

San José State University
Connie L. Lurie College of Education
Department of Special Education

EDSE 213A, Curriculum, Instruction and Transition
Spring 2016

Instructor:	Sudha Krishnan
Office Location:	Classroom Sweeney Hall 315
Telephone:	(408) (888-9643)
Email:	Krishnan_Sudha@cusdk8.org
Office Hours:	Before and after class or by appointment
Class Days/Time:	Wednesday 4:00 p.m to 6:45 p.m.
Classroom:	Sweeney Hall 315
Prerequisites:	EDSE 206

EDSE 213A: Curriculum, Instruction and Transition

Connie L. Lurie College of Education Mission

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description

Exploration of instructional practices and current issues for students with moderate-severe disabilities and English Learners with moderate-severe disabilities. Curriculum design aligned with content standards that promote life skills and successful student transition into school and community settings.

Knowledge Base

The philosophy of the education specialist credential program in moderate/severe disabilities at San Jose State University is based on current, best practices in the field, that includes the assumption that students with moderate/severe disabilities are best educated with their peers in neighborhood schools and included in general education classrooms with the support necessary to be successful. The theories and practices advocated by Lou Brown (1989), Mary Falvey (1989), William Stainback (1992), Susan Stainback (1992), Wayne Sailor (1989), Jackie Anderson (1989), Ann Halvorsen (1989), Lori Goetz (1989) are utilized as the foundation for coursework and practicum experiences in this credential program. There is emphasis on person/family-centered planning, community based instruction, and assisting students in building social networks, and personal advocacy skills for students.

Course Goals and Student Learning Objectives

1. California Commission on Teacher Credentialing (CCTC) Standards

Program Standards (PS)

Program Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Program Standard 10: Preparation to Teach English Language Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to

instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

Specialty Specific Program Standards: Moderate/Severe Disabilities (M/S)

M/S Standard 4: Assessment, Program Planning and Instruction

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

M/S Standard 7: Transition and Transitional Planning

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

Course Objectives

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. The development of instructional and curricular sequences that align with common core standards and that include options for modifications and curriculum overlapping, or the individualization of the lesson plan with attention to the provision for students with disabilities to have equitable access to the content and educational practices in general education.
2. The design and implementation of comprehensive instruction to English language learners.
3. California and federal legal requirements and laws about the placement and instruction of English language learners.
4. The knowledge and application of pedagogy proven to be effective with English language learners that leads to literacy in English and the subjects of the core curriculum.
5. Instructional programs that result in English language acquisition and receptive and expressive language skills.

6. Teaching self-determination and expression skills to students with disabilities.
7. Instructional strategies that include prompt level based strategies, collaborative group work and community-based instruction.
8. Participation in collaborative teams that plan, implement and evaluate transition practices for students receiving special education services as they move.

Web Sites:

www.cde.org for the California Content Standards

<https://wiki.ncsepartners.org> for modifying standards

Library Liaison

Teresa Slobuski

Reference and Instruction Librarian - San Jose State University

Dr. Martin Luther King, Jr. Library

One Washington Square

San Jose, CA 95192-0028

[408-808-2318](tel:408-808-2318)

Teresa.Slobuski@sjsu.edu

Classroom Protocol

Students are expected to arrive on time to the class. If you miss class, you will not get the points for any in-class work assigned that day. Students are expected to be polite and respectful to all, not carry on side conversations during instruction, and demonstrate respectful and person-first language when talking about people with disabilities.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

All written assignments are expected to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and printed on clean white paper.

1. Participation in Class- 100 points

Attend class and participate in the activities and discussion. We will have some

occasional homework assignments, in-class quick-writes, and group projects. There will be no make-up for these activities if you are absent.

2. Monitoring Progress of Goals and Objectives- 50 points

Present a system for keeping track of progress on 3 goal for a student(s) in your class, or in a class that you have observed. Include data sheets that are numbered and that correlate with the objectives. You will have to use this sheet to collect data and reflect on the process in your paper.

3. Curriculum Development Project- 200 points

Develop a year of curriculum in groups (10 weeks per student) and 5 detailed lesson plans aligned with Common Core Standards in a group. Indicate the types of academic modifications that are proposed and any adaptations for Culturally and Linguistically Diverse Learners, and include a variety of activities that are interesting and meaningful to the students. The format for this project will be distributed in class, and you will be able to work with your group during class time on several occasions (see schedule). At the end of the class, your group will present your project to the whole class with a one page handout that outlines the content.

4. Individual Professional Growth Project- Part 2- 50 points

Complete a self-evaluation on the “Best Practices Evaluation” after reviewing the description of each item on the “Best Practices Description” on the first day of class. Develop three goals for improving your skills/knowledge/practices from three areas of the evaluation. Write a Contract for Professional Growth summarizing self-directed activities, and then write a summary of your progress at the end of the semester. One of the three areas should address instruction for English Learners.

5. Instructional Transition Unit- 100 points

Develop a unit with a series of instructional materials that will prepare students for some aspect of transition. The unit deliverables are:

- a. Functional Transition Goals being addressed
- b. Five lessons plans on one specific concept that students will need for their transition.
- c. Worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons)

Examples of skills: independent living skills, self-advocacy skills, life skills, career exploration, preparation for vocational program, self portfolio etc.

Examples of units: work /jobs in the classroom for younger students, learning to ride the bus, getting ready/preparing for the next day, organizational skills, social skills for different settings, career exploration day for K-5 career exploration day for middle and high school.

Grading Criteria for Classroom Participation

Criterion	Quality			
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view (25)	often a willing participant, responds occasionally to questions; occasionally volunteers point of view (20)	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view (15)	never a willing participant, never able to respond to questions; never volunteers point of view (14-0)
Interaction/participation in classroom learning activities	always an active participant in group activity; always acts appropriately during all role plays and discussions (25)	often an active participant in group activity; often acts appropriately during all role plays and discussions (20)	rarely an active participant in group activity; rarely acts appropriately during all role plays and discussions (15)	never an active participant in group activity; never acts appropriately during all role plays and discussions (14-0)
Demonstration of professional attitude and demeanor	always prepared (readings/homework/assignments) always arrives on time; demonstrates appropriate disposition toward people with disabilities (25)	often prepared (readings/homework/assignments); rarely arrives late; statements reveal slightly inappropriate disposition toward people with disabilities (20)	rarely prepared; occasionally arrives late; statements reveal moderately inappropriate disposition toward people with disabilities (15)	Never prepared; often arrives late; statements reveal significantly inappropriate disposition toward people with disabilities (14-0)

During each class session (except for the last class), points will be earned for participation in classroom activities, and 25 points for submitting in-class assignments

Total: 100 points

Grading Criteria for Curriculum Development Project

Rubric will be provided in class.

Grading Criteria for Contract for Individual Professional Growth

Goals(3)	Goal is clear, relevant and feasible(3)	Goal is vague, less relevant and hard to achieve (2)	Goal is unclear, not relevant, and impossible to achieve (0-1)	
Proposed Activities(3)	Proposed activities are aligned with objective, and feasible (3)	Proposed activities are vaguely aligned with objective, and hard to implement (2)	Proposed activities are not aligned with objective, and impossible to implement (0-1)	
Plan for carrying out the activities(3)	Plans are organized and sequenced appropriately (3)	Plans are sketchy and not sequenced appropriately (2)	Plans are disorganized and sequencing is random (0-1)	
Outcome of the activities(3)	Description is clear, detailed (3)	Description is sketchy with few details (2)	Description is unclear, with no details (0-1)	
Reflection(4)	Reflection is comprehensive, with at least 4 details on the process (4)	Reflection has 2-3 details on the process (2-3)	Reflection has 0-1 detail on the process (0-1)	
Quality of Writing(2) for all three objectives	Writing is organized; in sequence; no grammatical errors (2)	Writing is not well organized; thoughts are not always in sequence; some grammatical errors (1)	Writing is not at all organized; thoughts are random; many grammatical errors (0)	

Total: 16 points for each goal; overall quality of writing 2 points: 50 points total for the assignment

Grading Criteria for Monitoring Progress Paper

- Goals stated in correct IEP format: 9 points
- Data sheet matches the goals: 9 points
- Data sheet for each goal is easy to understand: 9 points
- Graph of student achievement: 9 points
- Reflection on the process on collecting data for one week: 14 points
- Total: 50 points

Grading Criteria for Instructional Transition Unit:

Five **Backward Design** Lesson Plans: 15 points for each lesson plan and 5 points for each worksheet
Total: 100 points

Grading Criteria:

Participation in class	100 points
Curriculum Development Project	200 points
Individual Growth Project; part 2	50 points
Monitoring Progress	50 points
Instructional Transition Unit	100 points
Total:	500 points
450-500	A
400-450	B
350-400	C

Grievance Procedure: See the “Student Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For

this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

Calendar

Date:	Topics:	Readings:	Assignments Due:
02/03/16	<p>Requirements of the course</p> <p>Best Practices Professional Growth;</p> <p>Writing Lesson Plans;</p> <p>Determine Curriculum Dev. Projects: groups and grade levels</p>		
02/10/16	<p>Developing IEPs ; Reading IEPs Writing Present levels Writing goals and objectives</p> <p>Curriculum Development- Prioritize Standards</p>	On Canvas	<p>HW:</p> <p>1. Bring a textbook at grade level that you will be using for your curriculum project</p> <p>2. Goals and Action Plan for the Professional Growth Project</p>
02/17/16	<p>Instructional Strategies: Task Analysis and Prompts</p> <p>Evidence Based Strategies</p> <p>Monitoring Progress; Making data sheets to align with goals</p>	On Canvas	<p>HW:</p> <p>One Goal and three benchmark Objectives for one student to track progress.</p>
02/24/16	<p>Culturally and linguistically Diverse Students</p> <p>Lesson Plan for CLD students.</p>	On Canvas	<p>HW</p> <p>Topics for the 10 weeks of Lesson Plans for the Curriculum Development Project</p>
03/02/16	<p>English/Language Arts</p>	On Canvas	<p>HW</p> <p>Bring a grade level</p>

	Teaching Reading Developing a Language Arts Unit		appropriate Lang Arts textbook (novel, reading curriculum) to modify for your class.
03/09/16	Mathematics Science History/Social Science Curriculum Development-select the curriculum units/pacing calendar	On Canvas	Assign Due: Monitoring Progress
03/16/16	Health Community, Leisure Skills Home and Personal Living Curriculum Development-brainstorm activities for each unit	On Canvas	
03/23/16	Communication and Social Skills Self-Determination Curriculum Development-Determine Assessment and data collection	On Canvas	
03/20/14	Transition Planning Curriculum Development- Filling out the curriculum map	On Canvas	
04/06/16	Transition Planning Examples of Transition Units/Selection of Unit	On Canvas	

04/13/16	Transition Planning	On Canvas	
04/20/16	Transition Planning		Assign Due: Paper and Presentation of the Individual Growth Project
04/27/16	Transition Planning		
05/04/16	Individualized Transition Plans (ITPs)		
05/11/16	Working with Para Educators		Assign Due: Paper and Presentation of Instructional Transition Unit
05/18/16	Final Project Curriculum Presentations		Assign Due: Paper and Presentation of Curriculum Development Project

References:

- Browder, D. M. (1991). *Assessment of individuals with severe disabilities: An applied behavior approach to life skills assessment*. Baltimore: Paul H. Brookes.
- Collier, V. and Thomas, W. P. (1999). Add to what the students already know: Shift in perspective from remedial to enrichment. *TESOL Matters*, 9 (6), 1, 10.
- Cummins, J. (1983). Bilingualism and special education: programs and pedagogical issues. *Learning Disabilities Quarterly*, 6, 373-386.
- Cummins, J. (1991). Language development and academic learning. In L. Malave and D. Durquette (Eds.), *Language, culture and cognition: A collection of studies in first and second language acquisition* (pp. 161-175). Philadelphia, Pa: Multilingual Matters.
- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56 (1).
- Echevarria, J., Vogt, M. & Short, D. J. (2000). *Making content comprehensible for English language learners: The SIOP Model*. Boston, MA: Allyn and Bacon.
- Falvey, M. A. (1989). *Community-based curriculum: Instructional strategies for students with severe handicaps*. Baltimore: Paul H. Brookes.
- Fitzgerald, J. (1993). Literacy and students who are learning English as a second language. *The Reading Teacher*, 46 (8), 638-647.
- Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore: Paul H. Brookes.
- Fradd, S.W. (1993). Collaboration in schools serving students with limited English proficiency and other special needs. *NABE Newsletter*, 17(1), 6, 14, 21-22.
- Fueyo, V. (1997). Below the tip of the iceberg: Teaching language-minority students. *Teaching Exceptional Children*, 30 (1), 61-65.

- Gee, K., Alwell, M., Graham, N., & Goetz, L. (1994). *Inclusive instructional design: Facilitating active and informed learning for individuals who are deaf and blind*. San Francisco: California Research Institute.
- Gersten, R.M., & Jimenez, R.T. (1994). A delicate balance: Enhancing literature instruction for students of English as a second language. *The Reading Teacher*, 47(6), 438-449.
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1993). *Choosing options and accommodations for children: A guide to planning inclusive education*. Baltimore: Paul H. Brookes.
- Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of The Association for Persons with Severe Handicaps*, 17(4), 247-253.
- Hunt, P., Haring, K., Farron-Davis, F., Staub, D., Rogers, J., Beckstead, S.P. Karasoff, P., Goetz, L., & Sailor, W. (1993). Factors associated with the integrated placement of students with severe disabilities. *Journal of The Association for Persons with Severe Handicaps*, 18(1), 6-15.
- Orelove, J. P., & Sobsey, D. (1996). *Educating children with multiple disabilities: A Transdisciplinary approach*. Baltimore: Paul H. Brookes.
- Nisbet, J. (1992). *Natural supports in school, at work, and in the community for people with severe disabilities*. Baltimore: Paul H. Brookes.
- Rainforth, B., York, J., & MacDonald, C. (1992). *Collaborative teams for students with severe disabilities: Integrating therapy and educational services*. Baltimore: Paul H. Brookes.
- Raynes, M., Snell, M., & Sailor, W. (1991). A fresh look at categorical programs for children with special needs. *Phi Delta Kappan*, 73(4), 326-331.
- Sailor, W. (1989). The educational, social, and vocational integration of students with the most severe disabilities. In D. K. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all*. Baltimore: Paul H. Brookes.
- Sailor, W., Anderson, J., Halvorsen, A. T., Doering, K., Filler, J. & Goetz, L. (1989). *The comprehensive local school: Regular education for all students with disabilities*. Baltimore: Paul H. Brookes.
- Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S. (1992). *Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools*. Baltimore: Paul H. Brookes.

Accommodations:

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Plagiarism and Recycled Papers

San Jose State University policy forbids students to 1. submit assignments in two different courses, except by permission of the instructor, and 2. plagiarize previously written material. If an instructor utilizes a plagiarism detection service (i.e. Turnitin.com), it is written in the green sheet.