

Plymouth State College University of New Hampshire

Course Title: Curriculum Development in Special Education

Course Number: SE6040.01

Instructor: Esther Kennedy

Credits: 3

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Required Text:

Title-How to Differentiate Instruction in Mixed Ability Classrooms
(paperback)

Author - Carol Ann Tomlinson

ISBN - 0-87120-512-2

Title - Mapping the big picture: integrating Curriculum and Assessment K-12(paperback)

Author - Heidi Hayes Jacobs

ISBN - 0871202867

Title - Integrating Differentiated Instruction and Understanding by Design :Connection
Content and Kids (paperback)

Author - Carol Ann Tomlinson and Jay McTighe

ISBN - 13-978-1-4166-0284-2

Title - Instructional Strategies for Diverse Learners

ISBN - 978-1-4258-0373-5

Course Description:

This course is designed to assist students in acquiring the skills, knowledge, and competencies necessary for curriculum development and adaptation as it relates to special education and the general education curricula. Each participant will have the opportunity to examine models of curriculum-based assessment designed to generate better educational programs for students with disabilities. Keys to this understanding will include management considerations, instructional practices and evaluative and collaborative activities.

Essential Questions:

- What are the current trends in curriculum development for students with disabilities?
- What are the most effective teaching practices when working with a student with a

Disability?

- What is an effective way to work with students in the inclusion model?
- What is successful learning environment for students with disabilities?
- What will Transition to adulthood look like for a student with disabilities?

Performance Based Objectives

As a result of taking this course students will be able to:

- Discuss various aspects of curriculum design and adaptations
- Design a classroom environment that is supportive of students with a wide range of disabilities
- Collaborate with others to plan successful learning experiences using knowledge of appropriate strategies and techniques as a foundation
- Adapt regular classroom lessons to meet individual needs
- Develop individual student profiles detailing student strengths, needs and interests
- Produce a unit of instruction using backward design
- Discuss research related to curriculum and assessment trends and practices

- **NH Certification Task Force Ed610 Professional Education Standards(NHDOE):**

- a. Believes that each student can achieve at the highest level possible for that Student, shows respect for students' varied talents and perspectives, and persists in helping all students achieve success.
- d. Understands how students learn and develop, and provides opportunities that support their cognitive, linguistic, creative, social moral, emotional and physical development.
- e. Understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs.
- f. Values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking ,learning and skilled use of knowledge.
- i. Understands and uses multiple forms and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents.
- k. Uses a variety of resources to enhance her or his professional development as a scholar, teacher ,and educational leader, including professional literature professional organizations, colleagues, and services opportunities.

- **Meet course Competencies Ed.600 Programs for Children with Disabilities Under Ed. 612.07In the areas of:**

(a) A general special education program shall provide the candidate with skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

- (1)The ability to base professional practice on an understanding of federal and state laws and local policies that pertain to individuals with disabilities;
- (3) An understanding of how significant variations in development, including, but not limited to, variations in physical ,sensory, language, cognitive, and emotional development, educational disabilities, and social and cultural contexts impact learning;
- (7)The ability to administer, as a member of the educational team, appropriate assessments to:
 - a. Determine eligibility for special education;
 - b. Develop the Individualized Education Plan/Individualized Family Support Plan;
 - c. Plan instruction;
 - d. Evaluate progress;
 - e. Review and revise programs; and
 - f. Communicate educational results to others;
- (9)The ability to collaborate with others to promote children's access to and achievement within the general education curriculum;

- (10) The ability to identify and use appropriate instructional methods, curriculum, and technologies that support children's:
- access to information
 - enhancement of communication skills
 - interactions with peers, adults, and their environment
 - demonstration of learning
- (12) The ability, in collaboration with others, to facilitate the development of skills that enhances social interactions between children and adults, and between children with and without disabilities within various environments;

- Individualized General Curriculum Referenced Standards
CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums

Standard # 3: Individual Learning Differences

ICC3K1	Effects an exceptional condition(s) can have on an individual's life.
ICC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
ICC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
GC3K1	Impact of disabilities on auditory and information processing skills.
GC3S1	Relate levels of support to the needs of the individual.

Standard # 4: Instructional Strategies

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
GC4K2	Strategies to prepare for and take tests.
GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities1/.
GC4K6	Methods for increasing accuracy and proficiency in math calculations and applications.
GC4S1	Use research-supported methods for academic and non-academic instruction of individuals with disabilities1/.
GC4S2	Use strategies from multiple theoretical approaches for individuals with disabilities1/.
GC4S3	Teach learning strategies and study skills to acquire academic content.
GC4S4	Use reading methods appropriate to individuals with disabilities1/.
GC4S5	Use methods to teach mathematics appropriate to the individuals with disabilities1/.
GC4S11	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.

GC4S12	Use responses and errors to guide instructional decisions and provide feedback to learners.
GC4S13	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
GC4S14	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
GC4S15	Teach strategies for organizing and composing written products.
GC4S16	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

Standard # 5: Learning Environments and Social Interactions

ICC5K1	Demands of learning environments.
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
ICC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
ICC5S3	Identify supports needed for integration into various program placements.
ICC5S4	Design learning environments that encourage active participation in individual and group activities.
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
ICC5S8	Teach self-advocacy.
ICC5S9	Create an environment that encourages self-advocacy and increased independence.
ICC5S12	Design and manage daily routines.
GC5K1	Barriers to accessibility and acceptance of individuals with disabilities ^{1/} .
GC5K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .
GC5K3	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
GC5S2	Use and maintain assistive technologies.
GC5S3	Plan instruction in a variety of educational settings.
GC5S4	Teach individuals with disabilities ^{1/} to give and receive meaningful feedback from peers and adults.
GC5S6	Establish a consistent classroom routine for individuals with disabilities ^{1/} .

Standard # 6: Communication

ICC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
GC6K1	Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities ^{1/} .
GC6K3	Typical language development and how that may differ for individuals with learning disabilities ^{1/} .
GC6S1	Enhance vocabulary development.
GC6S2	Teach strategies for spelling accuracy and generalization.
GC6S3	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.
GC6S4	Teach methods and strategies for producing legible documents.

Standard # 7: Instructional Planning

ICC7K1	Theories and research that form the basis of curriculum development and instructional practice.
ICC7K2	Scope and sequences of general and special curricula.
ICC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
ICC7S6	Sequence, implement, and evaluate individualized learning objectives.
ICC7S7	Integrate affective, social, and life skills with academic curricula.
ICC7S13	Make responsive adjustments to instruction based on continual observations.
ICC7S15	Evaluate and modify instructional practices in response to ongoing assessment data.
GC7K1	Integrate academic instruction and behavior management for individuals and groups with disabilities.
GC7K3	Interventions and services for children who may be at risk for learning disabilities.
GC7K4	Relationships among disabilities and reading instruction.
GC7S2	Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
GC7S3	Plan and implement age and ability appropriate instruction for individuals with disabilities1/.
GC7S4	Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
GC7S5	Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.

Standard # 8: Assessment

ICC8K1	Basic terminology used in assessment.
ICC8K2	Legal provisions and ethical principles regarding assessment of individuals.
ICC8K4	Use and limitations of assessment instruments.
ICC8K5	National, state or provincial, and local accommodations and modifications.
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.
ICC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
ICC8S9	Develop or modify individualized assessment strategies.
GC8K4	Procedures for early identification of young children who may be at risk for disabilities.
GC8S3	Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities1/.
GC8S4	Assess reliable methods(s) of response of individuals who lack typical communication and performance abilities.

Standard # 9: Professional and Ethical Practice

ICC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
ICC9K4	Methods to remain current regarding research-validated practice.
ICC9S3	Act ethically in advocating for appropriate services.
ICC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
ICC9S8	Use verbal, nonverbal, and written language effectively.
ICC9S13	Demonstrate commitment to engage in evidence-based practice.
GC9K2	Organizations and publications relevant to individuals with disabilities1/.

Standard # 10: Collaboration

ICC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
ICC10S1	Maintain confidential communication about individuals with exceptional learning needs.
ICC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
ICC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
GC10K4	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
GC10S1	Use local community, and state and provincial resources to assist in programming with individuals with disabilities1/.
GC10S2	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities1/.

- **National Educational Technology Standards (NETS):**

- Students will use technology to locate, evaluate and collect information from a variety of sources.
- Students will use technology productivity tools, including word processing, presentation software and a multi media system.

- **Diversity Framework for Teacher Education at Plymouth State University.**

Each teacher education candidate at Plymouth State University, by the conclusion of her or his program, will be able to:

Critically examine her or his own identity, and accept that our background and experiences shape our view of the world

Learn from and about students, families and communities

Identify and empathize with and accept students from diverse backgrounds

Become a multicultural person by exploring and learning to understand the experiences and values of others

Confront racism and other biases in her/himself, her/his classroom, and in schools and in schools and other institutions in society

Demonstrate commitment and skills to act as a change agent

Implement culturally responsive teaching practices

These results will be completed while using the PSU Conceptual Frameworks for Teacher Education. (CHECK)

Commitment

- We define commitment as dedication, perseverance and individual and social responsibility. Our candidates are committed to lifelong learning and to increasing self-knowledge. They are committed to the beliefs that all students can learn and that education has the power to transform individuals and the greater society. Our candidates recognize the responsibility of educators to take a thoughtful and critical stance towards themselves and their profession.

Holism

- Our holistic perspective involves affirming diversity and understanding the “whole child” within the family, community, and cultural context. It includes working towards an integrated curriculum and recognizing how we as educators are shaped by our own experiences and culture. This holistic perspective shapes our larger vision.

Experience

- Experience allows us to put theory into practice. We provide opportunities for experiential learning that serves communities and schools so that our candidates can do the same for their students. Experience also involves constantly renewing skills and knowledge within one’s discipline.

Collaboration

- Collaboration involves working with students, families and colleagues effectively towards shared goals, showing respect and openness towards diverse perspectives, and confronting and resolving conflicts effectively and respectfully. Collaboration enhances both teaching and learning, and is an essential part of developing the capacity to lead.

Knowledge

- Knowledge refers to understanding the theory, content, methods and materials and technologies of one’s field, and understanding child and adolescent development, learning processes and motivation as these are shaped by culture. Teaching that engages all learners combines a knowledge of students and one’s subjects within the cultural, social, and institutional context.

ADA:

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Course Expectations:

- Students will be able to interact and work with others in their educational communities.
- Students will be required to be mindful and accepting of differences and challenges that are among professionals in the classroom.
- Students will incorporate technological and media resources in presentations.
- Students will come prepared to all classes to foster discussion on the topic.

Evaluation:

Article Summaries/Reviews

20%

Students will summarize and review articles on the following topics.

One article and summary for each of the following:

- Inclusion in our schools **Due 3/17/2011**
- Curriculum design and implementation **Due 3/31/2011**
- Response To Intervention (RTI) For students with Learning Disabilities. **Due 4/7/2011**
- Curriculum and Assistive Technology **Due 4/21/2011**
- Co - teaching **Due 5/5/2011**

The review should be one to two pages.

Elements to be evaluated: Clarity/quality/thorough nature of summary evidence of thoughtfulness analysis in review, APA citations.

*(CEC Standards 1-ICC1K1, ICC1K4, GC1K1, Standards 2-ICC2K1, GC2K4, Standards 3-ICC3K2, GC3S1, Standards 4-ICC4K1, ICC4S3, GC4S1, Standard 5, ICC5K1 Standard 6, ICC6S1, GC6K3, Standard 7, GC7S4, GC7S5 Standard 8, ICC8K1, ICC8S9 Standard 9, ICC9K4, ICC9S13, GC9K2 Standard 10-ICC10K2
-ED612.07 in the area (a)(1), (a)(3), (a)(7), (a)(9), (a)(12)
-ED610 in the area of a, d, e, f, l, k.
PSU Concetal Frameworks, PSU Diversity Framework, Technology Standard (NETS))*

Electronic Portfolio Presentation of Portfolios to the Classroom Due 5/5/2011

30%

In your portfolio you should have evidence that you have an understanding of the following:

- Creation of a Unit Plan
- Creation of a lesson plan for language arts to go along with Unit Plan
- Creation of a lesson plan for Mathematics
- Student learning Profile
- State and federal Standards for Curriculum in NH Public education.
- Accommodating and Modification for students with Disabilities
- Supporting inclusion Classrooms with Response to Intervention (RTI)
- Identification of students with Disabilities and the way the students learn.
- Effective Teaching Practices for students with Disabilities.
- Curriculum to support transition of Students With Learning Disabilities
- Co-teaching in the public school.

This evidence can be demonstrated though many venues. Observations that are documented, life experience that are documented, Research and review of data, or any other creative way that you would like to show understanding.

Elements to be evaluated: Clarity/quality/thorough nature of summary evidence of thoughtfulness analysis in review, APA citations.

(CEC Standards 1-ICC1K1, ICC1K4, GC1K1, Standards 2-ICC2K1, ICC2K2, GC2K4, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, GC3S1 Standards 4-ICC4K1, ICC4S2, ICC4S3, GC4K2, GC4K3, GC4K6, GC4S1,

GC4S2, GC4S3, GC4S4, GC4S5,,GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16,
 Standard 5-,ICC5K1, ICC5K4,ICC5S1,ICC5S3, ICC5S4,ICC5S6, ICC5S8, ICC5S9, ICC5S12, GC5K1, GC5K2, GC5K3,GC5S2, GC5S3, GC5S4, GC5S6,
 Standard 6-,ICC6S1,GC6K1, GC6K3,GC6S1, GC6S2, GC6S3, GC6S4
 Standard 7-ICC7K1, ICC7K2, ICC7S1, ICC7S6, ICC7S7 ICC7S13, ICC7S15,GC7K1,GC7K3,GC7K4,GC7S2, GC7S3, GC7S4, GC7S5,
 Standard 8-ICC8K1, ICC8K2, ICC8K4, ICC8K5,ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9,GC8K4,GC8S3,GC8S4,
 Standard 9, ICC9K2,ICC9K4, ICC9S3,ICC9S5, ICC9S8,ICC9S13,GC9K2 Standard 10-ICC10K2, ICC10S1, ICC10S6, ICC10S9,GC10K4,GC10S1
 -ED612.07 in the area (a)(1),(a)(3),(a)(7), (a)(9),(a)(12)
 -ED610 in the area of a,d,e,f,l,k.
 PSU Concetal Framworks, PSU Diversity Framework,Technology
 Standard(NETS))

Presentation

Due 5/12/2011

30%

This assignment will involve gathering research/resources related to various issues related to a topic in curriculum development in special education. Utilization of technology in the presentation is strongly encouraged. Presentation will be 20-30 min in length

(CEC Standards1-ICC1K1,ICC1K4,GC1K1,
 Standards 2-ICC2K1,ICC2K2,GC2K4,
 Standards 3-ICC3K1, ICC3K2-ICC3K5,GC3K1, GC3S1
 Standards 4-ICC4K1,ICC4S2,ICC4S3, GC4K2, GC4K3, GC4K6, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5,,GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16,
 Standard 5-,ICC5K1, ICC5K4,ICC5S1,ICC5S3, ICC5S4,ICC5S6, ICC5S8, ICC5S9, ICC5S12, GC5K1, GC5K2, GC5K3,GC5S2, GC5S3, GC5S4, GC5S6,
 Standard 6-,ICC6S1,GC6K1, GC6K3,GC6S1, GC6S2, GC6S3, GC6S4
 Standard 7-ICC7K1, ICC7K2, ICC7S1, ICC7S6, ICC7S7 ICC7S13, ICC7S15,GC7K1,GC7K3,GC7K4,GC7S2, GC7S3, GC7S4, GC7S5,
 Standard 8-ICC8K1, ICC8K2, ICC8K4, ICC8K5,ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9,GC8K4,GC8S3,GC8S4,
 Standard 9, ICC9K2,ICC9K4, ICC9S3,ICC9S5, ICC9S8,ICC9S13,GC9K2 Standard 10-ICC10K2, ICC10S1, ICC10S6, ICC10S9,GC10K4,GC10S1
 -ED612.07 in the area (a)(1),(a)(3),(a)(7), (a)(9),(a)(12)
 -ED610 in the area of a,d,e,f,l,k.
 PSU Concetal Framworks, PSU Diversity Framework,Technology
 Standard(NETS))

Participation

20%

It is expected that all students will attend all class sessions especially given the intensive format. Students should be prepared to discuss reading and topics presented in class.

Class Topics and Readings

3/3/2011

TOPIC

NH Curriculum and disabilities

Standard

(CEC Standards 1-ICC1K1, GC1K1, Standards 2-ICC2K1, ICC2K2, GC2K4, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, GC3S1 Standards 4-ICC4K1, Standard 6- GC6K3, -ED612.07 in the area (a)(1), (a)(3) -ED610 in the area of a, d, e, f, I, k. PSU Concetal Frameworks, PSU Diversity Framework,)

Readings- for 3/13/2010 “Mapping the Big Picture Integrating Curriculum & Assessment K-12 Page 1-72

3/10/2011

TOPIC – Creating Responsive Learning Environments

Standard

(CEC Standards 1-ICC1K1, ICC1K4, GC1K1, Standards 2-ICC2K1, ICC2K2, Standards 3-ICC3K1, Standard 10-ICC10K2, -ED612.07 in the area (a)(1), (a)(3) -ED610 in the area of a, d, e, f, I, k. PSU Concetal Frameworks, PSU Diversity Framework,

Reading- for 3/17/2011 Readings- “How To Differentiate Instruction In Mixed – Ability Classrooms” Pages 1-117

3/17/2011

TOPIC- Creating a Unit Plan

Standard

(CEC Standards 1-ICC1K1, ICC1K4, GC1K1, Standards 2-ICC2K1, ICC2K2, GC2K4, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, Standard 8-ICC8K1, ICC8K2, ICC8K4, ICC8K5, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, GC8K4, GC8S3, GC8S4 Standard 9, ICC9K2, ICC9K4, ICC9S3, ICC9S5, ICC9S8, ICC9S13, GC9K2 Standard 10-ICC10K2, -ED612.07 in the area (a)(1), (a)(3), (a)(7), (a)(9), -ED610 in the area of a, d, e, f, I, -PSU Concetal Frameworks, -PSU Diversity Framework)

Readings- for 3/31/2010 “Integrating Differentiated Instruction Understanding By Design” Pages 1-82

1/31/2011

TOPIC – Creation of a lesson plan

Standard

(CEC Standards 1-ICC1K1, Standards 2-ICC2K1, ICC2K2, Standards 3-, GC3K1, GC3S1 Standards 4-ICC4K1, ICC4S2, ICC4S3, GC4K2, GC4K3, GC4K6, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, Standard 6-, ICC6S1, GC6K1, GC6K3, GC6S1, GC6S2, GC6S3, GC6S4 Standard 7-ICC7K1, ICC7K2, ICC7S1, ICC7S6, ICC7S7, ICC7S13, ICC7S15, GC7K1, GC7K3, GC7K4, GC7S2, GC7S3, GC7S4, GC7S5 -ED612.07 in the area (a)(3), (a)(7), (a)(9) -ED610 in the area of a, d, e, f, I, k. PSU Concetal Frameworks, PSU Diversity Framework)

Readings for 4/7/2011-“Integrating Differentiated Instruction Understanding By Design” Pages 83-172

4/7/2011

TOPIC – Teaching Students and Managing Instruction

Standard

(CEC Standards 1-ICC1K1, Standards 2-ICC2K1, ICC2K2, Standard 5-, ICC5K1, ICC5S1, ICC5S3, ICC5S4, ICC5S6, ICC5S8, ICC5S9, GC5K1, GC5K2, GC5K3, GC5S2, GC5S3, GC5S4, Standard 7-, , ICC7S15, , GC7S2, GC7S3, GC7S4, GC7S4, GC7S5

Standard 8-ICC8K1, ICC8K2, ICC8K4, ICC8K5, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, GC8K4, GC8S3, GC8S4, Standard 10-ICC10K2, ICC10S1, ICC10S6, ICC10S9, GC10K4, GC10S1
-ED612.07 in the area (a)(1), (a)(3), (a)(9), (a)(12) –ED610 in the area of a, d, e, f, I, k.
PSU Concetal Frameworks, PSU Diversity Framework)

Reading- for 4/14/2011 “Title - Instructional Strategies for Diverse Learners”

4/14/2011

Effective Teaching Practices for
students with Disabilities.

Standard

(CEC Standards 1-ICC1K1, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, GC3S1 Standards 4-ICC4K1, ICC4S2, ICC4S3, GC4K2, GC4K3, GC4K6, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, Standard 5-ICC5K1, ICC5K4, ICC5S1, ICC5S3, ICC5S4, ICC5S6, ICC5S8, ICC5S9, ICC5S12, GC5K1, GC5K2, GC5K3, GC5S2, GC5S3, GC5S4, GC5S6, Standard 6- , GC6S2, GC6S3, GC6S4 Standard 7-ICC7K1, ICC7K2, ICC7S1, ICC7S6, ICC7S7, ICC7S13, ICC7S15, GC7K1, GC7K3, GC7K4, GC7S2, GC7S3, GC7S4, GC7S5 Standard 9, ICC9K2, ICC9K4, ICC9S3, ICC9S5, ICC9S8, ICC9S13, GC9K2 Standard 10-ICC10K2, ICC10S1, ICC10S6, ICC10S9, GC10K4, GC10S1,
-ED612.07 in the area (a)(1), (a)(3), (a)(7), (a)(9), (a)(12) –ED610 in the area of a, d, e, f, I, k.
PSU Concetal Frameworks, PSU Diversity Framework)

4/21/2011

TOPIC

Teaching Academic Skills

Standard

(CEC Standards 1-ICC1K1, ICC1K4, Standards 2-ICC2K1, ICC2K2, GC2K4, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, GC3S1 Standards 4, ICC4S2 Standard 5- , ICC5S8, ICC5S9, , GC5S4, Standard 6- , ICC6S1, GC6K1 Standard 9, ICC9K2, ICC9K4, ICC9S3, ICC9S5, ICC9S8, ICC9S13, GC9K2 Standard 10-ICC10K2, GC10S1
-ED612.07 in the area, (a)(7), (a)(9), (a)(12) –ED610 in the area of a, d, e, f, I, k.
PSU Concetal Frameworks, PSU Diversity Framework)

Portfolios are Due on 5/5/2011

5/5/2011

TOPIC

Secondary Transition and
Self-Advocacy for students
with Disabilities

Standard

(CEC Standards 1-ICC1K1, ICC1K4, GC1K1, Standards 2-ICC2K1, ICC2K2, GC2K4, Standards 3-ICC3K1, ICC3K2-ICC3K5, GC3K1, GC3S1 Standards 4-ICC4K1, ICC4S2, ICC4S3, GC4K2, GC4K3, GC4K6, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S11, GC4S12, GC4S13, GC4S14, GC4S15, GC4S16, Standard 5- , ICC5K1, ICC5K4, ICC5S1, ICC5S3, ICC5S4, ICC5S6, ICC5S8, ICC5S9, ICC5S12, GC5K1, GC5K2, GC5K3, GC5S2, GC5S3, GC5S4, GC5S6, Standard 6- , ICC6S1, GC6K1, GC6K3, GC6S1, GC6S2, GC6S3, GC6S4 Standard 7-ICC7K1, ICC7K2, ICC7S1, ICC7S6, ICC7S7, ICC7S13, ICC7S15, GC7K1, GC7K3, GC7K4, GC7S2, GC7S3, GC7S4, GC7S5 Standard 8-ICC8K1, ICC8K2, ICC8K4, ICC8K5, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, GC8K4, GC8S3, GC8S4 Standard 9, ICC9K2, ICC9K4, ICC9S3, ICC9S5, ICC9S8, ICC9S13, GC9K2 Standard 10-ICC10K2, ICC10S1, ICC10S6, ICC10S9, GC10K4, GC10S1
-ED612.07 in the area (a)(1), (a)(3), (a)(7), (a)(9), (a)(12) –ED610 in the area of a, d, e, f, I, k.
PSU Concetal Frameworks, PSU Diversity Framework)

5/12/2011

Presentations

