IV. INSTRUCTIONAL METHODS**
This course will be taught using a variety of teaching methods including interactive lectures, small group collaborative projects, guest speakers, internet research, reading assignments, student presentations, classroom observation and participation.

**V. COURSE POLICIES**
**Course Requirements**
**Attendance and Class Participation**
Students are expected to attend all classes, arriving and leaving on time, participate in discussions, group activities, readings, prepare thoughtful questions for guest speakers and write reflections on the information presented. In case of an absence, the student is responsible for getting information from other students and completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

**ASSIGNMENTS**
**Examinations** 15 Exams will be administered during the semester. (25 points each) **Due weekly**

**Disability Presentation** Students will research an assigned disability and present a 10-15 minute presentation including visual aids for the class. Student will submit a summary of their presentation to the instructor and provide a handout for other class members of salient information regarding the disability. (25 points) **Due 9/15**

**Intervention Plan** Students will work through the intervention process starting with teacher concern, referral, team meetings and special education referral/testing and culminating in an Individual Education Plan for the referred student. (25 points) **Due 9/22**
Group Individual Education Plan Students will write IEP goals and objectives for a student with a high incidence disability. (25 points) Due 11/17

Community Resource Guide Students will develop a community resource notebook to include local and state agencies providing nonprofit services for individuals with disabilities. (20 points) Due 11/24

Classroom Management Plan Students will develop a classroom management plan to include positive reinforcement for all students, a menu of replacement behavior ideas, and a crisis plan for emergencies for their “future” classrooms. (20 points) Due 12/8

Group 504 Plan Students will develop a 504 plan for a student based on identified needs of the student. Groups will present to class completed plan. (25 points) Due 10/27

Attendance/Class Participation Attendance is vital in this class due to the number of presentations both individual and group. (3 points for each class including final exam day) Due weekly

Field Project All students are required to complete 15 hours of fieldwork. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required. Students will reflect on the teaching style and effective teaching strategies used by their supervising teacher. Each student will be asked to complete a differentiated instruction short unit/lesson that they will teach at their fieldwork site. (Log/journal and Unit 50 points) Due 12/4

Plagiarism
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one’s own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one’s teaching license.
Student Code of Conduct and Expect Classroom Etiquette
All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to http://www.uaf.edu/catalog/current/academics/regs3.html for further details.

Academic Support Services
Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: http://www.uaf.edu/sssp/

Disabilities Services
The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF’s Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydsa@uaf.edu, or visit http://www.uaf.edu/chi/disability.html on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

Please place your cell phones on vibrate. Students may bring their laptop computers to class to use for class research and taking notes. Please be sure that all classroom computer use is restricted to classroom assignments only.
VI. TENTATIVE COURSE CALENDAR

Sept. 8: Overview of Class, Philosophy of Special Education, Introductions and small group activities. Disability assignment due Sept. 15. Read Chapters 1 and 2. Outline pages 45 –56 (Sept. 22).

Sept. 15: Fieldwork assignments. Disability presentations. Review of Special Education law as it relates to General Education. Read Chapter 4. Be ready to share information you have found by searching Internet sites for information on NCLB and IDEIA Intervention Groups assigned.


Sept. 29: Read Chapter 3. Group activities and discussion how the card and wheels will help.

Oct. 6. Course questions or concerns mid-evaluation. Read Chapters 9 and 10. Outline strategies for reading presented in these chapters (Due Oct. 20).
Guest Speaker: FNSBSD Assistant Sped Director

Oct. 13. Reading Strategies group activities. Read chapter 7 outline pages 242 to 248.
Guest Speaker: Speech Pathologist

Oct. 20: Prepare group 504 presentations (Due Oct. 27). Read chapter 8.
Guest Speaker: Reading Specialist

Oct. 27: 504 group presentations due. Outline strategies for Math in chapters 9 and 10 (Due Nov. 3).
Nov. 3: Read Chapter 6. Fieldwork discussions including using the tools.

Nov. 10: Math Strategies/group activities. IEP groups prepare presentation (Due Nov. 17). Group Discussion on readings.
Guest Speaker: Math teacher

Guest Speaker: FNSBSD Coordinator Emotionally Disturbed.

Nov. 24: Community Resources Project due, be ready to share. Read chapter 11 Look up the dyslexia, dysgraphia, and dyscalculia on the Internet and be ready to share what you have learned Dec. 1.
Guest Speaker: FNSBSD Autism teacher
Dec. 1: Mini-Unit/Lesson Presentations if needed. What’s Dys? (Dyslexia, Dysgraphia and Dyscalculia) all about? Read Chapter 13.

Guest Speaker:

Dec. 15: Course evaluations. All assignments are due today. Final Presentations, Journals, Mini Units/Lessons and Logs from Fieldwork due. Final test.

VII. EVALUATION/GRADING POLICY

Grading Policy
Course Evaluation procedures are at the discretion of the instructor. This course is graded on a scale of A-F with grades based upon examinations which cover course content from assigned readings, class activities, projects as well as related lecture material, videos, or any class handouts, individual and group presentations, plans, projects, field experience, and class participation.

The instructor will provide Rubric for more specific information on how each assignment will be graded.

Exams—25 points each Weekly (350 points)
Disability Presentation Due 9/15 (25 points)
Intervention Plan Due 9/22 (25 points)
Group Individual Education Plan Due 11/17 (25 points)
Community Resource Guide Due 11/24 (20 points)
Classroom Management Plan Due 12/8 (20 points)
Group 504 Plan Due 10/27 (25 points)
Attendance 3 points per meeting (including final) Weekly (45 points)
Field Experience Project (Log/Journals/Teach Unit) Due 12/4 (50 points)

Total 585 points

GRADING SYSTEM: The grading system is on a 10-point scale.
A 90 - 100% (526.5-585 points)
B 80 - 89% (468-526 points)
C 70 - 79% (409.5-467 points)
D 60 – 69% (351-409 points)
F 59% (below 351 points)

Effective Fall 2008