

**“He who dares to teach must never cease to learn.”**

**-Anonymous**  
 Special Education 3011/5011/6011  
 Section 2  
 Inclusive Early Childhood and Elementary Classrooms  
 Fall 2014

**Instructor:** Maggie Crockett, PhD  
**Email:** margret.crockett@utah.edu  
**Office:** SAEC 2263, phone: (801) 581-3680 or (801) 581-8121  
**Office hours:** By appointment  
**Time:** Tuesdays, 4:35-7:05 p.m.  
**Location:** SAEC 2151  
**Credit Hours:** 3

**Required Text:**

The following texts are available at the University Bookstore:

- Mastopieri, M.A., & Scruggs, T.E. (2009). *The inclusive classroom: Strategies for effective instruction* (5<sup>th</sup> Ed.). Pearson Education, Inc.: Upper Saddle River, NJ.

**Additional Required Readings:**

The additional required readings will be made available via Canvas. It is the student’s responsibility to access the appropriate readings for each class period and have them read before class begins. Please see the course calendar for required readings.

**Optional Text:**

This course requires all papers and projects to be written in accordance with the guidelines put forth by the American Psychological Association. The APA manual (6<sup>th</sup> Edition) is not required for this class but it is strongly recommended that students have access to this manual. The manual can be purchased at the University Bookstore and is also available at the Marriott Library.

**Course Description:**

The objectives of this course are designed to help prospective general and special educators in early childhood and elementary settings develop an understanding of the educational needs of children with disabilities. Class activities, discussions, and projects will concentrate on appropriately meeting the needs of children with disabilities within the context of the general education setting. Students will learn to develop successful partnerships and collaborative skills with children in general and special education settings, parents, educators, administrators, and the community. Students will also study and practice a variety of instructional and organizational techniques for adapting the general classroom environments in order to address the needs of children with disabilities in the general education classroom.

**This course is designed for undergraduates and graduate students and as such, the quality of completed assignments should reflect university level writing, showing correct grammar and complete idea and thought development.**

**Course Objectives:**

Course objectives will be met through a combination of lecture, class discussions, guest lecturers, small group discussions, and assignments. Students successfully completing SPED 3011/5011/6011 will be able to:

- 1) Discuss and define human diversity and categories of human exceptionality from different perspectives.
- 2) Describe various models and forms of consultation and collaboration as well as examples of ways to deliver services to students with disabilities.
- 3) Compare and contrast the roles as well as the legal, ethical, and educational responsibilities of professionals, family members, and others who serve as members of collaborative teams.
- 4) Discuss the management and impact of several factors in the delivery of special education services for children with disabilities and/or students from diverse backgrounds.
- 5) Demonstrate principles of effective communication and conflict management with professionals, parents, and others.
- 6) Describe, design, and/or demonstrate strategies for partnerships in the delivery of services for a variety of settings, including:
  - a. Appropriate use of classroom-based strategies including adapting instruction, evaluation, curriculum, student grouping, peer-mediated interventions, etc.
  - b. Appropriate use of school-wide partnerships for service delivery including pre-referral teams, team teaching, Individualized Education Program teams, and consultation programs.
  - c. Appropriate use of home and school partnerships for service delivery including parent education and support groups, family centers, home visits, parent volunteers, homework completion, etc.
  - d. Appropriate use of school and community partnerships for service delivery including vocational programs, transitional programs, health and social services, child and respite care, and other formal and informal community supports and interagency collaboration.
- 7) Students enrolled in Special Education 6011 will demonstrate skills in the synthesis, organization, and communication of educational research findings.

**Course Requirements:**

1. **Class participation and in-class activities (50 points):** Participation in every class session is very important. Students are required to complete in-class activities related to the course materials, complete the assigned readings prior to class meetings, and are expected to participate in class discussions, small and large group activities, and any other class activities. **FAILURE TO ATTEND CLASS WILL RESULT IN THE LOSS OF PARTICIPATION POINTS FOR THAT CLASS SESSION.** More information will be provided in class.
2. **Online reading checks (9 at 5 points each):** Students will be expected to complete nine (9) online reading checks over the course of the semester. These checks must be completed prior to class meetings. More information will be provided in class. **LATE READING CHECKS WILL NOT BE ACCEPTED.**
3. **Disability Presentation (50 points):** Students will be expected to provide a presentation on a specific disability and create a handout on the disability to be distributed to the class. More information will be provided in class.
4. **Evaluation of the IEP (100 points):** Students will be expected to complete an evaluation of an IEP for a student with a disability. Detailed information can be found in the assignment packet and will be discussed in class.
5. **Evaluation of Parent Panel (100 points):** Students will be expected to complete an evaluation of the panel presentation by parents of children with disabilities. Detailed information can be found in the assignment packet and will be discussed in class.
6. **Curriculum Project (100 points):** Students will be expected to complete a curriculum adaptation/differentiation project. Detailed information on this assignment can be found in the assignment packet and will be discussed in class.

**SPED 5011 Students:**

**Annotated Bibliography (100 points):** Students enrolled in SPED 5011 will be expected to complete an annotated research bibliography, using a minimum of **5 peer-reviewed, published references (published no earlier than 2008)** on any instructional strategy or model discussed in class. A written proposal outlining the topic to be discussed must be turned in by **October 21**. A complete reference list must be submitted by **December 2**. Additional information about the annotated bibliography can be found in the assignment packet and will be discussed in class.

**SPED 6011 Students:**

**Literature Review (100 points):** Students enrolled in SPED 6011 must write a literature review on any instructional strategy or model covered in class. A written proposal outlining the topic to be discussed must be turned in by **October 21**. A complete reference list must be submitted by **December 2**. The final paper must be in APA style, 8-10 pages in length (not including cover page and references), with a minimum of **8 peer-reviewed references (published no earlier than 2008)**. Additional information about the literature review can be found in the assignment packet.

**Grades:**

Grades will be assigned based on the percentage of points earned by the student based on the following distribution:

A= 94-100%	B+=87-89%	C+=77-79%	D+=67-69%	E=under 59%
A-=90-93%	B=84-86%	C=74-76%	D=64-66%	
	B-=80-83%	C-=70-73%	D-=60-63%	

Grading for SPED 3011:		Grading for SPED 5011:		Grading for SPED 6011:	
Class participation:	50 points	Class participation:	50 points	Class participation:	50 points
Reading checks:	45 points	Reading checks:	45 points	Reading checks:	45 points
Disability Presentation:		Disability Presentation:		Disability Presentation:	
	50 points		50 points		50 points
IEP Evaluation:	100 points	IEP Evaluation:	100 points	IEP Evaluation:	100 points
Panel Evaluation:	100 points	Panel Evaluation:	100 points	Panel Evaluation:	100 points
Curriculum project:	<u>100 points</u>	Curriculum project:	100 points	Curriculum project:	100 points
Total:	445 points	Bibliography:	<u>100 points</u>	Literature Review:	<u>100 points</u>
		Total:	545 points	Total:	545 points

**Policy on Late Work**

Students are expected to submit assignments on the assigned date. If a student is aware of a calendar conflict, he or she must make **PRIOR** arrangements with the instructor. Late submissions without prior arrangements with the instructor will result in a **10% drop in points PER DAY. NO ASSIGNMENT WILL BE ACCEPTED AFTER SEVEN CALENDAR DAYS FROM ITS DUE DATE. LATE READING CHECKS WILL NOT BE ACCEPTED.** There are no extra credit options for this course.

**Policy on Misrepresenting Written Work**

Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, *plagiarism* means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course.

**"Person-first" Language**

Students are expected to use appropriate language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability," "students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

**Attendance and Participation**

Students are expected to attend all of the class sessions. **MISSED CLASSES WILL RESULT IN THE LOSS OF PARTICIPATION POINTS FOR THE CLASS PERIOD.** To maintain an atmosphere of mutual respect, students are asked to not hold conversations while other students, the instructor, or other guest presenters are speaking. **If you choose to bring a laptop to class, please maintain its use for note-taking only. Also, students are asked to refrain from engaging in distracting behaviors such as text messaging, finishing last minute assignments or assignments for other classes, sleeping, etc.** Finally, students are asked to turn off all cell phones during class unless there is a compelling reason to have them on which has been discussed with the instructor prior to the beginning of class. **STUDENTS CHOOSING TO ENGAGE IN THESE DISRUPTIVE BEHAVIORS WILL LOSE THEIR PARTICIPATION POINTS FOR THAT CLASS PERIOD.**

**Accommodations for Students with Disabilities**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Special Education 3011/5011/6011, Section 2**  
**Inclusive Early Childhood and Elementary Classrooms**  
**Fall 2014**  
**Course Calendar (Subject to Change)**

Date	Topics	Readings Due	Assignments Due
August 26	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course requirements</li> </ul>	-None	Self-reflection (in class)
September 2	<ul style="list-style-type: none"> <li>• Historical context</li> <li>• ADA, Section 504, and IDEA</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapters 1 and 2 (pages 25-42) <b>Readings:</b> -Utah State Office of Education. (2007). A Parent's Guide to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Salt Lake City, UT: Utah State Office of Education.	Reading check #1 (Canvas)
September 9	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• Disability Areas</li> <li>• IEP Process</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapters 3, 4, and 5 <b>Readings:</b> -Yell, M.L. (2006). <i>The Law and Special Education (2<sup>nd</sup> Ed.)</i> , Ch. 11, Pearson: Upper Saddle River, NJ.	Disability Presentations (in class)
September 16	<ul style="list-style-type: none"> <li>• IEP Process</li> <li>• Response to Intervention (RTI)</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapter 7 <b>Readings:</b> -National Center on Response to Intervention. (2010). Essential components of RTI-A closer look at Response to Intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.	IEP Activity (in class)  Reading check #2 (Canvas)
September 23	<ul style="list-style-type: none"> <li>• Effective Classrooms and instruction</li> <li>• Cooperative learning</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> - Chapters 9, 10 and 11 <b>Readings:</b> -Kagan, S. (1994). Cooperative Learning. 1, 2, 3, 4 (portions) Kagan Cooperative Learning: San Juan Capistrano. -Heacox, D. (2002). Differentiating instruction in the regular classroom. Chapter 5. Minneapolis: Free Spirit Publishing.	Cooperative Learning Activity (in class)  Reading check #3 (Canvas)
September 30	<ul style="list-style-type: none"> <li>• Co-teaching</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapter 2 (pages 42-48) <b>Readings:</b> -Murawski, W., & Dieker, L. (2008). 50 ways to keep your co-teacher: Strategies for before, during, and after co-teaching. <i>Teaching Exceptional Children</i> , 40(4), 40-48. -University of Kansas (n.d.) Cooperative teaching. Retrieved from <a href="http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching">http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching</a>	Co-teaching Activity (in-class)  Reading check #4 (Canvas)

<b>October 7</b>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Support</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapter 13 <b>Readings:</b> -None	<b>Assessment Activity (in class)</b> <b>Evaluation of the IEP Due (Canvas)</b>
<b>October 14</b>	<ul style="list-style-type: none"> <li>• No class!</li> </ul>		
<b>October 21</b>	<ul style="list-style-type: none"> <li>• Adapting and enhancing for all students</li> <li>• Differentiated instruction</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> - Chapter 6 <b>Readings:</b> -Heacox, D. (2002). Differentiating instruction in the regular classroom. Chapters 4. Minneapolis: Free Spirit Publishing. -PEAK Parent Center. (1999). Curriculum modifications and adaptations. Retrieved from <a href="http://www.spannj.org/pti/Curriculum_Modifications_and_Adaptations.pdf">http://www.spannj.org/pti/Curriculum_Modifications_and_Adaptations.pdf</a>	<b>Differentiation Activity (in class)</b> <b>Reading check #5 (Canvas)</b> <b>5011/6011 Proposals Due (Canvas)</b>
<b>October 28</b>	<ul style="list-style-type: none"> <li>• Adapting and enhancing for all students</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -None <b>Readings:</b> - Heacox, D. (2002). Differentiating instruction in the regular classroom. Chapter 6. Minneapolis: Free Spirit Publishing.	<b>Differentiation Activity (in class)</b> <b>Reading check #6 (Canvas)</b>
<b>November 4</b>	<ul style="list-style-type: none"> <li>• Adapting and enhancing for all students</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -None <b>Readings:</b> -Scigliano, D. & Hipsky, S. (2010). Three ring circus of differentiated instruction. <i>Kappa Delta Pi Record</i> , 46(2), 82-86. -Dotger, S. & Causton-Theoharis (2010). Differentiation through choice. <i>Science Scope</i> , 33(6), 18-23. None	<b>Differentiation Activity (in class)</b> <b>Reading check #7 (Canvas)</b>
<b>November 11</b>	<ul style="list-style-type: none"> <li>• Adapting and enhancing for all students</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -Chapters 14, 15, and 16 <b>Readings:</b> -None	<b>Curriculum evaluation (in class)</b> <b>Reading check #8 (Canvas)</b>
<b>November 18</b>	<ul style="list-style-type: none"> <li>• Assistive technology</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -None <b>Readings:</b> -Jeffs, T. (2010). Assistive technologies and innovative learning tools. In R.M. Gargiulo & D. Metcalf (Eds.) <i>Teaching in today's inclusive classrooms: A universal design for learning approach</i> . Belmont, CA: Wadsworth.	<b>AAC Evaluation (in-class)</b> <b>Curriculum Adaptation Project Due (Canvas)</b>
<b>November 25</b>	<ul style="list-style-type: none"> <li>• No class!</li> </ul>		
<b>December 2</b>	<ul style="list-style-type: none"> <li>• Parent Panel presentation</li> </ul>	<b>Mastropieri &amp; Scruggs Text:</b> -None <b>Readings:</b> -Parents Helping Parents (2007). Parent/Professional Collaboration. Retrieved from <a href="http://www.php.com/professionals/story6">http://www.php.com/professionals/story6</a> -CADRE (n.d.). Encouraging meaningful parent/educator collaboration: A review of recent literature. Retrieved from <a href="http://www.directionservice.org/cadre/pdf/CADRE_Meaningful%20Collaboration.pdf">http://www.directionservice.org/cadre/pdf/CADRE_Meaningful%20Collaboration.pdf</a>	<b>Reading check #9 (Canvas)</b> <b>Reflection on Deedah (in-class)</b> <b>SPED 5011/6011 reference list due (Canvas)</b>

<b>December 9</b>	<ul style="list-style-type: none"> <li>Disproportionality and disability</li> </ul>	<p><b>Mastropieri &amp; Scruggs Text:</b> -None</p> <p><b>Readings:</b> -National Education Association (2007). Truth in labelling: Disproportionality in special education. Retrieved from <a href="http://www.nccrest.org/Exemplars/Disporportionality_Truth_In_Labeling.pdf">http://www.nccrest.org/Exemplars/Disporportionality_Truth_In_Labeling.pdf</a></p>	<b>Evaluation of Parent Panel Due (Canvas)</b>
<b>December 17</b>			<b>5011 Bibliography (Canvas) 6011 paper Due (Canvas)</b>

**SPED 3011/5011/6011-2**  
**Inclusive Early Childhood and Elementary Classrooms**  
**Fall 2014**

**Assignment Packet**

Students will be expected to complete several assignments over the course of the term. Students will be responsible for researching and presenting a specific disability to the class. Students will also be responsible for evaluating an IEP or an IFSP (to be provided by the instructor) for a student with a disability. All students will also be expected to independently complete an evaluation of a parent panel presentation given by parents of children with disabilities and representatives from the Utah Parent Center. All students will also be expected to complete a curriculum adaptation assignment using methods discussed in class. Students enrolled in SPED 5011 will need to complete an annotated bibliography on a topic from a list provided by the instructor and students enrolled in SPED 6011 will need to complete a research paper on a topic from the same list.

In general, projects will be graded according to adherence to report requirements, clarity and organization, professional writing (no typos or grammatical errors), use of APA format, and accuracy of content.

Project format:

- American Psychological Association (APA) style is required on all projects. Projects should be no less than five double-spaced type written pages with one-inch margins.
- All written projects must have a title page with a running head, header, title, student name, and university affiliation appropriately displayed.

## **Evaluation of the Individualized Education Plan (IEP)**

Using the IEPs available on Canvas, evaluate the information from **ONE** of the IEPs, looking specifically for information pertaining to the IEP process. Adherence to APA guidelines is expected, including a cover page with running head, header and title; page-numbers; one inch margins; double-spacing; and Times 12 point font. Organize your paper using the following headings. Do not use bullet points and make sure to thoroughly discuss each section.

### **Introduction (5 points)**

Provide the following information about the student: grade level, special education classification, special education services and where they are provided, any related services, any special classroom or program accommodations or modifications as well as any testing accommodations on state and district assessments.

### **Present Levels of Academic Achievement and Functional Performance**

(20 points)

Closely examine the student's present levels of academic and functional performance (PLAAFP) in the IEP. Provide a discussion of the student's PLAAFP and how their disability adversely affects his or her educational performance. Examine the PLAAFP to determine if they are observable and measureable. Provide a complete discussion of the current PLAAFP statement, addressing what is well written as well as what is poorly written. If the PLAAFP are poorly written, describe what additional information should be included to make them observable and measureable. Provide a discussion about why is it important to have a well written PLAAFP statement.

### **IEP Goals (25 points)**

Evaluate the goals written in the student's IEP. Address the following questions: What are the goals and objectives that were developed for the student? Provide a complete description of all the IEP goals (Do not just provide a laundry list-give a description of the content areas, the skills, the performance level, etc. for the goals but **DO NOT** cut and paste from the IEP document). Were the goals and/or objectives written using all of the required components of well-written goals that were discussed in class? If not, what components were missing? Do the goals and objectives relate and align with the identified present levels of academic achievement and functional performance? Is the student receiving related services? If so, what is the nature of these services? Given the goals that were developed and any related services, provide a complete description of who should have participated in the development of the IEP and why their presence would have been required.

### **Addressing IEP Goals (25 points)**

Discuss how the IEP goals that were developed for the student could be met within the context of the **general education classroom**. In other words, explain how you as a teacher could incorporate individualized instruction on the goals within your instruction to the rest of the class. **Be specific** as to how you would address these goals in your teaching. What kinds of activities would you have in the classroom to address the IEP goals? How would you collect data to determine if the student is progressing? How would you address the classroom accommodations and modifications (if any) that were outlined in the IEP? What challenges do you see in providing instruction on the goals in the general education classroom?

### **Conclusion (15 points)**

Write a complete summary of your work and provide a thorough discussion of the insights you have gained from this experience. How might you use the knowledge from this assignment to inform your own teaching in the future? How will this information impact how you work with students with disabilities in your classroom?

### **Structure (10 points)**

Your paper will also be evaluated for adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

## **Evaluation of the Individualized Family Service Plan (IFSP)**

Using the IFSP available on Canvas, evaluate the information, looking specifically for information pertaining to the IEP process. Adherence to APA guidelines is expected, including a cover page with running head, header and title; page-numbers; one inch margins; double-spacing; and Times 12 point font. Organize your paper using the following headings. Do not use bullet points and make sure to thoroughly discuss each section.

### **Introduction (5 points)**

Provide the following information about the student: age, special education classification, special education services and where they are provided, and any related services.

### **Present Levels of Development**

(20 points)

Closely examine the student's present levels of development in the IFSP. Provide a discussion of the student's present levels of development and how their disability adversely affects his or her educational performance. Examine the present levels of development to determine if they are observable and measureable. Provide a complete discussion of the current present levels of development statement, addressing what is well written as well as what is poorly written. If the statement is poorly written, describe what additional information should be included to make them observable and measureable. Provide a discussion about why is it important to have a well written statement about present levels of development.

### **IFSP Goals (25 points)**

Evaluate the goals written in the student's IFSP. Address the following questions: What are the goals and objectives that were developed for the student? Provide a complete description of all the IFSP goals (Do not just provide a laundry list-give a description of the outcome areas, the skills, the performance level, etc. for the goals but DO NOT cut and paste from the IFSP document). Were the outcomes and/or activities written using all of the required components of well-written goals that were discussed in class? If not, what components were missing? Do the outcomes and activities relate and align with the identified present levels of development? Is the student receiving related services? If so, what is the nature of these services? Given the goals that were developed and any related services, provide a complete description of who should have participated in the development of the IFSP and why their presence would have been required.

### **Addressing IFSP Goals (25 points)**

Discuss how the IFSP goals that were developed for the student could be met within the context of the **inclusive home environment**. **Be specific** as to how you would address these goals in your teaching. What kinds of activities would you develop for the child to address the IFSP goals? How would you collect data to determine if the child is progressing? What challenges do you see in providing instruction on the goals in the home environment?

### **Conclusion (15 points)**

Write a complete summary of your work and provide a thorough discussion of the insights you have gained from this experience. How might you use the knowledge from this assignment to inform your own teaching in the future? How will this information impact how you work with students with disabilities in your classroom?

### **Structure (10 points)**

Your paper will also be evaluated for adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

## Curriculum Adaptation

For this project, you will need to access the core curriculum appropriate for the grade level you hope to teach in the future. This can be accessed from the Utah Education Network's website at [www.uen.org/core](http://www.uen.org/core). Select TWO objectives from the core curriculum for your chosen grade level. Develop adaptations of these objectives using Tiered Assignments for one of the objectives and Layered Curriculum for the other objective as described below. Adherence to APA guidelines is expected. Organize your paper using the following headings. Be sure to include a cover page.

### Introduction (10 points)

Briefly describe the two objectives that were chosen and the reasons for choosing them (be specific as to why you chose the specific objectives you chose-what was it about these specific standards and objectives that made you feel they would be appropriate for this assignment?). Be sure to cite the subject area, the standard, and the objective that you are adapting for each objective that is selected. You MUST choose objectives from different subject areas (e.g., one from language arts and one from mathematics) in order to gain practice adapting curricula from a number of areas.

### Tiered Assignments (30 points)

Using the information about tiered assignments from the reading, along with Bloom's taxonomy and Gardner's Theory of Multiple Intelligences, complete a tiered assignment **based on readiness** for the objective. Make sure to include the **key concept** (What is the big idea?) and **generalization** (What should students know by the end of the lesson, regardless of the tier they are in?), how you will **introduce the topic** (the hook), how you will **pre-assess student knowledge**, and a complete description of the **beginning, intermediate, and advanced levels** for the **outcomes/objectives, instruction/activity, and assessments** (present these in a grid similar to what was covered in class) that will be addressed in your plan for one of the chosen objectives. Explain **HOW** your activities address multiple intelligences and **HOW** you utilized Bloom's taxonomy to develop the different tiers. Be specific. **You must provide the information using the grid that was discussed in class.**

### Layered Curriculum (30 points)

Using the other chosen objective, you should develop a layered curriculum plan using the guidelines discussed in class. This should include Basic Knowledge, Application, and Synthesis level activities, point values, and a grading scale. You must have at least 8 Basic Knowledge level activities, 3 Application level activities, and 2 Synthesis level activities (present these as an assignment sheet that you would hand out to your students similar to the ones covered in class). You must also have at least one activity that can be done in a language other than English (make sure to specify which activity fulfills this). Your report must also address **HOW** the different activities address multiple intelligences (which activities correspond to which learning style) and **HOW** you utilized Bloom's taxonomy to develop the activities for the different layers.

### Conclusion (20 points)

Write a thorough summary of your work and discuss what insights you gained from this experience. Provide a complete description as to how you might use these strategies in your classroom, either now or in the future, and how you think these strategies will address the needs of students with and without disabilities in your classroom. Be specific as to how you feel these strategies will fit with your students and in your classroom.

### Structure (10 points)

Your assignment will be evaluated for adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

## **Evaluation of the Parent Panel**

For this project, you will be expected to synthesize the information presented by the parent panel. Using the information presented at the panel discussion, discuss the attitudes and experiences each individual had with regard to special education and students with disabilities. Adherence to APA guidelines is expected, including a cover page with running head, header and title; page-numbers; one inch margins; double-spacing; and Times 12 point font. Organize your paper using the following headings.

### **Introduction (10 points)**

Describe the individuals involved in the panel discussion. Provide their names (first names are fine), the names of their child(ren), the age(s) of their child(ren), and the type of disability.

### **Parent Perspectives (30 points)**

Using the information provided at the panel discussion, present the perspectives of the parents of children with disabilities. Address the following: What do the parents see as their child's special qualities, abilities, likes, dislikes, and personality traits? Are there any talents or abilities that the child displays at home that the teachers might not be aware of? How has the child's disability impacted the family routine, the way the family functions, siblings, work, etc. Do the parents feel that their family functions differently than families without children with disabilities and if so, how? What would they, as parents of a child with a disability, like every teacher to know? What were their experiences with general and special education? How do they feel the school personnel have treated them in general? What experiences did they have with inclusion? What long-term goals do they have for their child? If their children are older, what experiences have they had with their children after they left the public schools? What is one piece of advice they would have pre-service teachers remember when they working with students with disabilities and their families?

### **Community Resources (30 points)**

Using the information provided by the representative from the Utah Parent Center **as well as information from the Utah Parent Center's website**, provide a complete description of the services provided by the Parent Center. What information is provided by the organization? How do parents access the services? How can teachers access the information from the Parent Center? How do you think you may use this information and this resource in your future classroom? Provide a detailed discussion of how you may use this resource in your classroom and how you think it will benefit the students with disabilities in your classroom. How will you share this information with parents of students with disabilities in your classroom? Be specific.

### **Conclusion (20 points)**

Write a thorough summary of your work and discuss what general insights you gained from this experience. How did you react to the experiences of the parents on the panel? If you were in their position, how would you have reacted? How will the information you gained from this assignment impact your teaching and your classroom in the future? How will you use this information when working with students with disabilities and their families in the future? Be specific.

### **Structure (10 points)**

Your assignment will be evaluated for adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

## **Annotated Bibliography SPED 5011 Students ONLY**

Students in SPED 5011 are expected to complete an annotated research bibliography, using a minimum of **5 peer-reviewed, published references (no older than 2008 and not from the readings for the course)** on a strategy or model of teaching students with disabilities in the general education classroom. Grading criteria will be based on the content, clarity and organization of the bibliography. Adherence to APA (6th edition) guidelines is expected. Be sure to include a cover page. By **October 21** please provide a proposal via Canvas describing the strategy or model you would like to research. A complete reference list must be submitted by **December 2**.

For each reference, provide a complete, APA-formatted reference. You are then expected to discuss the following for each reference in text (Do NOT use bullet points):

- **Scope and main purpose** of the article, including the major research questions and the findings of the research.
- **Intended audience** for this article. Who is this article directed to-teachers? Parents? Related service providers? Explain.
- **Potential use** of the findings from this article for parents, practitioners, and other interested parties. How could the information from the research be implemented in the classroom?
- **Significance** of the research as well as the **implications** for the field of education. How will this impact how professionals work with students with disabilities and their families.

**YOU MUST USE ARTICLES FROM PEER-REVIEWED SOURCES.**

**An example annotated bibliography entry and rubric for this assignment will be provided on Canvas and will be discussed in class.**

Potential Topics:

Inclusion of students with disabilities

Co-teaching

Differentiated Instruction and students with disabilities

Peer-tutoring

Response to Intervention

Collaborating with parents of students with disabilities

Cooperative learning and students with disabilities

Curriculum-based measurement and students with disabilities

## **Literature Review SPED 6011 Students ONLY**

Select a strategy or model of teaching students with disabilities in the general education classroom and complete an 8-10 page research paper, not including title and reference pages. You must include a minimum of **8 peer-reviewed** sources (**No older than 2008 and not from the readings for the course**). Use APA format throughout your paper, including a reference list with appropriate citations. Your paper will be evaluated on the following criteria: literacy (grammar, punctuation, spelling, and syntax), clarity (coherence of thoughts), organization (APA format, transitions, introduction, conclusion, references), and content (accuracy and richness of information). By **October 21** please provide a proposal describing the strategy or model you would like to research. A complete reference list must be submitted by **December 2**.

### **Introduction** (10 points)

Provide a complete description of the strategy or model you have selected and provide a rationale for selecting the model or strategy. What are the important components of the strategy? How is it implemented in the classroom? Which students or area of need is this strategy intended to address? Explain why you chose this strategy or model to research. What is it about this strategy that interests you and why did you decide to research it further?

### **Strength of the Model or Strategy** (20 points)

Thoughtfully describe the strengths of the model, making connections between the topics discussed in class and the literature about the strategy. Using the research articles that you have found, describe the strengths of the strategy. What have the authors of these articles found to be the most positive aspects of this strategy? What evidence do they have to support this? Make sure to directly support the strengths you describe with the research articles.

### **Limitations of the Model or Strategy** (20 points)

Thoughtfully analyze and describe the potential limitations of the model, again making connections between the topics discussed in class and the literature about the strategy. What have the authors of these articles cited as the potential limitations of this strategy? Are there aspects of this strategy that are problematic, either in implementation or effectiveness? Make sure to directly support the potential limitations you describe with the research articles.

### **Assessment** (20 points)

Provide your own assessment of the strategy or model and discuss how you might apply it in your own classroom, either now or in the future. Be specific. From a practical standpoint, how will you implement this strategy with your own students with disabilities in the classroom? Given the information on the strengths, which students do you think this strategy would be best for in your classroom? How would you address the potential limitations of the strategy that you have already discussed within your own classroom?

### **Conclusion** (10 points)

Provide a complete conclusion, addressing the insights you have gained from this experience and how it might impact you as a professional. Address the importance of staying current on the “best practices” in the field of education. Why would this be necessary for a professional in this field? How do you plan to do this once you are in your own classroom?

### **References** (10 points)

Your assignment will be evaluated for adherence to APA guidelines for reference lists, appropriate number of references, current references, peer-reviewed, etc.

### **Structure** (10 points)

Your assignment will be evaluated for adherence to APA guidelines, proper grammar and spelling, appropriate sentence structure and wording, paper organization, etc.

**An example literature review and rubric for this assignment will be provided on Canvas and will be discussed in class.**

Potential Topics:

Inclusion of students with disabilities

Co-teaching

Differentiated Instruction and students with disabilities

Peer-tutoring

Response to Intervention

Collaborating with parents of students with disabilities

Cooperative learning and students with disabilities

Curriculum-based measurement and students with disabilities