**University of Massachusetts Boston**

**College of Education and Human Development**

**Special Education Program**

**Department of Curriculum and Instruction**

**SPEG 631 (01)**

**Clinical Teaching: Secondary Humanities Assessment and Instruction for Students with Moderate Disabilities (5-12)**

**Fall 2013, Thursdays 7-9:45**

**Location: M01-0201**

**Instructor:** Kristin M. Murphy, Ph.D. **Office:** Wheatley 02-143-8

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**Telephone:** 617-287-4516 and by appointment

**Prerequisites:** SPEG 602, 607 and 621; or approval of the Graduate Program Director.

# Required Texts:

Sabornie, E., & deBettencourt, L. (2009). *Teaching students with mild and high incidence disabilities at the secondary level.* Upper Saddle River, NJ: Prentice Hall.

Massachusetts Department of Education. (March, 2011). *Massachusetts Curriculum Framework for English Language Arts and Literacy.* (www.doe.mass.edu).

Massachusetts Department of Education. (March, 2011). *Massachusetts Curriculum Framework for Mathematics.* (www.doe.mass.edu).

Massachusetts Department of Education. (August, 2003). *Massachusetts History and Social Studies Curriculum Framework.* (www.doe.mass.edu).

Massachusetts Department of Education. (October, 2006). *Massachusetts Science & Technology/Engineering Curriculum Framework.* (www.doe.mass.edu).

Additional readings will include articles, reports, and web-based information. These will be posted on Black Board.

# Course Description:

This 3 credit course focuses on the development of assessment and teaching strategies to be used with middle school and secondary learners with moderate disabilities (5-­‐12) in English Language Arts, Social Studies, Math and Science. The course includes a fieldwork component: 15 prepracticum hours.

# General Expectations:

1. Prompt class arrival and regular attendance.
2. Active, collegial participation in class discussions and activities that includes respect for peers’ opinions and constructive peer feedback.
3. Completion of reading and assignments by due dates.
4. Preparedness to reflectively link concepts/practices in the readings to personal and professional educational experiences.
5. Abiding by Council of Exceptional Children’s ethics and professional practice standards when implementing and documenting field-­‐based experiences. Refer to them at <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/Professi> onalStandards/?from=tlcHome

# The following University Policy concerning Incompletes will be adhered to:

“Incompletes (INC) are usually awarded when satisfactory work has been accomplished in the majority of the course and the student is unable to complete course requirements due to circumstances beyond his/he control.

Incompletes are given at the discretion of the instructor. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete. A copy of a written agreement between the faculty member and the student specifying the work to be completed and the deadline for completion must be kept on file in the program office.

Please note: The initiative in arranging for the removal of an INC rests with the student. A student may obtain credit for an INC only by finishing the work of the course before the end of one calendar year from the end of the semester in which the course was taken. At the end of that period, if a grade is not submitted, an F (Failure) will be recorded.

After one year, the student must register and pay for the course again in order to receive credit and a grade.”

**Objectives of course-**At the end of this course, participants will have acquired the following understandings, knowledge, and skills:

1. A conceptual and critical understanding of the Massachusetts English Language Arts, Math, History/Social Studies and Science Curriculum Frameworks and Learning Standards and their instructional practice implications for culturally and linguistically diverse students with reading and writing disabilities.
2. An understanding of the essential resources, practices, and curricular elements of a comprehensive reading program and appropriate types of accommodations/adaptations to such a program for culturally and linguistically diverse students with reading and writing disabilities.
3. Identify the cognitive elements of reading (language comprehension and decoding) and the interconnections between reading and writing.
4. Build knowledge of a repertoire of evidence-­‐based instructional strategies to individualize instruction for secondary students (5-­‐12) with moderate disabilities in the following areas: (a) reading comprehension and monitoring strategies; (b) vocabulary development; (c) strategy instruction in spelling accuracy and generalization; (d) organizing and composing written products; (e) strategy instruction in monitoring errors in written language; and (f) content area reading and written language accuracy, fluency, and comprehension.
5. Identify, assess, and develop alternative strategies to teach writing skills to students with special needs (grades 5-­‐12) in the general education English/Language Arts classroom.
6. Identify the key instructional supports associated with English/language arts, math, history/social studies, and science instruction.
7. Describe instructional methods for secondary learners including learning strategies, assessments (formal and informal), instructional goals, activities, and evaluation and how they are included in IEPs.
8. Identify varying service delivery models at the secondary level, administrative and management issues, with an emphasis on educating students with disabilities in the general education setting.
9. An applied understanding of the principles of universal design, differentiated instruction, and the explicit teaching cycle.
10. Identify, describe, and develop the major components of an IEP that meets all federal and state regulations and includes the physical, social, cultural, and educational needs of a student with special needs in the secondary setting.
11. Identify procedures and strategies for translating literacy assessment data into IEPs with student performance profile, student instructional profile, relevant, measurable goals and benchmarks/short-­‐term objectives, and evaluation procedures.
12. Demonstrate reflective principles in evaluating personal teaching practices.
13. Integrate the use of technology in all instructional areas. Skills in the preparation and implementation of a thematic-­‐based module that includes: lesson plans using carefully selected short range goals and objectives translated from the student’s IEP.

# Relationship to Conceptual Framework:

The course is a program requirement for initial licensure as MA Teacher of Students with Moderate Disabilities (5-­‐12). **Course Relationship to the Professional Education Unit’s (PEU) conceptual frame:** the topics and field-­‐based assignments of this course have been designed to prepare **thoughtful and responsive educators** in the areas of reading and writing literacy assessment, mathematics, science, social studies and instructional intervention practice for culturally and linguistically diverse students at-­‐risk for academic failure. The following PEU competencies are addressed throughout the course framework: the outcomes of understanding content, pedagogy, assessment, and technology and practicing culturally responsive, respectful teaching, collegial collaboration, and self-­‐evaluation are PEU related goals of the course.

# Methods of Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Domain/Assignment | CEC Standards | Percent of Grade | Due Date |
| Class Participation | 1-7 | 15% | Ongoing |
| Co-Teaching Demonstration | 1,2,3,4,5,6 | 20% | Ongoing from October 9-23 |
| Classroom Observations | 1-7 | 25% | October 23 |
| Curriculum Interdisciplinary Unit Project | 1,2,3,4,5,7 | 40% | December 11 |

# Class Participation 15%

# CEC Standards 1-7

Class participation typically will include the following kinds of activities: small group discussions and whole group debriefings of class viewed videotapes, case analyses and assigned readings; practice administrations of selected required assessment tools/procedures; practice activities in IEP development, unit, and lesson planning; guided practice in looking at student work; and peer mentoring in lesson plan implementation analysis.

Due Date: All class sessions

# Co-Teaching Demonstrations 20%

# CEC Standards 1-6

With a partner, you will conduct one 20-30 minute simulation of a reading, writing, science, social studies, or math instruction lesson appropriate for secondary students with and without disabilities. Presentations must include a hands-on interactive activity and a ‘writing to learn’ activity with class members. Pairs will consult with the instructor on lesson topic. The teaching presentation will be followed by a 5-10 minute question and answer period with class members. Handouts must include a 1 – 1 ½ page summary of:

* the kinds of challenges that students with disabilities may encounter with the particular skills taught;
* evidence-based instructional strategies that promote learning of the skill;
* assessment methods you would use to evaluate student progress;
* and an annotated list of web-­‐based teacher and student resources.

You will be asked to provide thoughtful, constructive written responses to the presentation. By the following class meeting, each presenter will submit a 1- 1 1/2 page written reflection on the strengths and areas needing improvement in the teaching demonstration.

* + Required elements of demonstration lesson will be discussed in class.
  + Partners will choose from a list of required topics.
  + At least one-week before presentation, lesson plan and materials must be submitted to instructor for review/approval.

Due Date: Ongoing, October 9-23

# Two Classroom Observation Reports 25%

# CEC Standards 1-7

You will conduct **two** classroom observations. Each should be a 3-4 page description and analysis of a literacy, math, science or social studies class. **One should occur in a general education/inclusive setting and the other should occur in a special education setting.** You will analyze the lessons in terms of appropriate inclusive instruction, accommodations, and modifications included for students with disabilities. The level of differentiation should be addressed in the observation to address the diversity in the classrooms. The observations should include a comparison /contrast of the two classrooms. An analysis should highlight the effective strategies as well as include recommendations for strategies that would strengthen the lesson and increase access and achievement for the students. Your analysis should be linked to concepts addressed in class discussions and readings. Assignment graded using Written Assignment Rubric.

Due Date: October 23

# Curriculum Interdisciplinary Unit 30%

# CEC Standards 1,2,3,4,5,7

*Unit Plan*

Creation of an interdisciplinary unit that links at least two content areas (e.g., English, language arts, math, science, and/or social studies) and that uses the concept of backward design in articulating the goals and objectives addressed in the unit. The objectives must be clearly linked to the MA curriculum frameworks. The unit must cover 6 weeks with outlines included for each week. The unit will also include three full, clearly delineated lessons that you will teach. Please use the lesson plan template provided by me unless your school already has a template required.

*Teach 3 full lessons, videotape one.*

You will videotape yourself teaching one of the three lessons (this can occur in an inclusive classroom, a subseparate classroom, or a small group). Each lesson must also include goals and objectives for an IEP based upon data from one identified student. Assignment graded using Curriculum Interdisciplinary Unit Rubric. You must teach at least three students. Submit student work with teacher feedback for three students.

Required unit elements: Rationale for unit, overview of class composition including profiles of students with special needs, a description of how the academic goals relate to overall curriculum standards, unit goals and objectives, a brief description of how technology is incorporated into the unit, and a review of assessment data that will be used. A bibliography of resources used.

Required elements for each lesson: (a) goals and objectives, (b) rubric for assessing performance, (c) instructional strategies to be implemented, (d) hands-on activity and a writing to learn activity, (e) anticipated challenges for students and strategies to overcome these challenges, (f) materials needed, and (g) resources used to support lessons.

Due Date: December 11; Presentations December 4, 11

# Written Material Expectations:

As you communicate with parents and professionals, your work will be reviewed and studied. As you work with children, you will be providing a model for their own production. Given this exalted status -­‐ and the availability of assistive technology -­‐ I hold the following high standards for all written work. The Written Assignment Rubric, which will be used to grade your papers, contains elements reflecting these expectations.

All written work should

* + Double spaced
  + have page numbers;
  + follow APA 6th edition guidelines for citations and references; and
  + be subjected to a spellchecker and a grammar checker. Errors in spelling, grammar, or punctuation will result in a lower grade.

Resources for APA style citations and references:

[www.stylewizard.com](http://www.stylewizard.com/) This site will help you format your citations and references in APA format (be careful to use the 6th edition).

Helpful people at the Healey Library Reference Desk and website are available if you reach an impasse.

# Remember to gather pre-practicum information.

# Important Information:

* Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog and relevant program student handbook(s).
* Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
* All students (including non-­‐matriculated students) are given a UMass email account; all university communications are sent to that account. You can also log into your UMass email account and forward all the emails to your current account. Information regarding the UMass email system can be found at [http://www.lms.umb.edu/webct\_students-­‐](http://www.lms.umb.edu/webct_students-)email.htm

# Weather Cancellations:

Class status information based on weather is available on the campus website (www.umb.edu) or at (617) 287-­‐5000.

# Accommodations:

Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with disabilities. If you have a disability and need accommodations in order to complete course requirements, you must contact the Ross Center for Disability Services (M-­‐1-­‐401) at 617-­‐287-­‐7430 and make an appointment. You must also provide the professor with a confidential faculty notification letter by the end of the Drop/Add period.

# Additional Support Services:

Information about tutoring and other services available to students and faculty through the Office of Academic Support Programs can be found at the Internet address [http://www.academicsupport.umb.edu/.](http://www.academicsupport.umb.edu/) All questions or concerns about this e-­‐mail message should be made directly to the Office of Academic Support Programs at 617-­‐287-­‐6550.

# Processes and Learning Methods:

This course is designed to reinforce effective strategies and learning methods used in secondary settings. Each session includes opportunities for students to address key instructional issues as well as practice newly introduced concepts in small –group and whole-­‐group classroom activities. Video clips, guest speakers from identified agencies enhance the concepts and content of the course. Note that readings are due on date listed.

**SPEG 631 Course Schedule (Course Schedule Subject to Change)**

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| --- | --- | --- | --- |
| **Date** | **Topic(s)** | **Readings Due** | **Written Assignments Due** |
| Session 1  Sept 4 | \*Introduction  \*Course Overview |  |  |
| Session 2  Sept 11 | \*Introduction to Adolescents with Disabilities  \*Learning challenges of culturally and linguistically diverse secondary learners who are also struggling readers/writers | \*Sabornie & deBettencourt (S&d)-Chapters 1 & 2  \*Gay (2002) |  |
| Session 3  Sept 18 | \*Writing an effective IEP: Principles & Procedures  \*Principles of effective instruction | \*S&d: Chapter 4  \*The MA IEP process guide, forms, & notices: http://www.doe.mass.edu/sped/iep/proguide.pdf |  |
| Session 4  Sept 25 | **Online class meeting** | **Meet with your co-teacher to plan co-taught lesson** | |
| Session 5  Oct 2 | \*Overview of Reading History  \*Reading fluency: assessment and instructional practice  \*Reading comprehension | \*S&d Chapter 5  \*O’Shea et al., 2003  \*MA Curriculum Frameworks – English Language Arts |  |
| Session 6  Oct 9 | \* Vocabulary development, assessment, and intervention  \*Reading comprehension | \*Isabel Beck, Bringing Words to Life –Chapters 1 and 6  Mastropieri et al. (2003) | **\*Co-taught lessons begin** |
| Session 7  Oct 16 | \* Collaboration and Co-teaching | S&d Chapter 3 | **\*Co-taught lessons continue** |
| Session 8  Oct 23 | **Online class meeting**  \*Written language for adolescents | \*MA Curriculum Frameworks-English Language Arts (2011)  \*S&d Chapter 6  \*Elkind & Elkind (2007) | **\*Classroom observations** |
| Session 9  Oct 30 | \*Writing history-writing to learn, writing across the curriculum  \*Best practices in written language instruction for students with disabilities | \*Zemmelman & Daniels-Chapters 1&3  \*Graham & Perin (2007) | **\* Co-taught lessons continue** |
| Session 10  Nov 6 | \* Basic components of math instruction for secondary students with disabilities | \*S&d Chapter 7  \*MA Curriculum Framework-Chapter 7 |  |
| Session 11  Nov 13 | **On-line class session, requirements posted on Blackboard**  \* Best practices for scaffolding math instruction for secondary students with disabilities  \*Curriculum based measurement (CBM) and peer assisted learning (PALS) | \*Maccini et al. (2007)  \*Calhoon & Fuchs (2003) |  |
| Session 12  Nov 20 | \*Best practices for scaffolding science instruction for secondary students with disabilities  \*Using mnemonics in content area classes to increase vocabulary | \*Scruggs et al. (2008)  \*Grumbine & Alden (2006)  \*Scruggs & Mastropieri-Mnemonics tutorial  \*MA Curriculum Framework - Science |  |
| Session 13  Nov 27 | **No Class: Thanksgiving Recess ☺** |  |  |
| Session 14  Dec 4 | \*Best practices for scaffolding history/social science instruction for secondary students with disabilities  \*Using graphic organizers in content area classes | \*Scruggs et al. (2008) (Section on social studies instruction ONLY)  \*La Paz & MacArthur (2003)  \*Gallavan & Kottler (2007)  \*MA Curriculum Framework – History | **\*Curriculum Unit Presentations** |
| Session 15  Dec. 11 | Last class meeting  \*Course evaluation;  \*Curriculum Interdisciplinary Unit Presentations |  | **\*Curriculum Unit Presentations**  **\*Curriculum Interdisciplinary Unit** |