

CURRICULUM AND ASSESSMENT
Fall 2005
Tuesdays, 7:20 to 10:00
Dates: August 30, 2005 to Dec 6, 2005

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SD CONSORTIUM SITES:

Host Site –Radford University EDSP 660.3
George Mason University: EDSI 533
University of Virginia: EDIS 589
Virginia Commonwealth Univ.: MNRT 602
Norfolk State University

Office Hours: Typically I am in the office Monday, Tuesday, & Thursday afternoons. I teach on Monday and Tuesday evenings. I will be setting up on-line office hours through Breeze on Sunday evening (more information to come!) Please e-mail and arrange a time to meet via PolyCom before or after class or by telephone at a mutually agreed upon time.

Purpose/Rationale:

This course is designed to develop knowledge and skills related to best practices in curriculum and assessment for those preparing to teach individuals with severe disabilities. Three major components of the assessment process will be addressed: (1) initial diagnosis, and assessment for establishing/maintaining eligibility for services, and identifying needed supports and services; (2) assessment to develop standards-based IEPs and to create meaningful, functional curriculum within an inclusive framework; and (3) assessment to evaluate student progress with an emphasis on the new VAAP and state and national assessment mandates. Students will plan, develop, and implement a variety of assessment and curriculum activities within each of the three assessment components. Applied use of assistive technology will be integrated within the course. Field-based activities in corresponding practicum will allow students to directly apply and demonstrate their learning.

Course Texts:

Courtade-Little, G & Browder, D.M. (2005). *Aligning IEPs to Academic Standards for Students with Moderate and Severe Disabilities*. Verona, Wisconsin: IEP Resources, Attainment Company. Can be ordered at www.AttainmentCompany.com ISBN 1-57861-548-8 (RECOMMENDED)

Ryndak, D.L & Alper, S. (2003). *Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings*. Boston: Allyn & Bacon. ISBN 0-205-35219-7 (*REQUIRED)

Web-based readings: Additional websites to be explored and articles to be read will be posted in the Assignments folder on Blackboard.

Learning Objectives:

The licensure competencies addressed by this course include:

1. An understanding and application of the foundation of assessment and evaluation related to best special education practice including:
 - 1.1. Ethical issues and responsibilities in the assessment of individuals with disabilities; procedures for screening, pre-referral, referral, and eligibility determinations; and factors that may influence assessment findings such as cultural, behavioral, and learning diversity.
 - 1.2. Administration, scoring, and interpretation of commonly used individual and group instruments including norm-referenced, criterion-referenced, and curriculum-based measures as well as task analysis, observation, portfolio, and environmental assessments.
 - 1.3. Synthesis and interpretation of assessment findings for eligibility, program planning, and program evaluation decisions.
2. An understanding and application of service delivery, curriculum, and instruction of students with disabilities including:
 - 2.1. ...curriculum development
 - 2.2. Scope and sequence of the general education curriculum;
 - 2.3. Alternative ways to teach content material including curriculum adaptation and curriculum modifications.
 - 2.4. Procedures to develop, provide, and evaluate instruction consistent with students' individual needs.
 - 2.5. Strategies to promote successful integration of students with disabilities with their non-disabled peers.
 - 2.6. Use of assistive technology to promote student learning;
3. The use of alternative assessment, evaluation and other information to develop and implement individual educational programs and group instruction for individuals with severe disabilities including:
 - 3.1. Ability to develop, plan, and teach a functional and age-appropriate curriculum including skills in self-care, independent living, leisure/recreation, school and community use, functional academics, and vocational planning;
 - 3.2. Proficiency in adapting age-appropriate curriculum to facilitate instruction within the general education setting, to include partial participation of students in tasks and skills facilitating collaboration and support from peers with and without disabilities;
4. Curriculum and instructional procedures specific to students with severe disabilities including:
 - 4.1. Application of principles of learning
 - 4.2. Application of skills specific to assessment and curriculum development
 - 4.3. Application of teaching methods

Format for Course

This course will be organized into four learning units (please see the list below). All class materials and activities, reading assignments including web links and PDF documents, PowerPoints, assignment descriptions and drop-box, and on-line discussions will be made available within the unit folder found in your course menu in Blackboard at <http://blackboard.gmu.edu> Units will be released by the instructor in sequential order throughout the semester.

1. How to be a successful learner in this course – This unit will focus on the extensive technology skills you will need to participate in this course delivered through a variety of distance learning tools.
Unit dates: August 30th - Sept. 6th .
2. Initial diagnosis, and assessment for establishing/maintaining eligibility for services, and identifying needed supports and services.
Unit Dates: August 30th - September 23rd .
3. Assessment to develop standards-based IEPs and to create meaningful, functional curriculum within an inclusive framework.
Unit Dates: September 27th – November 11th .
4. Assessment to evaluate student progress with an emphasis on the new VAAP and state and national assessment mandates.
Unit Dates: November 14th – December 9th .

Assignments

A brief description of each assignment appears below. A detailed explanation and written guidelines will be posted in the appropriate unit in Blackboard and explained during the appropriate class time.

On-line discussion of readings and questions posted by the professor/class members- 120 points:

There will be a total of eight on-line discussions. Full participation per the guidelines below will be worth up to 15 points each.

1. By Saturday of the week of the discussion, you will write and post a well-thought through and concise, edited 250-350 word response to the question or subject.
2. Read and respond informally to your peers' responses. Engage in dialogue - Ask questions, confirm, explore with each other. I expect you to read all of them, but a minimum of six are required.
3. By Monday night, the evening before class, you will write and post a thoughtful 150-250 word response to one of your peer's full responses. Discuss what you learned from that person, what they made you think about, and how their understandings and experiences meshed or differed from your own.

Facilitating Classroom Community – up to 10 points: Individual points will be granted to recognize your efforts to facilitate our classroom community: or example, helping others/significant participation in other discussions (technology, assignments, lounge), leadership in class discussions, etc.

Assessment history on target individual -125 points: You will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a target individual from your practicum/work setting. This will be done in chart form and will include date of testing; test/tool/method used, name and title of assessor; assessed strengths/needs/concerns; your notes include questioning of assumptions, progress made. **DUE September 23rd.**

IEP Case Study-125 points: Each class participant will focus on one target student with significant disabilities to evaluate their current educational plan, and develop components of a standards-based IEP per new regulations and VDOE procedures and guidelines. **DUE November 11th.**

VAAP Assignment -125 points: Each class participant will develop a comprehensive plan for completing the VAAP portfolio for your target individual. **DUE December 9th.**

COURSE POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through

GMU: <http://mason.gmu.edu/~montecin/plagiarism.htm>

VCU: www.students.vcu.edu/rq/policies/rq7honor.html.

UVA: <http://www.virginia.edu/honor/>

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

Attendance

Since many of the classes involve activities, videotapes, discussion, etc., regular attendance is vital to gain maximum benefit. Anyone who misses more than two classes will lose **10 points** for each class missed after the second absence. Significant tardiness or early departure will count as an absence. I expect you to communicate with me, ideally in advance, about any planned or unplanned absence, or late/early arrival/departure.

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me via email as soon as possible and indicate both what the disability is and how your university has made accommodations for you in the past. Given the hybrid nature of this course, we will have to assess together the difficulties you are experiencing and create a plan to maximize your learning and performance.

Inclement Weather

If classes are cancelled at Radford University (your instructor's home university), a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, go to www.radford.edu and look for an announcement that classes have or have not been cancelled for that evening. Please do not email us; I will email you regarding weather as soon as it is announced. If

we are experiencing problems with the Internet, I will also leave a message on my phone about the decision for the evening's class (540-831-5590.) Please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://blackboard.gmu.edu>. Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website. Although Microsoft PowerPoint is part of the Microsoft Office Suite, students who do not have PowerPoint can download a free viewer that will allow at <http://www.microsoft.com/downloads/details.aspx?FamilyId=D1649C22-B51F-4910-93FC-4CF2832D3342&displaylang=en> Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important

to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also e-mail or upload in-class written tasks following class or early the next day to me. When in class assignment forms or handouts are sent the day of the class, facilitators will need to download and copy them for class members.

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. I know that I will also rely on Marci for assistance. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note, that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at <http://129.174.36.100/SDC> and clicking on *Recorded Calls* button. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.