If you have a question regarding course policy or expectations, please read through the syllabus FIRST. If your question is not answered in the syllabus, you are welcome to contact me. If you contact me and the answer is already in your syllabus, the only response you will receive is "Read your syllabus." I will do everything I can to help you succeed in this class within the parameters stated in the syllabus. If you choose to waste your time and money by not doing what is expected of you, do not expect me to help you by going outside the stated policies. Disruptive or disrespectful behavior of any kind (using cell phones or other electronics, talking while others are talking, etc.) toward other students or the instructor will not be tolerated.

University of Houston Clear Lake

SPED 4300.02
Survey of Exceptionalities
Spring 2015

UHCL Quality Enhancement Plan (QEP) Motto
Applied Critical Thinking for Lifelong Learning and Adaptability

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (http://www.criticalthinking.org/), critical thinking involves thinking for a *purpose*, asking *questions*, using *information*, applying *concepts*, drawing *inferences and conclusions*, identifying *assumptions*, anticipating *implications and consequences*, and recognizing *points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance,* and *fairness*.

School of Education Motto
Excellence, Innovation and Leadership in a Learner-Centered Community

CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Instructor:	*Dr. Randy Seevers*	**Office:**	*Bayou Bldg., Suite 1321-08*
Email:	*seevers@UHCL.edu*	**Office Hours:**	Tu. 12-4pm (Pearland); We. 11-1 pm (UHCL)

Contacting the instructor: The official communication between UHCL and you is your UHCL email. Any communication sent from the instructor will go to your UHCL email; any email communication sent by you should be sent to

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seevers@uhcl.edu. BlackBoard is NOT used for email communication for this course, and email sent to Dr. Seevers in BlackBoard will NOT be checked.

Phone: *281-283-3534*
Suite Secretary: *Ms. Barbara Kelley,* kelleyb@uhcl.edu
Dr. Seevers' Course Google Site: https://sites.google.com//site/seeverssped4300/
Syllabus Disclaimer: The instructor reserves the right to change the syllabus at any time and will notify students of any changes.

SPED Program Mission: The mission of the Department of Special Education is to prepare our candidates to be highly skilled teachers and leaders in the field of Special Education. The mission is accomplished by:

- Disseminating research-based theory and best-practices,
- Collaborating with individuals with exceptional learning needs, educators, parents, and agencies,
- Promoting service, advocacy, and leadership in the field of special education,
- Celebrating and fostering inclusion, diversity, independence and multiculturalism,
- Accepting professional and personal responsibility.

CEC Standards:	
Standard I.	Foundations
Standard II.	Development and Characteristics of Learners
Standard III.	Individual Learning Differences
Standard IV.	Instructional Strategies
Standard V.	Learning Environments and Social Interactions
Standard VI.	Language
Standard VII.	Instructional Planning
Standard VIII.	Assessment
Standard IX.	Professional and Ethical Practice
Standard X.	Collaboration

Therefore, all course work directly aligns with established professional standards as provided in this syllabus.

SPED 4300 Description and Expectations

I.   Description of Course

Catalog Description: *The course will provide a study of teaching students with disabilities and diverse needs with an emphasis on making individualized effective instructional decisions.*
***Detailed Course Description:***
The overall aim of this course is to introduce candidates to the complexities of different, yet related variables that must be considered in the equitable education of students with disabilities. Candidates will be introduced to numerous decision-making strategies across the continuum of special education services and delivery models and will be exposed to experiences that require them to look at evidence based practices from different perspectives. An expansive range of legal and conceptual topics will be analyzed within the practical context of teaching students with disabilities and diverse needs is expansive. The emphasis of this course is to explore the breadth of issues and topics and thereby foster a foundation for candidates to increase their confidence when faced with the responsibility of teaching in today's 21st century classroom. Candidates will engage in an analysis of an eclectic blend of theories, strategies, and approaches to teaching that impact children with disabilities and their families. In the end, the ultimate goal of the course is to engage learners in professional thinking that develops the ability to analyze the relevance, reasoning, and implications of all teaching and curriculum decisions in order to demonstrate a broader perspective of what it means to teach students with disabilities. In other words, future educators working with children with exceptionalities are provided the opportunity to practice the necessary critical thinking skills required of the profession, such as recognizing relevant viewpoints on various issues, using relevant information for planning and implementing best practices in the general education classroom, and developing logical, reasonable inferences to guide instructional decisions. Candidates will be able to use these critical thinking skills to address the central questions below:

Central Questions to Guide Learning:

What do I need to know to teach students with disabilities?
How can I make effective instructional decisions?

3
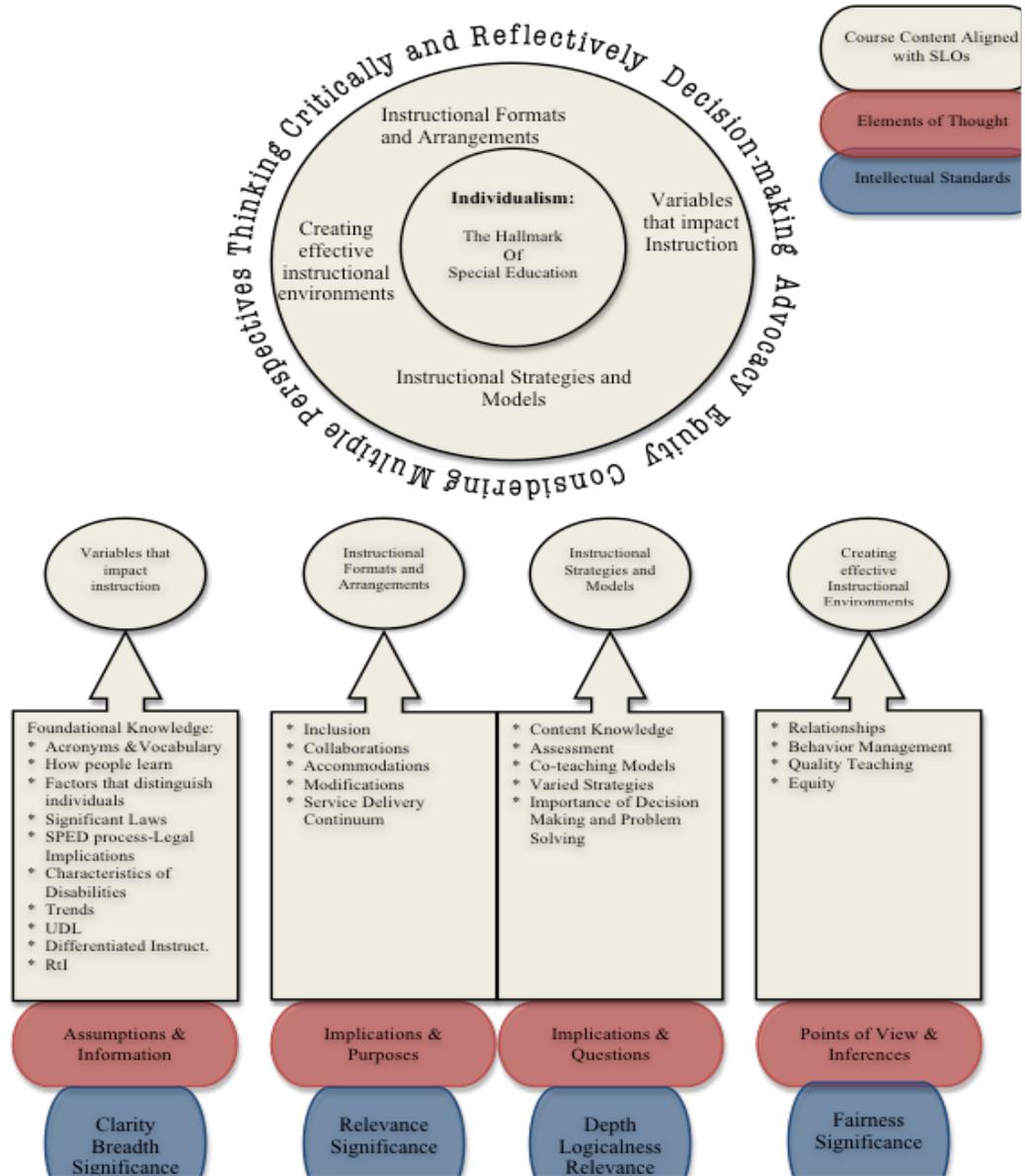
Required Text: Friend, M. & Bursuck, W. D. (2015). *Including students with special needs: A practical guide for classroom teachers.* Boston, MA: Pearson. ISBN-13: 978-0-12-356443-3

Course Time/Location: Tuesday, 4:00 PM- 6:50 PM/Pearland Building 107

II.   Course Methodology

The instructor utilizes constructivist-teaching models fostering the learners' individual responsibility for developing unique and personal educational experiences. Specifically, through role play, case studies, debates, discussions and

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independent analysis of information, candidates will be required to consider multiple perspectives related to interactions and instructional experiences associated with the responsibility of teaching students with diverse needs. An emphasis on effective collaboration underpins most activities that promote interdisciplinary integration of practices. The candidate will critically analyze the processes in special education and related intervention programs and be able to make informed decisions regarding the development and education of students with special needs. It is through experiencing and reflecting that students begin to understand the role and impact of special education methodologies and the importance of monitoring progress. In this course, the role of the instructor is to facilitate and stimulate learning through meaningful experiences, dialogue and questioning. Professional education students are expected to take responsibility for their own learning. Effective teachers are problem solvers and information seekers. Therefore, this course will consist of some lecture, class discussions, individual/group activities, projects, inquiry, and student presentations, all of which involve an expectation of thinking critically and reflectively.

III. Student Learning Objectives (SLOs)

Students will be expected to demonstrate understanding of relevant knowledge as it relates to specifically designed instruction by meeting learning outcomes that promote or require critical thinking. Candidates will be able to:

1. With *breadth and fairness*, express in writing other *relevant* **points of view** that must be considered when addressing important trends and issues, such as assessment, response to intervention, inclusion, discipline, or assistive technology in the education of individuals with disabilities (SLO 1).
2. *Clearly and accurately* describe effective and *relevant* **decision-making strategies (information)** for planning and implementing instructional experiences and interactions for students with disabilities in the general education classroom (SLO 2).
3. Develop *logical, reasonable* **inferences** using multiple sources (data) and draw *meaningful, justifiable* **conclusions** that guide instructional decisions (SLO 3).
4. Justify the purpose of selecting, adapting, and using instructional strategies and materials to develop specifically designed instruction.
5. Identify commonalities in multiple points of view that must be considered when fairly and flexibly designing classroom environments.
6. Understand with breadth the varying arrangements and roles in the concept of a continuum of placement and services available for students with disabilities.

Vocabulary of Critical Thinking: In this course, students will learn and use the vocabulary of critical thinking which will include an understanding and use of both the Elements of Thought and the Universal Intellectual Standards.

Elements of Thought:*
In this course, we will consider and use eight (8) elements of thought including
1. **Purpose**: Goals and objectives
2. **Question at Issue**: Problem, issue, and misconception
3. **Information:** Facts, data, evidence, observations, reasons, and experiences
4. **Interpretation and Inference**: Solutions and conclusions
5. **Concepts:** Definitions, models, laws, theories and principles
6. **Assumptions:** Axioms, presuppositions, and a-priori facts or knowledge
7. **Implications and Consequences**: Inferences, effects, and outcomes
8. **Point of View**: Perspectives, frames of reference, and orientations

Universal Intellectual Standards:*
In this course, we will consider and use nine (9) universal intellectual standards including clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.
*Paul, R., & Elder, L. (2009).Critical thinking: Concepts and Tools (6thed.). Tomales, CA: Foundation for Critical Thinking Press.
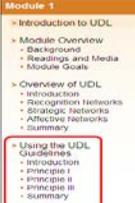
4Cs of Critical Thinking Process
There are four major aspects of the Applied Critical Thinking Process: Curiosity, Connections, Creativity, and Communication. The predominant C in the Student Learning Objectives is **Connection**.

The following provides a description of the **Major Learning Activities** that are expected in this course. Several of the designated artifacts promote or require Critical Thinking that aligns with the Student Learning Objectives (SLOs) in Section III of this syllabus. Tasks that require critical thinking are indicated with an asterisk (*).   For every

assignment you are expected to make connections to how your learning experience aligns and supports the fundamental and powerful concepts associated with this course: Individualism and Decision- Making.

Informal Assessments *	10 Points
These tasks will vary and serve to provide insight into the process of your learning. Examples of informal assessments include quizzes, quick writes, completion of assigned independent learning tasks, notes from required chapter readings, etc… Most informal assessments will be announced in class prior to engagement and points will be weighted/determined by the professor.	See Learning Plan

Universal Design for Learning Activity	5 Points

This assignment is based upon a CAST UDL online module. As outlined in this module, the UDL Guidelines help educators apply the three UDL principles to practice. These UDL Guidelines assist curriculum developers (these may include teachers, publishers, and others) in designing flexible curricula that reduce barriers to learning and provide robust learning supports to meet the needs of all learners. They also help educators evaluate both new and existing curricula goals, media and materials, methods, and assessments. The goals of this assignment are:

1. To understand the three principles of Universal Design for Learning**.**
2. To categorize components of a lesson that represent each principle of UDL.
3. To identify elements of a lesson that maximize learning for ALL students.
4. To identify potential barriers in a lesson that prevent ALL students from learning.

You will access an online module and thoroughly complete all elements. A link to the online module can be found at: cast.org/udl/index.html

Upon completion of the module you are expected to write a meaningful one to two page reflection that specifically addresses how the module challenged your thoughts about planning curriculum and learning experiences which address various levels and types of learners.

A detailed description of the instructions are provided in the final pages of this syllabus titled UDL Activity.

You will submit a hard copy in class.

Assignments	25 Points

Individual assignments will be calculated in the final grade for this course. **These assignments are completed at high level and require your critical analysis of the topics**. Assignments require computer use. **Due dates for assignments are established in the course calendar (see attached). All assignments must be submitted in class unless specified otherwise by the instructor. You will choose and fully complete the requirements for 5 of the 6 online modules to supplement your learning in this course. Each completed assignment is valued at 5 potential points. It is your responsibility to ensure that you complete at least 5 of the modules. You will submit evidence that you completed the module (e.g.: answers to questions, notes, etc…) and an assignment reflection (to be assessed according to the Assignment Reflection Rubric). Guidance for writing a reflection is provided next to the rubric. Each assignment must be submitted in a folder with your name on the outside. Please adhere to the following guidelines when completing assignments:**

ASSIGNMENT 1: (CHOOSE 1 MODULE)
IRIS Module 1: Classroom Diversity: An Introduction to Student Differences
IRIS Module 2: Cultural and Linguistic Differences: What Teachers Should Know

- **Complete all sections of the module**
- **Read and answer the questions to the "Assessment" section of the module**
- **Watch 15-20 minutes of video vignettes (selection sheet provided in final pages of syllabus)**

- **Write a minimum of a one-page reflection on all how the information relates to your goals as an educator and identify which of the student learning objectives pertain to the content. Also implicitly indicate which element of thought you used in expanding your understanding of diversity.**

ASSIGNMENT 2: (CHOOSE 1 MODULE)
IRIS Module 1: Collaborating with Families
IRIS Module 2: Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement

- **Complete all sections of the module**
- **Read and answer the questions to the "Assessment" section of the module**
- **Watch 15-20 minutes of video vignettes (selection sheet provided in final pages of syllabus).**
- **Write a minimum of a one-page reflection on all how the information relates to your goals as an educator and identify which of the student learning objectives pertain to the content. Also implicitly indicate which element of thought you used in expanding your understanding of the role of effective collaborations.**

ASSIGNMENT 3:
IRIS Module 1: RTI (Part 1): An Overview

- **Complete all sections of the module**
- **Read and answer the questions to the "Assessment" section of the module to self assess your comprehension of the content**
- **Watch 15-20 minutes of video vignettes (selection sheet provided in final pages of syllabus).**
- **Write a one to two page meaningful reflection on all how the information relates to your goals as an educator and identify which of the student learning objectives pertain to the content. Also implicitly indicate which element of thought you used in expanding your understanding of Response to Invention.**

ASSIGNMENT 4:
IRIS Module 1: Differentiated Instruction: Maximizing the Learning of All Students

- **Complete all sections of the module**
- **Read and answer the questions to the "Assessment" section of the module to self assess your comprehension of the content**
- **Watch 15-20 minutes of video vignettes (selection sheet provided in syllabus).**
- **Write a minimum of a one-page reflection on all how the information relates to your goals as an educator and identify which of the course learning objectives pertain to the content. Also implicitly indicate which element of thought you used in expanding your understanding of effective implementation of differentiation instruction in your anticipated content/grade level.**

ASSIGNMENT 5:
IRIS Module 1: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

- **Complete all sections of each module**
- **Read and answer the questions to the "Assessment" section of the module to self assess your comprehension of the content**
- **Watch 15-20 minutes of video vignettes (selection sheet provided in syllabus)**
- **Write a minimum of a one-page reflection on all how the information relates to your goals as an educator and identify which of the learning objectives from the standards matrix pertain to the content. Also indicate implicitly which element of thought you used in expanding your understanding of classroom management.**

ASSIGNMENT 6:
IRIS Module 1: Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities

- **Complete all sections of the module**
- **Read and answer the questions to the "Assessment" section of the module to check your own understanding**
- **Write a minimum of a one-page reflection on all how the information relates to your goals as an educator and identify which of the learning objectives from the standards matrix pertain to the content. Also implicitly indicate which element of thought you used in expanding your understanding of diversity.**

Learning Enhancement Task	5 Points
Candidates must choose one of the following independent learning enhancement experiences to supplement learning and broaden one's perspective of teaching students who have disabilities. <u>Choose one task and write a one-page summary/reflection that addresses specifically what you gained from the experience and how the experience aligned with one of the course student learning objectives.</u> Options include (but are not limited to):	

- Read a book about a disability from the perspective of someone with the disability. (Instructor has list of approved books: e.g: Temple Grandin's *Emergence Labeled Autistic* or Christy Brown's *My Left Foot*)
- Conduct an open dialogue interview (with prepared questions) lasting about one hour with a parent of a child with a disability (or older student who has a disability)
- Interview a special education teacher currently teaching students with special needs for about one hour; develop a format of questions and type up the responses
- Attend an ARD meeting or 504 meeting as an observer and write a 1 page paper on the process (instructor approval in advance required.)
- App Analysis: Create a list of 25 of the most useful Apps that could be used to modify, accommodate, or differentiate instruction in your desired content/grade level. Indicate a brief idea for how each could be used and provide access to a brief description of each app
- Arrange to observe for about 2 hours in a self-contained special education classroom.
- **Be creative: Do something that is meaningful to you. Please note other activities must be pre-approved in advance by the instructor on an individual basis and requested by e-mail for documentation of instructor approval.

Professionalism/Service Learning	10 Points

Experiences from the following list must be accomplished to receive full credit (5 points) for professionalism/service learning. <u>The purpose of this required task is to promote connections between your content based learning experiences and community engagement/service learning.</u>

Examples include (unpaid) activities that benefit individuals with disabilities, their families, and/or colleagues.

Examples:
- SCEC membership and participation in 3 meetings
- CEC membership (forms on SCEC bulletin board) and engage in at least two CEC experiences (e.g.: webinars, discussion boards)
- Volunteer at SCEC Take a Buddy to the Fair event (spring semester only)
- Complete 5-6 hours volunteer work with at risk or students in special education in a public school setting
- Engage in an community advocacy experience (5-6 hours)
- Volunteer for the special Olympics (5-6 hours)
- Create your own service learning experience: Please note other activities must be pre-approved in advance by the instructor on an individual basis and requested by e-mail to provide documentation of instructor approval

Demonstrations of professionalism/service learning will be submitted in a folder <u>class #15</u>.
Professional/service learning activities are to be submitted with verification for each activity.
**No points awarded without verification.

Content Based Strategies and Resources *	20 Points

Class will be divided into collaborative teams (5 to 6 individuals in a group) to produce individual products. Teams will be based on similar majors (certifications candidates are seeking). Each <u>individual</u> will create a Google doc, Google site, or some format of an electronic portfolio that includes the required sections and related information and resources (indicated below) for your future reference throughout the education program and quite possibly the beginning of your career. Each team member will be assigned (in agreement with your team) a required section to research and complete for the group. <u>The emphasis of this task is one your ability to make effective decisions regarding quality resources and the perceived needs of students and teachers</u>. For each section (five are specified below), include resources and materials associated with the following:

1) **Disabilities and Specific Needs:**
   a) **An overview of IDEIA**
      1) Include specific resources that emphasize roles and responsibilities of teachers (at least 2 resources)
      2) Create or provide a pictorial representation that visually depicts the special education process
      3) Legal resources (at least 2 that provide clarification on educational law requirements/issues)

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     b) **General resources and information for understanding the eligibility criteria and learning needs of students with various disabilities**
- 1) Address the key categories of disabilities consistent with IDEIA (provide resources or related links to information about various disabilities associated with the categories)

     c) **Resources for Compliance**
- 1) Conducting/Participating in ARD (IEP) meetings (2 resources)
- 2) Advice for new teachers (2 resources)
- 3) Difference between accommodations and modifications (2 resources that provide examples)
- 4) Disability advocacy resources (at least 2)

     d) **Questions and Answers**
- **1)** Generate a list of Frequently Asked Questions (with responses) about Special Education (you may compile/synthesize Q & A from various sources (cite sources)
- **2)** Provide a link to the CEC Professional Standards (with detailed descriptions)
- **3)** Choose 3 relevant CEC endorsed position papers (include links to the papers with a brief description)

     e) **Student developed or existing pictorial representation of the hallmark of special education (INDIVIDUALIZATION)**

2) **Collaboration:**
     a) **Strategies for collaborating with families of students with disabilities**
- 1) Parent-teacher conference strategies
- 2) Parent Advocacy resources
- 3) Include 5 intervention studies from a peer-reviewed special education journal that focuses on family/school collaboration. Include a minimum of a paragraph synopsis of each study.

     b) **Strategies for collaboration between general education and special education teachers.**
- 1) Co-teaching Models and resources (at least 5)
- 2) Inclusion resources (at least 5) that pertain to your teaching area of certification
- 3) 3-5 intervention studies from a peer-reviewed special education journal that focuses on co-teaching/inclusion and your team's specific certification area. Include a one minimum of a one-paragraph synopsis of each study.

     c) **Strategies for developing/delivering culturally responsive instruction**
- 1) Diversity considerations (at least 5 resources for strategies)
- 2) Culturally responsive resources (at least 5)
- 3) 3 synopsis of examples of schools that use innovative ways to foster collaborative relationships with diverse families applicable to your team's grade levels

     d) **Student developed or existing pictorial representation of relationship between Content Based Teaching and Collaboration**

3) **Responsiveness to Intervention**
     a) **Overview of Responsiveness to Intervention**
- 1) Description of the overall process (develop your own *original* graphic) and include an example of an established graphic. Label aspects of the process and include descriptions as appropriate
- 2) 5 Research based strategies appropriate for each tier of RTI (Tier1,2,&3) that are considered evidence based strategies for the team's content/grade level

     b) **Pre-referral Process for Special Education**
- 1) Description of the process (starting from determining student is non-responsive to RTI through to evaluation for disability; develop graphic-include steps and descriptions for each process)
- 2) Parental rights, consent, timelines (at least 3 resources)

     c) **Assessment**
- 1) Data based decision making overview (create a descriptive flow chart or visual that highlights essential elements associated with data based decision making)
- 2) Data based decision making resources (at least 5 related to your team's content/grade level)

     d) **Examples of successful implementation in schools/school districts**
- 1) 3 synopsis of successful implementation in schools/school districts (include references- these can be videos or text that meaningfully apply to either RtI and/or pre-referral practices)
- 2) 3-5 RTI national resources
- 3) 3-5 intervention studies from a peer-reviewed special education journal that focuses on co-teaching/inclusion as it relates to RtI. Include a minimum of a one paragraph synopsis of each study

     e) **Student developed or existing pictorial representation of relationship between Content Based Teaching and RTI**

4) **UDL/Differentiated Instruction**
     a) **Overview of UDL/Differentiated Instruction (develop graphic that explains the relationship)**
- 1) Incorporate the principles of UDL
- 2) Incorporate the components of differentiated instruction

   3)   Provide 3-5 resources for UDL/differentiated instruction that are explicitly applicable to your team's content/grade levels

  b)   **Instructional Strategies**

   1)   Provide examples of strategies to differentiate across

    (1)   Content (5 strategies or two resources that highlight ideas for differentiating content)

    (2)   Process (10 strategies or four resources that highlight ideas for differentiating the process of learning)

    (3)   Product (5 strategies or two resources that highlight ideas for differentiating products)

    (4)   Affect and the environment (5 strategies or two resources that highlight ideas for differentiating affect in the classroom and/or the environment)

   2)   3-5 intervention studies from a peer-reviewed special education journal that focuses on effective differentiated instructional strategies. Include a one paragraph synopsis of the study

  c)   **Student developed or existing pictorial representation of relationship between Individually Designed Instruction and DI**

5)   **Classroom Management (PBIS)**

  a)   **Overview of Positive Behavior Management**

   1)   Research and synthesize various behavior-management theories (e.g. Kounin model, Skinnerian-model, Glasser model, Canter model, etc.). Candidates will then organize the information (e.g. routines, behavior strategies, parent-communication ideas, etc.) and create relevant and easy to access document/files for future use in the classroom. Include in the files at least 3 credible resources that address positive behavior supports.

   2)   research and identify common challenges and develop a plan of action (in other words, what you need to do-based on evidence based practices) that promotes positive behaviors and what to do when you need to address significant behavioral challenges

   3)   3-5 Research based strategies appropriate for each tier of PBIS (Tier1,2,&3)

   4)   PBIS resources (at least 3)

   5)   3 synopsis of examples of schools/school districts that have successfully implemented PBIS model

  b)   **Student developed or existing pictorial representation of relationship between Content Based Instruction and PBIS**

Additional Guidance:
It is the expectation that each team member will individually analyze, develop, determine, and compile the required elements for their assigned topic/component. All content must be cited appropriately and in compliance with the university academic honesty policy. Candidates are encouraged to incorporate examples that the instructor shares in class where appropriate and without duplication across sections. Upon completing the individual contribution, team members will share within the designated group their completed section of resources. Individuals will then organize and compile all of the content-based strategies and resources within their individually created, electronic resource. Each student will submit either a link to his or her electronic portfolio or a comprehensive document individually to the instructor on the date specified in the tentative learning plan. Candidates will be assessed individually using the rubric provided in this syllabus for the section of the portfolio he/she was responsible for. Candidates will also be assessed to ensure they included resources and materials from all other team members.
Examples of content-based strategies and resources will be provided in class.

Trends and Issues Position Paper * (Must be uploaded into UAS) SLO 1, 2, 3   **25 Points**

A position paper is an essay that effectively expresses your opinion about a specific issue. Position papers enable the presentation of an emerging or present issue that can be supported by existing research. Though biased in nature, a position paper is rooted in facts that will provide a solid foundation for your position. The purpose of developing a position paper is to generate support for a given issue. In order to effectively communicate a position statement, you must be well versed on both sides of the given issue. In concluding a position paper, you should be able to provide possible solutions or courses of actions that would improve or address the issue. This assignment requires critical thinking, specifically, your final grade for this assignment will largely depend upon your ability to meet intellectual standards associated with the element of thoughts (see assessment rubric for SLO 1,2,3 attached).

   Your position paper must address a *critical topic associated with special education* and should be something for which you are *passionate* about. It is recommended that you choose an issue that has a clear debatable division in the research and one that you can manage the presentation and support of an effective position. The expectation is that your position paper will be *3 pages* (no more, no less), double typed in size 12 font. The *format* should contain a *creative title*, an *introduction* (identifying the issue and statement of your

position: start with a provocative statement), the *body* (which should include background information, research based supporting evidence and/or facts for a discussion of both sides, examination of the strengths and weaknesses of your position), a *conclusion* (suggesting a specific, reasonable course of action or possible solutions, and concluding sentence that summarizes or justifies your position). Additionally, you will need to include a *title page* and a separate *reference* page at the conclusion of the paper (all citations must be APA format- you will need a minimum of 5 refereed journal publications).

This will represent your formal assessment task and will be valued at 25 points. You will be assessed on the quality of the following elements: Correct format; Use of research-based evidence and authoritative references to support your position; Examination of the strengths and weaknesses of your position; Reliable possible solutions; and, Writing Conventions. Specific criteria are indicated on the rubric (provided in the final pages of this syllabus).

Please address one of the following topics as it relates to your certification program:
- **Assessment**
- **Response to Intervention**
- **Inclusion**
- **Discipline**
- **Assistive Technology**
  - **Assessment levels for each student will be Unacceptable, Acceptable, Excellent, or Incomplete which align with criteria on the provided rubric**

This key course assessment must be uploaded to the UAS system on the SOE webpage. Failure to upload the required key assessment by the due date will result in no credit for the assignment.

IMPORTANT NOTE
It is important to note that this course provides an overview of a broad spectrum of topics related to special education and teaching students with diverse learning needs. It is essential for candidates to not procrastinate completing assignments (described above) and to commit at least 2-3 hours outside of class time weekly for all assignments, required readings and tasks.

IV. **Grade Determination:** *The following table provides a summarizing overview of alignment and point distribution between the Student Learning Objectives in Sections III and major activities indicated in IV.*

Aligned with SLOs	Activity or Artifact	Weighted Point Values	Self- Monitoring (Actual points earned)
ALL	Informal Assessments	10 Points	
1	UDL Activity	5 Points	
ALL	Assignments (4 @ 5 points each)	25 Points	
4	Professionalism/Service Learning	10 Points	
2 & 4	Content Based Strategies & Resources	20 Points	
TBD	Learning Enhancement Task	5 Points	

1, 2, 3	* Trends and Issues Position Paper (QEP Assessment)	25 Points	
	Course Total 100 Possible Points		
	Grade Distribution **94-100 A 90-93 A- 83-89 B 70-79 C 60-66 D** **<60 F**		

Important variables that can impact overall points earned:

Attendance: Because so much of learning takes place through activities and discussions during class sessions, attendance at all class sessions is required. This means <u>no late arrivals, early departures, or absences</u>. Attendance is defined as being present <u>and</u> participating in class discussions and activities. Absences are not classified as excused or unexcused. If you are not in class, you are absent. Your grade can also be affected by unprofessional or disruptive behavior in class (which will also be noted in the assessment of your dispositions in UAS).
The final grade in the course is affected as follows:
    0-2 absences: no change in your grade
    3 absences – grade is lowered 25%
    4 absences or greater – grade is an "F".
    Do not assume that you will be able to make up work for a class you did not attend. If you are
    absent for any reason, you are responsible for getting notes, handouts, and assignments.

Late Work Policy:
All assignments are due at the beginning of the class as delineated in the syllabus. Late assignments are subject to a 10% grade reduction for the first day. Work turned in after one week will not be accepted for a grade.

Use of Class Products in University and/or Program Assessment
The University of Houston–Clear Lake may use your work in this class to generate assessment data and to provide concrete examples of student artifacts. Any works used will be utilized only for educational purposes. Individual student identities will be protected.

V. Tentative Course Learning Plan

Class Meeting	Topic	Assigned Reading/Tasks PRIOR to class	Tasks Due
1 1/20/15	Course Introduction A foundation for thinking critically	• Acronyms (in class) • Elements of Critical Thinking Review syllabus and all assignments • Review IDEA disability categories, definitions, and criteria for eligibility • Start on Assignment 1 • Begin creating Google site or foundation for e portfolio (related to content based strategies and resources assignment) • Read Chapters 1 & 2	
2 1/27/15	Foundations for Educating Students with Diverse Needs Special Education Laws, Processes and Services	Friend, Chapters 1 & 2	
3 2/3/15	Diversity and Variables that Impact Teaching and Learning: Culturally Responsive Teaching	Friend, Chapters 6,7,8	Assignment 1 Evidence of creation of Google Site/Doc
4 2/10/15	Understanding Disabilities		
5 2/17/15	Collaborations	Friend, Chapter 3	Assignment 2
6 2/24/15	UDL, Differentiated Instruction & RtI	CAST & Iris Modules	UDL Activity and Assignment 3
7 3/3/15	No Class- Independent Work	• Work on Content Based Strategies and Resources • Readings for upcoming chapters • Assignments	
8 3/10/15	The Importance of Assessment	Friend, Chapters 4 & 11	
9 3/24/15	Instructional Formats and Arrangements	Friend, Chapters 5 & 9	Assignment 4
10 3/31/15	Instructional Strategies and Models (INCLUDE)	Friend, Chapters 5 & 10	Learning Enhancement Task
11 4/7/15	Content Based Instructional Strategies Assistive Technology	Prior to class research examples of no tech, low tech/mid tech, high tech assistive technology AND digital technologies and resources applicable to your content area	Assignment 5 Content Based Strategies and Resources
12 4/14/15	Addressing Challenging Behaviors Recognizing Mental Health Issues (SB 460)	Addressing Challenging Behaviors Recognizing Mental Health Issues (SB 460)	Assignment 6
13 4/21/15	No Class- Independent work on position paper	Finalize draft of position paper	
14 4/28/15	Course debrief Show and Tell Reflection		Evidence of professionalism/ Service Learning
		Position Paper must be uploaded into UAS by Saturday **May 2 at 5:00 PM**	

This tentative learning plan is subject to change at the instructor's discretion.
Candidates will be notified prior to any changes.

Revised 12-15-14

University and SoE Policies

Academic Honesty Policy

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code

The Academic Honesty Policy (pdf) in the Student Life Policies Handbook, is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Americans with Disabilities Statement

If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Should you need special accommodations, please contact me after class or in my office.

Disposition Statement

Each student must read and follow Statement on Professional Dispositions, which is provided to define the standard of behavior SOE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the Student UAS instructions (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.
All course assessments (indicated with *) must be uploaded to the UAS on the SOE webpage.
Failure to upload these required key assessments by the designated due date will result in <u>no</u> credit for the assignment(s).

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Revised 12-15-14

Students should take this into consideration before dropping this or any other course. Reference: UHCL Academic Records for 6 Drop Rule details and the Academic Calendar for census date information.

ELPS

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the ELPS standards, please raise any questions in class.

TEA Matrix Statement

Use TEA's Pedagogy and Professional Responsibilities Course Correlation TAC and familiarize yourself with TEA's 17 Curriculum Topics and how the courses in your EC – 6 Certification Program align with those topics.

UHCL's School of Education was re-accredited in 2010 by the Texas Education Agency. The TEA Matrix shows how our courses align with TEA's 17 Curriculum Topics for the Pedagogy and Professional Responsibilities TExES. The alignment between our courses and the 17 topics is so strong that it was recommended that we should make the curriculum items transparent to the teaching candidates.

TExES Competencies

With assistance from almost 2000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification (SBEC) created many new sets of standards in 2002 for beginning educators in an entry-level position. These standards are focused upon the Texas Essential Knowledge and Skills (TEKS), the required statewide public school curriculum, and they reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12. All standards are used in the development of test frameworks for the Texas Examinations of Educator Standards (TexES). The special education standards are listed below:

Standard I.	The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
Standard II.	The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Standard III.	The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
Standard IV.	The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
Standard V.	The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
Standard VI.	The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
Standard VII.	The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
Standard VIII.	The special education teacher understands assistive technology as defined by state and federal regulations.
Standard IX.	The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
Standard X.	The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
Standard XI.	The special education teacher promotes students' performance in English language arts and reading.
Standard XII.	The special education teacher promotes students' performance in mathematics.

Academic Calendar

Academic Calendar

2014-2015 Academic Affairs Administration Calendar (pdf) is a more comprehensive calendar.

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VI. Course Rubrics

Essential Elements Assessed	Criteria			Points Earned
	Excellent (5 Points)	Acceptable (3-4 points)	Unacceptable (2-0 points)	
Defensible position, research to support argument, conclusion	Candidate clearly articulated position related to a specific topic Candidate thoughtfully included substantial evidence (research and references exceeding expectation) that spoke to both sides of the issue. Credible and current references to current professional peer reviewed research were utilized Candidate developed an effective conclusion that brought full circle to the argument (position) and included a reasonable course of action or offered a plausible solution and acknowledged strengths and weaknesses of position	Candidate isolated paper to a specific topic but presented a vague position leaving reader uncertain to the argument Candidate provided sufficient evidence (research and references) provided for both sides of the issue. Minimum requirements for incorporating 5 refereed journal publications met. Candidate provided a basic conclusion that lacked recommendations or did not fully acknowledge strengths and weaknesses of position	Candidate provided evidence to only support one side of the issue OR did not meet the minimum requirement of incorporating support from 5 refereed journal publications (2 points deducted for each missing article) Candidate did not provide evidence of a clear conclusion.	
Points of view (SLO 1)	Candidates expressed in writing, with breadth and fairness, other relevant points of view that must be considered when addressing important trends and issues, such as assessment, response to intervention, inclusion, discipline, or assistive technology in the education of individuals with disabilities Candidate recognized when she/he is most likely to be biased	Candidate can sometimes give other points of view when the issue is not emotionally charged but cannot do so adequately for issues he/she feels strongly about Candidate sometimes think broadly enough about important issues	Candidate is unaware of her/his own biases and ignored other points of view Candidate approached the issue/trend narrowly and/or superficially	
Decision-making strategies (information) (SLO 2)	Candidate clearly and accurately describes effective and relevant information that supports planning and implementing instructional experiences and interactions for students with disabilities in the general education classroom Candidate asserts a claim only when she/he has sufficient evidence to back it up Candidate actively searches for information against (not just for) his/her own position Candidate makes **connections** between theory and applied practices	Candidate adequately describes some information that supports planning and implementing instructional experiences and interactions for students with disabilities in the general education classroom	Candidate does not focus on relevant information, important information is missing, and/or trivial rather than significant information is provided	

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Inferences/conclusions (SLO 3)	Candidate develops logical, reasonable inferences using multiple sources (data) and draw meaningful, justifiable conclusions that guide instructional decisions Candidate often makes inferences that are deep rather than superficial	Candidate makes inferences that sometimes follow from evidence and sound reasoning Candidate sometimes make inferences or come to conclusions that are contradictory	Candidate makes inferences that do not follow from the evidence or reasons presented Candidate often makes inferences or comes to conclusions that are unreasonable and/or contradictory Candidates often makes inferences that are superficial rather than deep	
APA Formatting	All citations within text of paper and references following the conclusion were appropriately cited using APA format Paper was 3 full pages (no more and not significantly less)	Only minor errors (5 or less) were present within the contents of the position paper and references Paper was 3 full pages (no more and not significantly less)	Major APA errors were documented in contents of text and/or cited references Paper was either too short or exceed the 3 page limit.	
Mechanics	All grammar, usage, punctuation, and spelling are correct. Whole position paper was well-written. No points deducted	Most grammar, usage, punctuation, and spelling are correct, only minor grammatical errors present. (5 or less) 3 points deducted	Many errors in grammar, usage, punctuation, and spelling. 10 points deducted	
Cumulative Points Earned				___/ 25
24-25 points earned EXCELLENT 16-23 points earned ACCEPTABLE 15-0 points earned UNCACCEPTABLE				

Assignment Rubric

Components	Criteria	Possible Points	Points Earned
Clearly articulated analysis and reflection of the learning assignment (module AND supplemental videos)	3- Reflection of the module learning experience is thoughtful, insightful and includes specific comments. Implied and inferred comments directly connect to present learning and possible future applications. Student demonstrates depth of thought and critical analysis as indicated by the ability to clearly analyze the purpose, compare and contrast multiple points of view and fairly explore the breadth of the topic. 2- Reflection is thoughtful and includes general connections to present learning. 1-0-Reflection is superficial lack depth of discussion supported by examples from module/videos and personal learning experience. Disconnected to topic or too broadly written to demonstrate impact of topic on present learning.	3	
Evidence of critical thinking	3-Offers evidence that the student identified implicit aspects of the topic/module and addressed the relationship to perspective (self and others), assumptions, and/or other dimension of critical thinking. 2-Idenitifes and relies mostly on own interpretation but includes some evidence of how the assignment (module/videos) expanded one's knowledge, understanding and thinking about the topic. 1-0- Reflection is mostly a summary of content and void of evidence of how the module expanded one's knowledge, understanding, and thinking about the topic.	2	
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	Zero points deducted: No errors (minimum minor <5), well written-meets length requirement Minus 1 points- for less than 10 errors Minus 3 points-More than 10 errors, or poorly organized response **A poorly written assignment will be required to be re-written and resubmitted for partial points.*		
Supplemental Evidence of Module completion	Zero points deducted if candidate submits associated module responses and/or other related documentation (e.g.: answers to module prompts/questions). Minus 2 points in candidate does not submit all module responses/related documentation		
		Total Points Earned:	
			_____/5

Guidance for writing an excellent assignment reflection

Some foundational information:
Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (Scriven & Paul, 1987).
"Reflective thinking, on the other hand, is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations." (as cited on: http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html)

The following links provide information and tips for effective reflection writing:
- *http://writingcenter.tamu.edu/2010/types-communication/academic-writing/critical-reflection-journals-opinions-and-reactions/* *(Guidance related to effective writing and critical reflection)*
- *http://guides.franklin.edu/content.php?pid=316956&sid=2602731* *(Suggested steps for writing effective reflection papers)*
- *https://sites.google.com/site/reflection4learning/recipes-for-reflection/* *(Student developed Google site that provides a wealth of information about reflection)*
- *http://cft.vanderbilt.edu/guides-sub-pages/metacognition/* *(This site describes metacognition and ideas for "putting it into practice")*

For more information related to critical thinking visit: http://www.criticalthinking.org/

UDL Activity

Revised 12-15-14

Components	Criteria	Possible Points	Points Earned
Clearly articulated analysis and reflection of the learning assignment (module AND supplemental videos)	3- Reflection of the module learning experience is thoughtful, insightful and includes specific comments. Implied and inferred comments directly connect to present learning and possible future applications. Student demonstrates depth of thought and critical analysis as indicated by the ability to clearly analyze the purpose, compare and contrast multiple points of view and fairly explore the breadth of the topic. 2- Reflection is thoughtful and includes general connections to present learning. 1-0-Reflection is superficial lack depth of discussion supported by examples from module/videos and personal learning experience. Disconnected to topic or too broadly written to demonstrate impact of topic on present learning.	3	
Evidence of critical thinking	3-Offers evidence that the student identified implicit aspects of the topic/module and addressed the relationship to perspective (self and others), assumptions, and/or other dimension of critical thinking. 2-Idenitifies and relies mostly on own interpretation but includes some evidence of how the assignment (module/videos) expanded one's knowledge, understanding and thinking about the topic. 1-0- Reflection is mostly a summary of content and void of evidence of how the module expanded one's knowledge, understanding, and thinking about the topic.	2	
Evidence of completed responses to questions and embedded experiences in UDL Activity	Zero points deducted- student submitted required evidence Minus 1 point: partial evidence was submitted Minus 3 points-no evidence was submitted adjoined to reflection		
Free of grammatical errors/ Correct Format/ Good Writing organization and flow	Zero points deducted: No errors (minimum minor <5), well written-meets length requirement Minus 1 points- for less than 10 errors Minus 3 points-More than 10 errors, or poorly organized response **A poorly written assignment will be required to be re-written and resubmitted for partial points.*		
	Total Points Earned:		_____/5

UDL Activity Instructions

Module 1

> Introduction to UDL

> Module Overview
  • Background
  • Readings and Media
  • Module Goals

> Overview of UDL
  • Introduction
  • Recognition Networks
  • Strategic Networks
  • Affective Networks
  • Summary

> Using the UDL Guidelines
  • Introduction
  • Principle I
  • Principle II
  • Principle III
  • Summary

This assignment is based upon a CAST UDL online module.
Click on this link to access the online modules
http://udlonline.cast.org/page/module1/l3/

Look for the Table of Contents on the left side of the screen. Click on Introduction link under the section Using the UDL Guidelines. (You are more than welcome to read any of the material in the Overview sections.) Hint: Look for arrows at the top to go to the next page.
1.   Answer these questions about the Introduction section in very short answers. You may copy and paste the information in this section because the purpose is to gather information. (Be sure to click the forward arrow so you read all the provided information before going to the next section.)
a.   What are the 3 brain networks and how are they supported?
b.   What are some of the barriers of textbooks?
c.   What are some of the barriers to lectures?
2.   Watch the short video (1:14) for Principle I. Think about the question that was posed, "What features of this example do you think might reduce barriers to the diverse Recognition Networks of learners?"
3.   Click the forward arrow. As you look at the digital examples provided in the short videos, think about how each provides Multiple Means of Representation to support the diverse *recognition* networks of student within the classroom.
a.   One is about TTS (:42). What is it and how does it support the guidelines?
b.   One is about a Glossary (:38). What are its benefits and what principle does it support?
c.   The last one is for you to practice using UDL guidelines. What guideline would this principle support?
4.   Click the forward arrow to go to Principle II. Refer to the UDL Checklist.

    a. **Watch the short video (1:17). How does this example provide Multiple Means of Action and Expression to support the diverse *strategic* networks of students within the classroom?**

    b. **Click on the forward arrow. Now watch the video (:40) and see if you can determine what guidelines these features would support. Click on the Activity tab and the Example for help. Save your answers here.**

    c. **Click on the forward arrow. Watch the next video (:40). What are executive functions skills? How can they be supported? Click on the Activity tab and the Example for help. Save your answers here.**

5. **Click the forward arrow to go to Principle III. Refer to the UDL Checklist.**

    a. **Watch the short video (1:04). How does this example provide Multiple Means of Engagement to support the diverse *affective* networks of students within the classroom?**

    b. **Click on the forward arrow. Now watch the video (:35) and see if you can determine what guidelines these features would support. Click on the Activity tab and the Example for help. Save your answers here.**

    c. **Click on the forward arrow. Now watch the video (:35) and see if you can determine what engagement guideline these features would support. Click on the Activity tab and the Example for help.**

6. **Watch the Summary video (:22). Think about the 2 Take Aways that are listed?**

7. **Click on the Final Assignment Link.**

    Goals of this assignment:

        1. **To understand how to use the UDL Guidelines - Educator Checklist to identify barriers in a lesson as well as features of a lesson that exemplify some of the UDL guidelines**

        2. **To identify elements of a lesson that maximize learning for ALL students**

        3. **To identify potential barriers in a lesson that prevent ALL students from learning**

<u>You will submit evidence that you completed the module (e.g.: answers to prompts, notes, etc..) and a minimum of a one page reflection.</u>

Criteria Assessed	Excellent (5 Points)	Acceptable (3-4 points)	Unacceptable (2-1 points)	Points Earned
Required elements of student contribution (If you do not meet the required expectations, you cannot receive full points on the quality criteria component) 5 Points	Candidate accurately addressed all requirements of assigned contribution to group task (e.g.: strategies are actual examples of strategies not just information about the topic).	Candidate met most (more than 75%) of the required contributions to the group tasks	Candidate met some (more than 50%) of the required contributions to the group tasks	
	Excellent (10 Points)	**Acceptable (7-9 points)**	**Unacceptable (1-6 points)**	
Quality of the Required Elements 10 points	Candidate thoughtfully included examples of strategies and resources that have meaningful application to potential future use and reference. Selection of resources include connections to evidence-based strategies and/or reputable resources	Some evidence that the candidate thoughtfully considered the quality of the strategies and resources. Inconsistencies present in overall selection	Minimal evidence that the candidate thoughtfully considered the quality of the strategies and resources. Selection of resources appear random and do not include connections to evidence-based strategies or reputable resources	
	Excellent (5 Points)	**Acceptable (3-4 points)**	**Unacceptable (2-1 points)**	
Synopses and Supporting Descriptions AND Organization 5 Points	Detail specific synopses provide an effective overview of each required element so that candidates can distinguish resources and strategies for future use. Resources and strategies are easy to navigate and access	Synopses provide a somewhat overview but lack completely sufficient information necessary to promote future access to specific resources and strategies. The majority of resources and strategies are fairly easy to navigate and access	Synopses are too broad, too wordy, or lack meaningful details prohibiting an understanding of the purpose for the required resources and strategies. Resources and strategies are disorganized, difficult to distinguish, and/or too clustered	
Final Product	Product is easily accessible; much collaboration is evidenced; includes many creative features; extra effort is apparent. Includes effective use of navigation. **No points deducted**	Product is accessible; is collaborative in nature; includes creative features; much effort is apparent. Includes somewhat effective use of navigation **2 points deducted**	Product is not easily accessible; is not collaborative in nature; includes no creative features; no extra effort is apparent. Resource organization is difficult to navigate or understand organization **5 points deducted**	
Mechanics	All grammar, usage, Punctuation, and spelling are correct. Synopsis and resources are easy to understand in terms of use. All student written dimensions are well-written. **No points deducted**	Most grammar, usage, Punctuation, and spelling are correct. Synopsis and resources are fairly easy to understand in terms of use. All student written dimensions are mostly well-written-few and only minor grammatical errors present. **2 points deducted**	Many errors in grammar, usage, punctuation, and spelling. Synopsis poorly written **10 points deducted**	
			Cumulative Points Earned	_____/ 20

Content Based Strategies and Resources

Revised 12-15-14

Assignment 1-6 video supplements

SPED 4300 IRIS Video Supplements and Resources Required viewing associated with Assignments 1-6 You are to watch 15-20 of video vignettes for each of the assignments. Each topic corresponding with the assignments is highlighted.

Diversity: You may choose which videos you watch to constitute the approximate time for viewing/learning.

Classroom Diversity: An Introduction to Student Differences

This revision of the Teaching and Learning in New Mexico: Considerations for Diverse Student Populations module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all their students in their classes

Cultural and Linguistic Differences: What Teachers Should Know

This module examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching.

Video Vignettes

Introduction to Culturally Relevant Pedagogy

Educators talk about how cultural filters can help students to benefit more from classroom instruction. (Time: 4:39)

Professional Development for ELL Teachers Changes Teaching and Learning for All

Teachers talk about how the professional development program focused on teaching ELL students has positively influenced or changed their teaching methods. (Time: 5:02)

Star Student of the Day

How to build a sense of community in the classroom by having students share about themselves each day. (Time:5:42)

Teaching Techniques for a Multilingual Classroom

A variety of strategies to support English language learners are outlined. (Time: 14:06)

Tips for Making a Classroom a Community

How to build a sense of community in the classroom by having students share about themselves each day. (Time: 5:42)

Wendy Nelson-Kauffman on Culturally Responsive Teaching

A Teacher of the Year talks about the importance of personal connections, accountability, and responsiveness to each students' culture and background experiences. (Time: 3:42)

RTI

RTI (Part 1): An Overview

This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) approach. It also offers a brief overview of each tier in the RTI model and explains its benefits.

Video Vignettes

Considerations When Implementing RTI with English Language Learners

Janette Klingner discusses realizing the potential of RTI with students who are learning English. (Time: 6:45)

Getting Started: RTI Stories

Teachers talk about the use of RTI in school settings. (Time: 4:19)

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Implementing Response to Intervention: Boulevard Elementary School in Gloversville, NY

School personnel talk about the effective implementation of RTI at their elementary school. (Time: 7:50)

Implementing Response to Intervention: Russell Middle School in Colorado Springs, CO

School personnel talk about the effective implementation of RTI at their middle school. (Time: 9:55)

Implementing Response to Intervention: Tigard High School in Portland, OR

School personnel describe the effective implementation of RTI at their high school. (Time: 9:55)

Response to Intervention: A Tiered Approach To Instructing All Students

RTI is overviewed and each of its tiers explained. (Time: 2:42)

RTI at the Secondary Level

High school personnel talk about the successful implementation of RTI. (Time: 3:25)

Collaboration

Collaborating with Families

Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.

Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement

This module focuses on the entire school population and highlights partnerships between general education and special education faculty that result in the creation of a 'collective responsibility' and shared high expectations for all students.

Video Vignettes

Algebra Team: Teacher Collaboration

Math teachers collaborate to increase rigor in their classes and make learning equitable for all students. (Time: 25:59)

Christine Smith, Paraprofessional

A paraprofessional describes how she helps students to attain their objectives and not fall behind classmates in the general education class. (Time: 1:13)

Co-Teaching (Part 1)

In part 1 of this series about co-teaching, the purpose of having general education and special education teachers share instructional responsibilities for an inclusive classroom is overviewed. (Time: 2:47)

Co-Teaching (Part 2)

In part 2 of this series about co-teaching, the necessary elements for successful collaboration, as well as the roles and responsibilities for each teacher, are presented. (Time: 2:44)

How Can Teachers Engage Families?

A mental health consultant gives advice on how to establish a relationship with parents and get them involved. (Time: 5:18)

Team Teaching: How To Improve Each Other's Game

Teachers team up to improve student achievement. (Time: 4:12)

The Wraparound Learning Experience for Elementary School Class

Teachers use wraparound activities to bring reading to life for students. (Time: 26:55)

UDL/Differentiated Instruction

Revised 12-15-14

[Differentiated Instruction: Maximizing the Learning of All Students](#)
This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.

[Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students](#)
This module examines the three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments).

Video Vignettes

[Differentiating Instruction Through Interactive Games (Teach2Learn Series)](#)

The use of technology and games to match student's individual learning style is demonstrated. (Time: 6:26)

[Getting Started on Differentiated Instruction](#)

Carol Tomlinson offers some tips on how to begin differentiated instruction. (Time: 4:56)

[How Are You Smart? What Students with Learning Disabilities Are Teaching Us](#)

Four students explain how their learning differences are advantages when they are taught with the appropriate techniques and strategies. Teachers discuss the challenges of differentiating for the variety of needs in their classrooms. (Time: 34:30)

[New Teacher Survival Guide: Differentiating Instruction](#)

New teachers learn how to differentiate instruction. (Time: 11:50)

[Nonnegotiables of Differentiated Instruction: Respectful Tasks](#)

Educators talk about the use of respectful tasks as a means of differentiating instruction. (Time: 3:14)

[Teachers Support Differentiated Learning Through Professional Development and Collaboration](#)

Teachers collaborate to increase differentiation in their classrooms. (Time: 4:56)

[Tech-Fueled Differentiated Instruction Engages Elementary School Students](#)

Teachers use technology to personalize their students' learning experience. (Time: 5:32)

[UDL Guidelines in Practice: Grade 1 Mathematics](#)

Teachers apply the principles and guidelines of UDL in a first-grade math class. (Time: 10:08)

Classroom management/Behaviors

[Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan](#)

This module—a revision of Who's In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior

[Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan](#)

This module—a revision of You're in Charge! Developing Your Own Comprehensive Behavior Management Plan—reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan.

Video Vignettes

[Caring and Control Create a Safe, Positive Classroom](#)

Classroom culture and procedures are used to maximize student engagement. (Time: 14:05)

[Classroom Management During Centers](#)

A teacher demonstrates using structure and specific instruction to manage transitions. (Time: 13:51)

Revised 12-15-14

[Introduction to Applied Behavior Analysis (ABA)](#)

ABA, an evidence based practice, is explained and demonstrated. (Time: 3:36)

[New Teacher Survival Guide: Classroom Management](#)

A teacher offers seven classroom management tips for new teachers. (Time: 11:25)

[Strategies To Improve Transitions and Time Management](#)

Time management in the classroom - making every minute count (Time: 13:41)

Instructional Strategies

[Content Standards: Connecting Standards-Based Curriculum to Instructional Planning](#)

Teachers are required to implement the adopted content standards and to make the connection between standards-based curriculum and the planning and designing of lessons to ensure that students meet expected content standards. This module serves as a basic guide for the process.

[Providing Instructional Supports: Facilitating Mastery of New Skills](#)

This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.

Activities

[Graphic Organizers](#)

Learn how graphic organizers can help students organize information; process information; see the relationships between ideas; and more easily understand, remember, and apply information (Approx. 30–40 Minutes).

[Mnemonic Strategies: Understanding Their Effectiveness](#)

Learn why mnemonic strategies can be highly effective for helping students retain and recall information (Approx. 90 Minutes).

[Note-taking: Why Some Students Struggle](#)

Learn why some students, especially those with learning disabilities (LD), struggle with taking effective notes (Approx. 45 Minutes).

[Reading Comprehension: Comparing High & Low Achievers](#)

Learn more about the difference in how low-achieving and high-achieving students approach academic reading tasks and employ reading comprehension strategies (Approx. 90 Minutes).

Accessibility/Accommodations/Assessment

[Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities](#)

This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities

[The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns](#)

This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation

[Accommodations: Instructional and Testing Supports for Students with Disabilities](#)

This module provides an overview of accommodations for students with disabilities

Video Vignettes

[Comprehensive Assessment: A New York City Success Story](#)

Through a consistent investment in the process, one school is able to carry out an accurate assessment of student abilities. (Time: 3:23)

[Formative Assessment and Monitoring Progress (Part 1)](#)

The ways in which ongoing and varied assessment informs instruction are outlined. (Time: 13:56)

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[Formative Assessment and Monitoring Progress (Part 2)](#)
One school monitors student progress on a daily basis both formally and informally. (Time: 13:51)
[Using Assessments To Adjust Instruction: Mathematics Common Core](#)
A teacher talks about using informal assessments and observations to plan both instruction and grouping for differentiation. (Time: 7:08)
[Using Data To Drive Instruction and Guide Intensive Interventions](#)
A teacher discusses using data to collaborate and drive instruction as a team. (Time: 0:29)

VII. Instructional Resources

TEA Special Education Recommendations for Educator Preparation Programs
Pedagogy and Professional Responsibilities Curriculum (TAC §228.30)

Acronym	Term
ARD	Admission, Review, Dismissal Committee
BIP / BMP	Behavior Intervention Plan / Behavior Management Plan
ESY / EYS	Extended School Year / Extended Year Services
FAPE / LRE	Free and Appropriate Public Education in the Least Restrictive Environment
FBA	Functional Behavioral Assessment
FIE	Full Individual and Initial Evaluation
IDEA 2004	Individuals with Disabilities Education Improvement Act
IEP	Individualized Education Program

Legal references cited below include Federal Regulations, TEA Commissioner's/SBOE Rules, and State Laws. Source: http://ritter.tea.state.tx.us/special.ed/rules/sbs.html . In addition, guidance resources located on the Texas Education Agency web site are given. This list is meant to provide general guidance and is not meant to be all-inclusive.

ARD Requirements Regarding General Education Teachers:
- Development, review, and revision of IEP: §300.324, §89.1075
- General Program Requirements and Local District Procedures: §89.1075
- IEP Definition and Content: §300.320, §300.324, §89.1055
- IEP Team / ARD Committee: §300.321, §89.1050
- Implementation of IEPs: §300.323, §300.324
- http://ritter.tea.state.tx.us/special.ed/guidance/ardguide.html
- http://ritter.tea.state.tx.us/special.ed/guidance/procsafe.html

Child with a Disability / Eligibility:
- Definition: §300.8, §29.003, §89.1040

Confidentiality / FERPA:
- Personally identifiable, definition: §300.32
- Safeguards: §300.623

Discipline:
- Authority of School Personnel: §300.530
- Behavior Intervention Plans: §300.24, §300.34, §300.50
- Confinement, Restraint, Seclusion, and Time-Out: §37.0021, §89.1053
- Manifestation Determination Review (MDR): §300.530
- Protections for children not determined eligible for special education and related services: §300.534

Dispute Resolution: IDEA requires school districts to ensure that all teachers of a student with disabilities implement the student's IEP fully and appropriately. The State is mandated to investigate allegations of non-compliance and provide appropriate remedies for findings of non-compliance.
- FAPE: §300.101, §29.003
- Minimum State complaint procedures: §300.152, §89.1150
- http://ritter.tea.state.tx.us/special.ed/medcom/

Graduation Requirements: §89.1070

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Inclusion: A general term (not a legal reference) for the practice of educating students with disabilities to the greatest extent possible with their non-disabled peers.

Access to the general curriculum: §300.39, §75.1023, §29.002, §89.1075
Continuum of placements: §300.115, §300.116,
- FAPE: §300.17, §300.101, §29.003
- LRE: §300.114
- Mainstream: §89.63
- Physical Education: §300.108, §89.1131

Modifications / Accommodations:
- Assessment accommodations: §300.320, §39.023, §89.1055
- Evaluation, definition: 300.15
- Modifications: §89.1075
- Special education and related services: §300.320
- http://texasprojectfirst.org/ModificationAccommodation.html

Parent Involvement: IDEA makes clear the intention to involve the parents of students with disabilities fully and meaningfully in the education of their children.
- Counseling and training: §300.34
- Opportunity to examine records; parent participation in meetings: §300.322, §300.501
- Team member: §300.321

Post-Secondary Transition:
- Definition: §300.43
- IEP Requirement: §300.320, §300.321

Section 504: Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability and requires the provision of reasonable accommodations for people with disabilities. Students whose disabilities do not meet eligibility for special education services may be qualified to receive accommodations under Section 504.
- Screening and Treatment for Dyslexia and Related Disorders: §38.003
- http://www2.ednet10.net/dyslexia/Dyslexia-TEC-38-003.html

TEA Website Resources:
General educators should be aware of information resources available on the TEA website. The topics listed below are all found on the Special Education menu: http://ritter.tea.state.tx.us/special.ed/
- A Guide to the ARD Process
- Access to the General Curriculum
- Education Service Center Special Education Contacts
- Federal Regulations (includes State statutes and TEA rules)
- Legal Framework for the Child-Centered Educational Process
- Positive Behavior Support / Texas Behavior Support Initiative (TBSI)
- Resources for Parents (Texas Project FIRST)
- State Guidance

Texas Senate Bill 460 (passed June 14, 2014):
This bill addresses the requirement for training for public school teachers in the detection and education of students at risk for suicide or with other mental or emotional disorders and the inclusion of mental health concerns in coordinated school health efforts.
http://www.legis.state.tx.us/tlodocs/83R/billtext/html/SB00460F.HTM

Supplemental Resources:

IRIS Center: The IRIS Center, Peabody School of Education at Vanderbilt University, develops training enhancement materials to be used by faculty and professional development providers for the preparation of current and future school personnel. IRIS materials explore research-validated practices and key elements necessary to provide students with disabilities greater access to the

	general education curriculum. http://iris.peabody.vanderbilt.edu/
CAST	CAST is an educational research & development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. CAST works to apply Universal Design for Learning to education's greatest challenges. http://www.cast.org/index.html
Websites:	www.schwablearning.org www.cec.org www.allkindsofminds.org www.ldonline.org www.nichy.org www.wrightslaw.com www.nidcd.nih.gov
APA Formatting:	You will be required to use APA formatting for all assignments. Please review the following website developed by Purdue University. http://owl.english.purdue.edu/owl/resource/560/01/ .