COURSE: EDSP 627 (Fall, 2010)

TITLE: Curriculum and Instruction: Early Childhood Special Education

TIME: Tuesday, 4:15-7:00

ROOM: 0114 Benjamin

INSTRUCTOR: Dr. Joan Lieber

OFFICE: 1240 E Benjamin Bldg.
301-405-6467
email: jlieber@umd.edu

OFFICE HOURS: Tuesday, 3:00-4:00 or by appointment

Course Description: This course familiarizes students with the development of young children with disabilities from three to eight years of age as well as the curricula and instructional techniques that are appropriate for children in that age range. Students learn how major early childhood special education curricula address the development of cognition, early literacy, language, mathematics, social development and play in children with disabilities. In addition, students learn how to plan instruction based on these areas of development. The course highlights how to implement instruction in inclusive settings, and how to ensure that instruction is appropriate for children from a variety of cultures. Students implement instructional plans, design a unit of instruction, evaluate children’s progress, and reflect on the appropriateness of their plans in a field-based setting. Students learn about evidence-based practices and how it applies to selecting appropriate intervention strategies for young children with disabilities.

Competencies

As a result of class attendance and participation, completion of assigned readings, written assignments and field participation, students should:

1. Know laws and policies that affect young children, families, and programs for young children.


3. Understand how room arrangement in an early childhood classroom can be used to create a safe and supportive learning environment.

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4. Develop a daily schedule and routine for an early childhood classroom that encourages active participation in individual and group activities.

5. Incorporate children’s IEP objectives into classroom activities in order to implement, monitor, and evaluate individualized education plans.

6. Plan and implement developmentally and individually appropriate curriculum activities incorporating elements of universal design for learning to improve children’s participation and engagement.

7. Reflect on and make changes in instructional plans, based on children’s progress.

8. Use instructional practices based on knowledge of the child, family, community and the curriculum in the areas of cognition, early literacy, language, mathematics, social skills and play behavior in young children with mild to moderate disabilities.

9. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

10. Use effective and varied behavior management strategies, and use the least intensive behavior management strategy consistent with the needs of young children with disabilities.

11. Use curricula and instructional strategies that promote inclusion of children with disabilities into early childhood classrooms.

12. Prepare young children and assist families in planning for successful transitions.

13. Understand the concept of evidence-based practice and how it applies to selecting appropriate intervention strategies for young children with disabilities.

TEXTS:

Required:


REQUIREMENTS:

Class participation and readings: All students are expected to complete assigned reading prior to class. It is expected that reading materials will be integrated with the field experience as a basis for on-going class discussion. Students will be evaluated during class discussion for their familiarity with reading material and their ability to utilize the information practically.
**Written assignments:** There are four written assignments related to instruction of preschool or kindergarten children with disabilities. You will carry out these assignments in your field placement.

There are also four assignments related to evidence-based practices. These assignments require going to web-sites on evidence-based practices in early childhood special education, and answering a series of questions related to those web sites for discussion in class.

All written assignments must be typed, double-spaced, and turned in at the beginning of the class period for which they are due. Papers should be proofread to ensure spelling and grammar correctness. Points will be taken off each assignment for errors in these areas. Late assignments will be accepted only at the prior approval of the instructor. Only limited time extensions will be given. Assignments, which receive prior approval to be turned in late, may be lowered by one grade level. **Points will not be given for late evidence-based practices assignments.**

**Examinations.** A midterm will be given. The exam will cover in-class material and readings.

**Accommodations.** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. For information on accommodations see [www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)

**Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit [www.shc.umd.edu](http://www.shc.umd.edu)

**University Honor Code**

The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

This pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course.

**College of Education Technical Standards**

The College of Education Technical Standards Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets Technical Standards is expected across all professional settings,
including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Technical Standards evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Technical Standards. (08/03/05)

**Individual Technology Development Plan**

A number of your assignments for class require you to use technology. Starting on page 7 of the syllabus, you’ll see the technology standards and indicators associated with certain assignments. You can use this information to update your **Individual Technology Development Plan**.

**ELMS-Blackboard**

ELMS Blackboard will be used for email, weekly announcements, grades, and access to the syllabus, lessons/resources, readings, and internet links

To access go to:

[http://elms.umd.edu](http://elms.umd.edu) (see Student Resources and Tutorials if you need help)

Login your username and password
Go to My Courses (EDSP 627 – Fall 2010)
Buttons on Left to:
- Access the syllabus
- Access course materials
- Access assignments

**All assignments are to be turned in using Blackboard.**

**Course Evaluation**

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, November 30 and Sunday, December 12. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting November 30. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
### Grading

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<tr>
<td>Evidence-Based Practices #1</td>
<td>10</td>
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<tr>
<td>Assignment 1: Schedule, IEP-at-a-Glance, Activity Matrix</td>
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<td>September 28</td>
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<td>Assignment 3: Plan for Embedded Learning Opportunity</td>
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<td>Assignment 4: Unit Plan</td>
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<tr>
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Assignment 4: Evaluation of
Unit

**Exceeds expectation of assignment
*Meets expectation of assignment

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<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>F</td>
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# Class Schedule and Readings

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<tr>
<th>Date</th>
<th>Class Topics and Assignment Due Dates</th>
<th>Readings</th>
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<tr>
<td>August 31</td>
<td>Introduction to class</td>
<td>Blackboard Evidence-based practices summary</td>
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<td>Evidence-based practices</td>
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<td>Issues in early childhood curriculum</td>
<td>Go to: <a href="http://www.marylandpublicschools.org/MSDE/curriculum/">http://www.marylandpublicschools.org/MSDE/curriculum/</a></td>
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<td></td>
<td>Maryland Model for School Readiness</td>
<td>Go to Early Childhood Initiatives</td>
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<tr>
<td></td>
<td>Maryland Voluntary State Curriculum</td>
<td>Go to and read about Maryland Model for School Readiness</td>
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<td></td>
<td>Early Learning Guidelines</td>
<td>Go to and read Maryland Content Standards for Prekindergarten and Kindergarten</td>
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<td></td>
<td>Developmentally appropriate practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship between early childhood and early childhood special education</td>
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</tbody>
</table>

Go to: http://www.mdecgateway.org/olms/output/page.php?id=9351

See what resources are available to you from MSDE as an ECSE teacher


Read pages 1-10 on curriculum

Go to: http://mdk12.org/instruction/ensure/MMSR/

Children Entering School Ready to Learn, School Readiness Reports

Read your county’s data for special education students for 2009-2010

Go to: http://www.naeyc.org/positionstatements/dap

Read position statement on Developmentally Appropriate Practice

Technology Standard 1 – Indicators 1, 2, 4
Technology Standard 7 – Indicators 2, 4  

**September 14**  
Strategies for instruction and data collection  
*Building Blocks* – Chapters 1, 2, 4, 5

**September 21**  
Strategies for instruction and data collection  
*Building Blocks* – Chapters 6, 7  
**Blackboard**  
Hojnoski, Gischlar & Missall  
Gischlar, Hojnoski & Missall

**EBP #1 DUE**

**September 28**  
Universal Design for Learning  
Response to Intervention (RTI) in preschool  
**ASSIGNMENT 1 DUE**

Go to:  
[http://www.cast.org/index.html](http://www.cast.org/index.html)  
Under publications go to and read: UDL Guidelines

Go to:  
Read:  
What is RTI?

Go to:  
[http://www.recognitionandresponse.org](http://www.recognitionandresponse.org)  
And read about RTI in pre-k  

**Blackboard**  
Universal Design for Learning Checklist and Questions  
**Blackboard**  
Lawry, Danko & Strain

**EPB #2 DUE**

**October 5**  
Room arrangement  
Daily routine  
**EPB #2 DUE**

Go to:  
[http://www.vanderbilt.edu/csefel/resources/what_works.html](http://www.vanderbilt.edu/csefel/resources/what_works.html)  
Read What Works Briefs # 3, 4

Check out this resource:  
[http://escholarship.bc.edu/education/teclo/vol4/iss5/art2/](http://escholarship.bc.edu/education/teclo/vol4/iss5/art2/)

**October 12**  
**MIDTERM EXAM**

**ASSIGNMENT 2 DUE**

**October 19**  
Programming for language development  
**Blackboard**  
Kaiser & Delaney
PLAN DUE FOR ASSIGNMENT 3

October 26   Programming for literacy development

EBP #3

Mc Cathren & Watson
Dethorne & Watkins

Building Blocks – Chapter 9

Blackboard
McCathren & Allor
Chandler et al.

Go to: http://www.lib.umd.edu/
Go to Research Port
Go to E-journals
Find Topics in Early Childhood Special Education, 28(1)
Read Phillips, B.M., Clancy-Menchetti, J. & Lonigan, C.J. Successful phonological awareness instruction with preschool children

Read CELLnotes
http://www.earlyliteracylearning.org/products/cellnotes.php

Check out this web site
http://www.readingrockets.org/teaching/101

PLAN DUE FOR ASSIGNMENT 4

November 2   Classroom management

Building Blocks – Chapter 11

Blackboard
Gonzalez-Mena & Shareef
Fox, Dunlap, Hemmeter, Joseph & Strain

Go to:
http://www.vanderbilt.edu/csefel/resources/what_works.html

Read What Works Briefs # 2, 7, 10, 11, 14, 15

Check out this web site
http://challengingbehavior.fmhi.usf.edu/

Look at Routine Based Support Guide:
http://www.challengingbehavior.org/do/re...
November 9  Programming for social interaction and play development

**LESSON EVALUATION DUE FOR ASSIGNMENT 3**

Building Blocks – Chapter 10

Go to: http://www.lib.umd.edu/ResearchPort

Go to E-journals

Find *Topics in Early Childhood Special Education*, Fall 2001


Go to:

http://www.vanderbilt.edu/csefel/resources/what_works.html

Read What Works Briefs # 5, 6, 8, 17, 21

Check out Practical Strategies – Scripted Stories for Social Situations

November 23  Diversity issues in early childhood special education

Blackboard

Derman-Sparks

Jones & Derman-Sparks

Okagaki & Diamond

Check out this web site

Culturally and Linguistically Appropriate Services: Early Childhood Research Institute

http://clas.uiuc.edu/

November 30  Programming for mathematics

EPB #4 DUE

Blackboard

Baroody

NAEYC

Notari-Syverson & Sadler

December 7  Programming for writing

Issues in inclusion and transition

UNIT EVALUATION DUE FOR ASSIGNMENT 4

Check out this web site

www.nectac.org
Assignment 1: Daily schedule, IEP objectives, Activity Matrix

Due September 28, 2010

Points: 25

1. **Classroom Description.** Describe your classroom, specifically indicating what curriculum is used, what adults are typically in the classroom, how many students are in the classroom, what the students are like including their levels of disability.

   It would be good to work with your mentor teacher on the following parts of the assignment. Refer to *Building Blocks*, Getting Started

2. **Daily Schedule.** Write out the daily classroom schedule used in your placement. Be sure to include both the activity and the time for that activity. Evaluate your schedule using the points on p. 33, *Building Blocks*.

3. **Planning Worksheet Section 1: IEP Today.** Select 1 child from your placement. Give the child an alias that you will use throughout the semester and on all of your assignments. This child will be your target child for the semester. For that child complete the IEP Today (in *Building Blocks*) and on Blackboard. Use this form to identify the child’s goals and objectives. These may come from the areas of cognition, communication, social, literacy, and mathematics development. Be sure all objectives aren’t from the same area.

4. **Evaluation of Objective.** Select one objective for your target child. This can be any objective. Critically evaluate that objective as it is written using the SMART acronym from Jung (2007). Go to: [http://www.lib.umd.edu/](http://www.lib.umd.edu/)
   Go to Research Port
   Go to E-journals
   Find *Teaching Exceptional Children*, Mar/Apr 2007
   Jung, L., Writing SMART objectives and strategies that fit the ROUTINE

5. **Activity Matrix.** Complete an activity matrix for the child. Evaluate classroom activities and determine when would be good times during the day to work on IEP objectives that you’ve identified in each area of development for your target child. Put those objectives on the activity matrix. A blank matrix is in *Building Blocks* and on Blackboard. In order to use these objectives in Assignments 2-4 choose objectives that: a) you can target several times during the day, and b) you can identify criterion for when the child has met the objective and you can move to a new objective. That is, be sure you know how you will decide when the child has met the objective that you’ve set. If you are going to target an objective during a particular activity, put an X in that block on the Activity Matrix.
Assignment 2: Curriculum Modifications

Due: October 12, 2010

Points: 25

1. **Child Assessment Worksheet.** For your target child, complete Child Assessment Worksheet (in *Building Blocks* and on Blackboard). The purpose of this worksheet is to identify the classroom expectations for each activity during the day, and to determine if the child’s performance during the activity is strong, average, or is an area of concern.

2. Based on information you’ve collected from the Child Assessment Worksheet, choose three activities for your target child that you’ve identified as areas of concern AND that can benefit from a Curriculum Modification. Complete **Planning Worksheet Section 2** (in *Building Blocks* and on Blackboard). Be specific when you identify the curriculum modification you will use during that activity.

3. Implement your curriculum modifications for your target child for one week. Set a criterion before you implement the curriculum modification so you’ll be able to evaluate if you were successful.

4. Using the data that you’ve collected, determine if the plan was successful, and reflect on what accounted for the success or failure of the plan. Indicate, based on your evaluation, what your next step(s) will be. **Turn in your data collection form with this assignment.**

5. If your target child has not met the objective that you set for the curriculum modifications, then you need to continue collecting data until that objective has been met. In addition, continue collecting data on objectives you identified in your Activity Matrix for Assignment 1 and on the data you’re collecting for your formal lesson plans and observations in your field placement.

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Assignment 3: Embedded Learning Opportunities

Plan Due: October 19, 2010
Evaluation Due: November 9, 2010

Points: 25

1. Select an objective that you identified in Assignment 1 for your target child that can be implemented during a routine activity. Examples of routine activities are snack, clean-up, or arrival/departure. Beginning with this assignment you should be responsible for this routine activity each day you are at your placement.

2. Write a lesson/activity plan for that routine activity. This plan should be written for the whole class, using the format that you receive in seminar (the lesson plan format will also be posted on Blackboard). When you complete your unit plan, you should be able to include this routine activity lesson plan in your unit plan.

3. In addition to the lesson plan for the whole class, you will need to complete an ELO-at-a-Glance for your target child (in Building Blocks and on Blackboard).

4. Beginning October 27 (the date after you receive your plan back), each day that you are in your placement, collect data on:
   a) Your performance in providing the target child opportunities to meet his/her objective
   b) The performance of your target child on his/her objective(s) during the routine activity.

5. Carry out the activity and hand in an evaluation that includes the following:
   a) Your original lesson plan and data collection sheet. If I made comments on your plan, you need to indicate how you addressed each of the comments I made. Don’t rewrite the lesson plan, just indicate how you responded to my comments.
   b) A description of what happened during the activity. Be specific about what you did, what your target child did, and what other children in the group did. This information can be included with your Daily Lesson Plan Evaluation.
   c) A reflection on the appropriateness of the activity for eliciting the objective for your target child, and whether or not you achieved the purpose of your activity for the group as a whole. This information can be included with your Daily Lesson Plan Evaluation.
   d) How would you redesign your activity next time to meet your objective? Why? See the Self-Assessment section in the Daily Lesson Plan.

6. Include an evaluation of the progress your target child is making on his/her objectives. These are the objectives that you identified for Assignments 1 and 2. Have he/she consistently met criterion? Is it time to change objectives? Provide
evidence for your conclusions.
Assignment 4: Unit Plan

Plan Due: November 2, 2010
Evaluation Due: December 7, 2010

Points: 100

1. In this assignment you are to design a weekly plan for your classroom based on the curriculum that is used in your placement. It may be, for example, a theme or Letter People unit. The theme can be one that you select or one selected by your mentor teacher. The theme should be reflected in each of the activities you plan. Also in your activities, you should provide evidence that you have planned from a multicultural perspective or indicate why that’s not appropriate for the topic of your unit.

2. Your plan consists of two parts.
   a) Part I should be a weekly schedule. An example of the weekly schedule is posted on Blackboard. It should be a plan for five days for each activity in the classroom schedule, even though you are not in your placement for all five days.
   b) Part II - For one day during the week, submit a lesson plan for each activity on the daily schedule. You should be able to use the lessons that you’ve already developed for the routine activity (Assignment 3), and the small group and large group lessons that you developed for the observations that your supervisor did as the basis for at least three of these activities. You will implement this unit during your immersion week. The lesson plans should include:
      i) The typical parts included on a lesson plan: goals, context for learning, instructional delivery strategies plus
      ii) The responsibilities of each adult in the classroom for each activity
      iii) Elements of universal design for learning in your lessons plans
      iv) Plans for transitions between each activity: How will the children transition from one activity to the next? What will each adult do to facilitate the transition? How can instructional objectives be incorporated into transition?
   c) You should now be collecting data on the objectives you identified in Assignments 1, 2 and 3. Your target child may have met the criteria you set for these objectives. If the target child has met the criteria, you should add additional objectives.

3. For your evaluation include:
   a) Your original lesson plans and data collection sheets.
   b) A reflection on how your activities were relevant to children from a variety of cultures (if applicable).
   c) A reflection on incorporating universal design for learning elements within your lessons and what changes/improvements you would make next time related to UDL.

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d) A detailed reflection on your day of teaching. This should include changes you would make next time and the impact that the experience had on how you approach teaching.

e) Your reflection on the unit as a whole.

f) A detailed evaluation and reflection on data collection and the progress your target child made on his/her objectives. This can be an update from Assignment 3. Provide evidence for your conclusions.
Evidence-Based Practices Question: Does learning improve when teachers incorporate children’s interests in their instruction?


2. How many studies did the authors include in their synthesis?

3. One of the target children in your classroom has the label “developmental delay”. List the studies that included children with developmental delay in their sample.

4. You also have children in your classroom that are typically developing. Were these children considered in the studies used for the synthesis?

5. List two positive outcomes associated with incorporating children’s interests in activities

6. Based on the results of this research synthesis, you’ve decided that it’s important to know what your target children’s interests are. According to this synthesis, how would you find out?
EBP #2

Name: _________________________________________

Pledge: _________________________________________

Evidence-Based Practices Question: What early education program has the strongest effects for improving oral language?

Web site: What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/

1. Go to Topic Reports-Early Childhood Education

2. There are 16 interventions that have reports available for oral language

3. Identify the intervention that has a good improvement rating as well as evidence showing the strongest positive effects on oral language.

4. Go to the pdf on the Intervention Report for that Intervention

5. Describe the intervention.

6. Go to the pdf Technical Appendices

7. One of the target children in your classroom has a diagnosis of language delay. Do any of the studies include children with that diagnosis in their sample? Did the studies that included children with disabilities have positive effects for the intervention?
EBP #3

Name: _________________________________________

Pledge: _________________________________________

Evidence-Based Practices Question: What social-emotional curriculum should I choose?


1. Choose a curriculum/intervention that can be used with a whole preschool class and with small groups of children who have a disability and for parent training. What is the name of that curriculum/intervention?

2. What is the content for the curriculum/intervention for the whole preschool class?

3. What kinds of activities are used to teach this content?

4. What outcomes were improved using this whole class curriculum/intervention?

5. Do you use a commercial social-emotional curriculum in your classroom? Is it reflected in this publication?
EBP #4

Name: _________________________________________

Pledge: _________________________________________

Preschool Curriculum Evaluation Research

1. Go to Executive Summary and read pages 33-52

2. On pages 50-52 read about the 14 different preschool curricula that were evaluated.

3. Identify the curricula that you’ve seen implemented or that you’re familiar with.

4. On pages 37-39, read about student outcome measures. On what outcomes were students evaluated?

5. On page 39, read about classroom measures. On what outcomes were classrooms evaluated?

6. What curriculum had the best student outcomes for pre-school children?

7. For that curriculum, there was a positive impact for what areas?

8. Which curriculum came in second for pre-school children?

9. What curriculum continued to have good student outcomes as children went into kindergarten?

10. Based on this information, list the curricula you would not adopt for your classroom because there are no positive outcomes for pre-school children.
**Rubric for Assignment 1:** Daily schedule, IEP Objectives, Activity Matrix

Name _______________________________

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<tr>
<td><strong>Activity matrix</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Activities are listed down left hand side</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives are listed across the top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within the matrix, specific information is given about how objective will be accomplished</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Assignment 2: Curriculum Modifications

Name __________________________________

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Assessment Worksheet</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Classroom expectations for each activity are provided. Focus is not on the child but on what teacher wants children to do during the activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s performance level is determined for each activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning Worksheet</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Three activities are identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern is defined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is provided about what strategies are used to address the concern now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific curriculum modification is identified for each concern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas for implementing the curriculum modification are provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Success of plan based on data</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Data is collected for one week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data is included when assignment is handed in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion about if curriculum modification is success or failure based on criterion set and data collected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on what led to success or failure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next steps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rubric for Assignment 3: Embedded Learning Opportunities

Name ___________________________

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson plan for routine activity</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>ELO-at-a-Glance</strong></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ELO completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of routine activity</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Original plan and data collection sheet(s) included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses to critique of lesson plans, ELO-at-a-Glance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific description of activity with supporting evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas for redesign of activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of progress in providing opportunities for target child</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Evaluation of progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of progress of target child on objectives</strong></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Child meeting criterion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should objectives be changed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence provided</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Rubric for Assignment 4: Unit Plan**

Name _________________________

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly schedule</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Daily lesson plan for each activity including adults’ responsibilities for</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>activities, elements of universal design for learning and planned transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection sheets provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed description of what happened with discussion of target children,</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>other group members, adults in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection on whether:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each activity met its purpose and whether children achieved goal of unit</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(vocabulary, concepts, how these were incorporated/integrated across all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why or why not you were able to target multicultural perspectives in your unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each activity allowed target child to work on objectives; data provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to support conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elements of universal design for learning were used effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults used effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Detailed reflection on day of teaching including:</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Changes to be made next time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of experience on how you approach teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on the unit as a whole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detailed evaluation and reflection on data collection and progress of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>target child on objectives throughout the whole field experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data are provided to support conclusions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>