Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SEAC 5570
Assessment and Curriculum for Students
with Low Incidence Disabilities
3 Semester Hours

* *

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION
Coursework in assessment techniques and curriculum design for students with low incidence disabilities. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings.

REQUIRED TEXTBOOKS (*subject to change*)
Browder, D. M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Browder, D. M. and Spooner, F. (2006). *Teaching language arts, math, and science to students with significant disabilities*. Baltimore, MD: Paul H. Brookes.
    You can purchase the textbooks from several different sources, including:

COURSE OBJECTIVES (CO):
Candidates will:
- CO 1: Assess current functioning and current and future needs of students with significant disabilities using ecological inventories and task analytic assessment (InTASC 1, 6) ($AL_{2.2}$)
- CO 2: Articulate legal guidelines and ethical concerns related to unbiased assessment of students with significant disabilities (InTASC 9) ($AL_{1.1,}$ $EDL_{1.1}$)
- CO 3: Demonstrate competence in collecting assessment data to assess the performance of students with significant disabilities across different environments and different curriculum areas, and from parents and other professionals (InTASC 6) ($AL_{3.2}$)
- CO 4: Demonstrate competence in interpreting, reporting, and evaluating assessment data for students with significant disabilities, including data needed for state alternate assessments (InTASC 6) ($AL_{1.1,}$ $AL_{2.2}$)

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CO 5:   Demonstrate competence in using assessment information in planning appropriate educational programs for students with significant disabilities (InTASC 1, 2, 6, 7) ($AL_{3.1}$)

CO 6:   Demonstrate competence with modified functional assessment procedures to identify needed curricular changes (InTASC 6) ($AL_{2.2}$)

CO 7:   Identify functional, age-appropriate curriculum goals that meet Georgia Performance Standards (InTASC 4, 5) ($CPL_{1.3}$)

CO 8:   Design individualized and age-appropriate programming across specialized curricular areas such as the math, science, and reading/language arts, content areas, as well as social, communication, domestic/independent living, recreation/leisure, and vocational skills (InTASC 1, 4, 5, 7) ($CPL_{1.1, 1.2, 1.3}$) ($FL_{3.1}$)

CO 9:   Demonstrate knowledge of adolescent literacy development and literacy assessment in the content areas, and knowledge needed to meet the needs of students with diverse reading skills across content area texts (InTASC 4, 5) ($CPL_{1.3}$)

CO 10: Embed target skills across different domains (InTASC 7)

CO 11: Identify alternative performance strategies (e.g., partial participation) (InTASC 1, 7)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS *(example assignments)*

1. Activities: Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner

2. Assignments:
   Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.
   Attendance: Our class week will run from Tuesday through midnight on the following Monday. Students are expected to log in at least to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.
   Discussion questions: Post responses to assigned discussion questions. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Responses that are posted more than one week late will earn 0 points.
   Assessment activities: Complete a Record review, Ecological inventory, Parent input survey, Preference assessment, Identification and prioritization of skills form to gather information for the assessment report.
   Assessment report: Complete an assessment report that includes an evaluation of the student's strengths and needs, and goals and objectives to remediate identified skill needs/deficits. Detailed instructions will be provided to facilitate successful completion

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of this assignment. **AL₃ₐ** *This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty*

<u>Literacy Modules</u>: Students will complete five literacy modules aimed at literacy for students with severe and sensory disabilities. Students will submit a brief overview of each lesson, their quiz results from the modules, and will briefly describe what they learned by completing the tutorials. Detailed guidelines for this assignment will be provided.

<u>Sample curriculum</u>: Develop a sample curriculum for one student that targets skills that align with the GPS from the Math, Science, Social Studies, and Language Arts content areas, as well as skills from the other domains (e.g., vocational, independent living, recreational and leisure) as appropriate. Detailed guidelines for this assignment will be provided.

3. Requirements

Task	Individual Value	Point Value
Discussion questions/ assignments	5 @ a maximum of 20 pts. each	100
Literacy Modules	5@ 10 pts. each	50
Record review	15 pts.	15
Ecological inventory	20 pts.	20
Parent input	15 pts.	15
Preference assessment	15 pts.	15
Identification and prioritization of skills	20 pts.	20
Report (includes direct assessment, summary and recommendations, curriculum chart, and goals and objectives)	135 pts.	135
Sample curriculum	150 pts.	150

TOTAL POINTS   **520**

Grading Scale:
93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

<u>ATTENDANCE POLICY</u>
Students are expected to participate in class each week as indicated throughout the semester.

<u>POLICY STATEMENT ON PLAGIARISM AND CHEATING</u>
Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by

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the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
According to the Academic Honesty Policies and Procedures document, "after a second Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT
Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).