

SPED 420: Designing Equitable Learning Through Universal Design for Learning, Differentiation and Collaboration

Instructors:

Office Hours: By appointment via Zoom

Email:

Class Meetings: Day, time, Zoom link and passcode

Please do NOT call the Department to report anticipated absences or late arrivals to class.

Course Description:

This course is designed for general and special education teachers to learn how to design differentiated instruction that is universally accessible to all learners, and how to provide accommodations and modifications to grade level instruction in order to meet students' individual needs. Foundational information on disability characteristics, and the potential impact on the inclusive classroom will be introduced, and historical foundations of special education and the inclusive education movement will be presented. The course also focuses on developing the basic principles of positive behavior support, and the communication skills needed to implement the range of collaborative service delivery options for students with disabilities, students who are at-risk, and those who are gifted and talented. Candidates will develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs, positive behavior support, and collaboration with other educators, administrators, parents and students to improve student learning.

Prerequisites: Acceptance into the Multiple Subject, Single Subject, or Education Specialist Preliminary Credential programs or Educational Therapy certificate program

Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines and other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective** thinking and practice.

Readings

Fritzgerald, A. (2020). *Antiracism and UDL: Building expressways to success*. CAST Publishing. ISBN: 9781930583702 (E-Pub ISBN: 9781930583719)

Note: Additional Readings required as assigned (see course schedule) and will be available for download on Canvas or can be accessed through the CSUN Library's online portal.

Simulator Voucher: Students will need to buy a voucher at the bookstore for \$25 for the simulation exercise, and turn it in to their instructor prior to their simulation.

To buy them online:

- At [CSUN bookstore](#)
- Then choose "Textbooks"
- Choose "Shop by Course"
- Search for:
 Department: SPED
 Course: 420
 Section: (your section)
 Author: SIMPACT
 Title: SIMPACT Simulation Voucher

Once you've ordered it online, you select "pick up in person."

You do not need to pick anything up. You will submit your digital receipt on Canvas as your "Voucher".

Course Objectives

After completing this course, students will be able to:

1. Demonstrate the ability to plan instruction drawing upon evidenced-based high leverage practices for students with a range of strengths and support needs, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
2. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to address goals and facilitate access to the Least Restrictive Environment (LRE).
3. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment
4. Use knowledge about students' culture, language, and learning goals to organize the curriculum to facilitate student understanding of subject matter
5. Serve as an active participant in an IEP meeting in order to effectively support inclusion of students with disabilities in the general education core curriculum.
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Design instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

8. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of emergent bilingual students, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
9. Plan for effective subject matter instruction using multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
10. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
11. Use a variety of instructional strategies, resources, and assistive technology, including principles of Multi-Tiered System of Supports (MTSS) to embed academic, social-emotional, and behavioral supports for a wide range of learners within general education settings.
12. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
13. Identify the critical components of effective inclusive practices, and identify variables that may facilitate or constrain the creation of a positive inclusive climate for students with disabilities;
14. Demonstrate the communication skills necessary to implement collaboration with families, teachers and other professionals, including listening skills, an awareness of the impact of culture, privilege, and bias, and frame of reference;
15. Demonstrate understanding of the teacher's role as a mandated reporter and reflect upon ethical issues and questions associated with this responsibility.

Course Expectations

We strive to maintain **a climate for all participants in this class that is free of all forms of discrimination and harassment** based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact one of the instructors as soon as possible to correct and enhance the student experience.

Professional Demeanor

As a student in an education course, you are expected to exhibit the behaviors of a professional educator and student at all times. This includes active and positive participation in all class activities, and using respectful language in discussing students and their families.

Technology Requirements

Students are required to have access to the internet and to a working CSUN email account.

- The course website can be accessed at: <http://canvas.csun.edu/>. Your user name and password to access the website are the same as those you use for access to all campus systems. ***All information will be provided via Canvas so please check frequently!*** At times, emails may be sent to students through the Canvas site, so students must check their CSUN email accounts regularly. You will be automatically added to the class when you are registered, and after classes have begun.
- Assignments will be submitted via different tools on Canvas (Threaded Discussion, short responses for Reading Response). Grades and comments will be posted on Canvas and it is your responsibility to monitor your grades and to ask for clarification on comments if

needed. Check your assignment descriptions to ensure that you are submitting assignments correctly.

- The use of a webcam to allow for video conferencing (Zoom) is encouraged.
- Given the current circumstances and the fact that students are using Zoom from home, you are not required to use your camera.

Participation

Education is a social endeavor and we learn from one another. Given that this is a six-week course and that live class meetings will emphasize interactions among students, deadlines and attendance are especially critical. If students are not present in class, we cannot benefit from their ideas, experiences, or observations. Students are asked to notify the instructors in advance of missed classes whenever possible, and are responsible for obtaining any missed notes or handouts from a classmate. Students will be expected to participate in weekly collaborative group interactions, and will be graded on that participation. In-class activities cannot be made up. In addition, students are asked to be aware of their communication style, and to use communication skills appropriate to a graduate level course in all class activities.

Academic Dishonesty

Cheating and plagiarism will not be tolerated. All work submitted must be your own. If you are unclear of what constitutes plagiarism, please ask an instructor prior to submitting your assignments. Cheating and/or plagiarism can result in disciplinary action (see course catalog for more information).

General Requirements

Papers with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit. If you need additional support with writing, please seek assistance prior to submitting your work.

All assignments must be word processed and submitted on or before the due date. Papers must be submitted in MS Word or .pdf format on Canvas.

Late Assignments

Please submit assignments on or before the due dates/times listed in the syllabus. If for some reason, you cannot submit work on the dates listed, please email us **before the assignment is due** and explain your situation. It is your responsibility to get your work to us in a timely manner. All assignments will be submitted via Canvas, even if late. Any assignment turned in after the due date/time will be graded with a 10% reduction in the maximum grade. If an assignment is to be submitted more than one week late, please discuss the issue with the instructors. *Please do not email assignments.* Submit them on Canvas, and email us to let us know it was submitted late.

Students with Disabilities

Students with disabilities are encouraged to register with the Center on Disabilities. Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684.

More importantly, we strive to make our teaching and course materials as broadly accessible as possible, according to the principles of Universal Design for Learning. We appreciate all honest and respectful feedback from students regarding the accessibility of our course (materials, pedagogy, and ways to demonstrate learning). Please communicate with us in person or via email regarding any accommodations or supports that you know are helpful. We are not only committed to providing equal access as required by federal law, but also are interested in developing strategies for your success in this course.

For Classes Using ASL Interpreters

Instruction or small group discussion cannot occur effectively unless everyone has access to the conversation. For that reason, we will work to follow these guidelines:

- 1) No verbal instruction will take place unless interpreters are present and ready. If interpreters are absent, we will use the “chat” until they are available. *This includes activities done in breakout rooms.*
- 2) Instructors and Hearing students will make every attempt to speak clearly and repeat themselves if requested.
- 3) Instructors and Hearing students will make every attempt to speak one at a time to ensure clear interpretation.

Resource Centers on Campus

PRIDE Center:

The Pride Center supports lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQ individuals as well as advocate for the respect and safety of all members of the campus community.

Oasis Wellness Center:

The Oasis is a welcoming destination where CSUN students can find serenity and relaxation amid the rush and activity of campus life. It offers nutrition counseling, meditation, massages, acupuncture, nap pods and workshops focused on wellness and managing stress — all intended to promote student academic success.

National Center on Deafness:

NCOD provides communication access, leadership opportunities, scholarships and direct communication classes for approximately 150 students who are deaf and hard of hearing each year. Registering with NCOD allows students to receive access services such as interpreting, speech-to-text transcription, note taking, tutoring and academic advisement as well as priority registration.

DREAM Center:

The EOP DREAM Center addresses the needs of undocumented students, members of mixed-status families, campus faculty and staff.

Veterans Resource Center:

The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.

Housing Instability Project:

The goals and objectives behind the Housing Instability Project consists of: Identify and understand housing instability among CSUN students; Identify available resources to prevent housing instability and promote housing stability among CSUN students; Promote CSUN student awareness of and access to local resources that prevent, reduce or eliminate housing instability; Provide referral and linkage, to prevent, reduce or eliminate housing instability.

<https://www.csun.edu/as/housing-instability-project>

Grading

Grading is based on a total of 115 points. Participation in class is expected. A plus and minus system will be used. Grades will be assigned according to departmental standards as follows:

A	=	94.0 to 100%	<u>A - Outstanding.</u> A's are reserved for those students whose performance is <i>truly</i> outstanding. Performance reflects an outstanding level of competency attainment -- including critical analyses, information syntheses, and application of theory and research to practice. Projects and presentations are comprehensive, thoughtful, well organized, clearly written and effectively presented.
A-	=	90.0 to 93.9%	
B+	=	88.0 to 89.9%	
B	=	84.0 to 87.9%	
B-	=	80.0 to 83.9%	
C+	=	78.0 to 79.9%	
C	=	74.0 to 77.9%	
C-	=	70.0 to 73.9%	
D+	=	68.0 to 69.9%	<u>B - Very Good.</u> Performance surpasses a basic level of competency attainment, understanding, and skill, and indicates an ability to integrate and apply information.
D	=	64.0 to 67.9%	
D-	=	60.0 to 63.9%	<u>C - Satisfactory.</u> Performance reflects basic level of competency attainment, understanding, and skill.
F	=	less than 60%	<u>D - Unsatisfactory.</u> Performance meets expectations for basic level of attainment for some competencies and understanding of some content. <u>F - Failing.</u> Performance does not meet expectations for basic level of competency attainment and understanding. <u>Incomplete.</u> Assigned only when at least 51% of required coursework has been completed <i>with a passing grade and with instructor approval.</i> See the current University catalog for details.

NOTE CSUN POLICIES:

Students are responsible for following all published CSUN policies and procedures.

COURSE ASSIGNMENTS

All assignments will be discussed in class, and supplemental written guidelines will be provided.

1. Video Observation Report:

Students will select 1 video from the options provided, and then will write a 2-3 page paper (outline provided) analyzing accessibility and implementation of inclusive teaching approaches. **12 points**

2. Simulation Participation and Reflection:

Students will be placed in a small group. Each student in that group will participate in an interactive simulation session, practicing skills for interacting effectively with a resistant teacher in the CSUN lab (on Zoom). Based on the scenario, teams will identify how they might leverage additional professionals to provided integrated supports for students in the fictional co-taught class. MM2.7, EX2.10, MM3.2, EX3.4, MM3.2, EX3.4, U6.4 After the participation, a two to three page reflection will be written analyzing the communication skills used by each participant in the group, and how these skills can be utilized at a school site. MM6.1, EX6.2, MM6.2, EX6.3 MM6.1, EX6.2, MM6.2, EX6.3 **10 points**

3. UDL Instructional Plan:

Students will draw upon key concepts from class to create a comprehensive general education instructional plan addressing evidence-based literacy instruction which will establish high expectations, incorporate technology to promote digital literacy, and meet the needs of a wide range of authentic, culturally diverse students (generated by instructor and classmates) with and without disabilities. U1.1 U2.5, MM2.8, EX2.11, MM2.8, EX2.11, U3.7, U3.7, U4.4, U7.2, U7.9, MS/SS 2.2, MS/SS 6.5 They will be asked to collaborate **with at least two** people in class in order to collect ideas for their plan, and submit a group assignment. Plan will include:

- * identification of Big Ideas from the curriculum appropriate for all students, including connections between subject matter using the CA standards and curriculum frameworks (at least one literacy standard), real-life experiences, inquiry-based learning, and visual/performing arts where appropriate U1.3, U1.5, U1.7, U3.1, U3.1, U3.3, U3.3, U3.5

- * a variety of forms of representation, expression, engagement & individual supports that are appropriate in this curricular area, promoting communication among students and student participation in learning, and including opportunities for students to identify and advocate for their own learning needs U1.4, MM/ESN 7.2, U3.4, U4.7, MM/SS 4.5

- * lesson structure that are culturally responsive and promote positive interactions among students U2.2, U2.3

- * discussion of learning supports including technology, grouping, reinforcements, affinities, & strengths-based focus, EL supports, high leverage practices, and accommodations/modifications MM2.1, EX2.5, U3.2, U3.5, 3.6, MM3.1, EX3.3, MM3.3, EX3.5, U4.1, U4.2, U4.8, MM4.2, EX4.3, MS/SS 2.3, MM/SS 4.1, MM/SS 4.2, MS/SS 5.8

- * types of assessments appropriate for assessing student understanding and determining appropriateness of interventions MM2.9, EX2.12, MM2.9, EX2.12, U4.3, MS/SS 5.2

- Co-teaching strategies to be used in the implementation of the lesson, with an emphasis on embedded specially designed instruction U4.6, MM4.6, EX4.7, MM7.4, EX7.4, MM/SS 4.6, MS/SS 6.4
- Reflection on the process of developing the plan, including impact on knowledge of subject matter and pedagogy U6.1

33 points

4. Student Description:

Students will provide a clear and thorough description of one student with details useful for instructional planning (described further in class).

5 points

5. Mandated Reporter Reflection:

Students will demonstrate understanding of their responsibilities as a mandated reporter and will reflect upon ethical issues and questions associated with this role, as well as how to collaboratively access resources for students at risk. MM2.7, EX2.10 U6.6, MS/SS 6.6 **10 points (5 points reflection; 5 points certificate)**

6. Culminating Activity:

A culminating collaborative activity will be given at the end of the course in order to assess students' understanding of critical course content and their ability to apply course material to practical situations, as well as impact of course content on implicit and explicit bias related to disability (ableism). U6.2

10 points

7. Attendance & Participation activities: (Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)

Active class participation is required. Discussion is the major vehicle for academic discovery in this class; therefore, students must be present and engaged at all times. Written individual and small group activities will be completed in synchronous and asynchronous classes based on in-class information.

These activities are recorded as class participation.

20 points

TOTAL POSSIBLE POINTS = 100 (100%)

Course Schedule

Week	Topic	Readings Due	Class Activities and Assignments
Class 1 [date] In person	Foundations Introductions and syllabus Beginnings; Big Ideas		Review Syllabus, Flipgrid intro video
Class 2 [date] In person	Historical foundations and core principles Disability History, Laws, and Intersectionality, Special education funding MM5.3, EX5.4, U6.7, MM6.3, EX 6.4, MS/SS 6.7 Power vs Honor	<i>Special Education and the Subverting of Brown (posted on Canvas)</i> AND <i>Fritzgerald, Ch 1: Antiracism and UDL begin with honor</i>	History and laws discussion thread, reflecting on implicit and explicit biases MM5.3, EX5.4, U6.2, U6.7, U6.7, MM6.3, EX 6.4, MM6.3, EX 6.4, MS/SS 6.5, MS/SS 6.7, MS/SS 6.7
Class 3 [date] Online	Framing Disability and Service Delivery Determining eligibility for special education services MM7.2, EX7.2, MS/SS 5.6 Range of Services/Intro to Collaboration with Transdisciplinary Teams, MM2.7, EX2.10, MS/SS 6.4, including specialized health care in school settings MM6.4, EX6.5	Choose three self-advocate pieces/blogs on Canvas <i>Baglieri & Shapiro, Conceptualizing Disability in Schools</i>	Reading accountability activity Transdisciplinary teaming practice activity MM2.7, EX2.10, MS/SS 6.4
Class 4 [date] In person	Differentiation, Part 1: UDL Introduction to UDL and high expectations U1.4, U2.5, U3.4, U4.4, MS/SS 3.4 Inquiry, cross-disciplinary, and Project-Based Learning for all students and connecting subject matter to real-life experiences and the arts U.1.3, U1.5, U1.7, U3.3, U3.5, U4.7, MS/SS 1.7, MS/SS 7.4, MS/SS 7.4 Literacy instruction across the content areas U7.9, MS/SS 7.2 Digital Literacy U3.7	<i>Fritzgerald, Ch 2: The Urban Teacher's Reality</i> AND <i>Fritzgerald, Ch 3: Safety Checks on the UDL Expressway</i>	Reading accountability activity – connecting subject matter to real life U1.3
Class 5 [date] Online Synchronous	Collaborating with families Parent/Student panel: Communication with families U1.2, MM2.4, EX2.4, U6.4, MM6.5, EX6.6, MS/SS 1.1 Life experience, student participation in IEPs and advocacy related to transitions EX1.1 MM/SS 4.5 Intro to Instructional Plan	Choose two of the family blogs	Reflection on Family Collaboration and self-advocacy MM2.4, EX2.4, U6.4, MM6.5, EX6.6, MM6.5, EX6.6, MS/SS 1.1, MS/SS 1.1, MM/SS 4.5 Form Instructional Plan Groups
Class 6 [date] In person	Eligibility categories and educational implications Reading an IEP MM1.5, EX1.10, U4.1	<i>Baglieri & Shapiro, Disabilities and Initial Approaches for Creating Inclusive Environments</i>	Peers, Families, and TBI activity MM2.11, EX2.14 IEP Scavenger Hunt activity U4.1

	Understanding Bias and Disproportionality in (Special) Education U6.1, U6.2 Instructional plan design	MM2.2, EX2.6, MM2.3, EX2.7, MM2.11, EX2.14, MM3.2, EX3.4, MM3.3, EX3.5, U4.2, MS/SS 4.2 AND Sullivan: <i>Disproportionality in Special Education (Last name A-J) or Artiles and Harry (Last names K-Z)</i>	<i>Collaborative work on UDL instructional plan:</i> Choose standards (including at least 1 literacy standard), grade level, key inquiry-based activities, and arts connections. U1.4, U1.5, U1.7, U2.5, U4.4, U4.7, U7.9, MS/SS 7.2
7 [date] Online Asynchronous	Mandated reporter training U6.6, U6.6, MS/SS 6.6, MS/SS 6.6 Students at risk (e.g. trauma, homelessness, foster care, incarceration) U2.4		School experiences discussion post, U6.1 Mandated Reporter Reflection
Class 8 [date] In person	Differentiation, Part 2: Core features Inclusive Education – core tenets and high leverage practices. Ethical responsibility to serve all students MM1.1, EX1.6, MM4.2, EX4.3, MS/SS 6.5 Inclusive Strategies for Multilingual Learners (SDAIE, acquisition and use of academic language) and implications for assessment U1.6, U3.5, MM5.4, EX5.5, MS/SS 1.6 Culturally responsive teaching and UDL: Knowing students to engage them in learning U1.1, U2.2, U2.3	<i>Falvey & Givner, What is an Inclusive School?</i> AND <i>One article by last name: Krezmien, Leone, & Achilles: Suspension, Race, and Disability (A-J) or Connor: Who's Responsible for Racialized Practices in SPED (K-Z)</i>	Reading accountability discussion <i>Collaborative work on UDL instructional plan: Beginning, middle, and end of lesson</i> U2.2, U2.3, U3.4, U3.5, MS/SS 1.4 Student Description (in class) MM3.3, EX3.5
Class 9 [date] Online	Differentiation, Part 3: MTSS Knowing students: Analyzing lesson demands – video analysis U1.1 Multi-Tiered Systems of Support U7.2	<i>Fritzgerald, Ch 4: Building the UDL Expressway</i> AND <i>Fritzgerald, Ch 5: Engagement as License to Learn</i>	Reading accountability discussion: multilingual learners, assessment, and culturally sustaining practices MM5.4, EX5.5 Lesson Demands Activity
Class 10 [date] In person	Differentiation, Part 4: Individualized Supports Assistive technology & Adaptations/Accommodations MM2.1, EX2.5, U3.2, 3.6, EX 3.1, EX3.2, MM3.1, EX3.3, MS/SS 3.2, MS/SS 3.6, MS/SS 5.8 Sample modifications	<i>Fritzgerald, Ch 6: Representation: Honoring by Invitation</i> AND <i>Fritzgerald, Ch. 7: Action and Expression: Honoring by Releasing</i>	<i>Collaborative work on Instructional Plan: Lesson Demands,</i> Applying SDAIE strategies, HLP, technology use, accommodations, modifications U1.6, MM2.1, EX2.5, MM2.2, EX2.6, MM2.3, EX2.7, U3.2, U3.5, U3.6, EX 3.1, EX3.2, MM3.1, EX3.3, U4.2, U4.8, , MM4.2, EX4.3, U7.2, MS/SS 3.5, MS/SS 3.6, MS/SS 4.1, MS/SS 4.2, MS/SS 5.8
Class 11 [date] Online	Differentiation, Part 5: Co-Teaching Co-Teaching, Co-planning, and co-assessing to meet the diverse needs of students, promoting access to grade level content and literacy activities MM2.8, EX2.11, U4.6, MM4.6, EX4.7, MM7.4, EX7.4, MS/SS 4.6	<i>Murawski & Spencer, Ch 7: Co-Teaching from Collaborate, Communicate and Differentiate</i>	<i>Collaborative work on Instructional Plan: Co-Teaching,</i> U4.6, MM4.6, EX4.7, MM7.4, EX7.4, MS/SS 4.6

Class 12 [date] In person	Collaboration and Problem Solving to Support Inclusive Teaching MM6.1, EX6.2, MM6.2, EX6.3	Murawski & Spencer, Ch 4: Communication from Collaborate, Communicate and Differentiate AND Murawski & Spencer, Ch 9: Conflict & Problem-solving from Collaborate, Communicate and Differentiate	Review SIMPACT Scenario, Video Observation Assignment
Class 13 [date] Online	Formative Assessment Assessing student learning in an inclusive classroom U1.8, MM2.9, EX2.12, U4.3, MS/SS 5.2	Fritzgerald, Ch. 8: Failure as Feedback for Excellence	
Class 14 [date] In person	Collaboration Simulation: SIMPACT AND Collaborative work on instructional plan	Fritzgerald, Ch. 9: Constructing a Universally Designed, Antiracist Classroom	Simulation, Add formative assessment to instructional plan, U1.8, U4.3, MS/SS 5.2
Class 15 [date] In person	Positive Behavior Support and Restorative Practices U2.1, U2.6, MM4.3, EX4.1, Resources for students with behavior, social, emotional, trauma, and/or mental health needs MM2.7, EX2.10, MM2.10, EX2.13, MS/SS 2.4	Fritzgerald, Chapter 10: Conclusions and Invitations Foundations for Restorative Justice Fix School Discipline, pp. 7-20	Collaboratively applying rightful presence to behavior and conflict resolution U2.1, MM2.7, EX2.10, MM2.10, EX2.13, MS/SS 2.6, MS/SS 2.6 SIMPACT reflection
Class 16 [date] Online Synchronous	Final Activity (TBD)		Instructional plan due

Specialization	TPE	Page			
MMSN TPE 1	U1.1	9	ESN TPE 1	U1.1	9
	U1.1	9		U1.1	9
	U1.1	7		U1.1	7
	U1.2	8		U1.2	8
	U1.3	8		U1.3	8
	U1.3	8		U1.3	8
	U1.3	7		U1.3	7
	U1.4	8		U1.4	8
	U1.4	8		U1.4	8
	U1.4	7		U1.4	7
	U1.5	8		U1.5	8

	U1.5	8		U1.5	8
	U1.5	7		U1.5	7
	U1.6	8		U1.6	8
	U1.6	9		U1.6	9
	U1.7	8		U1.7	8
	U1.7	8		U1.7	8
	U1.7	7		U1.7	7
	U1.8	10		U1.8	10
	U1.8	10		U1.8	10
				EX1.1	8
	MM1.1	8		EX1.6	8
	MM1.5	8		EX1.10	8
MMSN TPE 2	U2.1	9	ESN	U2.1	9
	U2.1	9	TPE 2	U2.1	9
	U2.2	8		U2.2	8
	U2.2	9		U2.2	9
	U2.2	7		U2.2	7
	U2.3	8		U2.3	8
	U2.3	9		U2.3	9
	U2.3	7		U2.3	7
	U2.4	8		U2.4	8
	U2.5	8		U2.5	8
	U2.5	8		U2.5	8
	U2.5	7		U2.5	7
	U2.6	9		U2.6	9
	MM2.1	9		EX2.5	9
	MM2.1	9		EX2.5	9
	MM2.1	7		EX2.5	7
	MM2.2	8		EX2.6	8
	MM2.2	9		EX2.6	9
	MM2.3	8		EX2.7	8
	MM2.3	9		EX2.7	9
	MM2.4	8		EX2.4	8
	MM2.4	8		EX2.4	8
	MM2.7	8		EX2.10	8
	MM2.7	8		EX2.10	8
	MM2.7	7		EX2.10	7
	MM2.8	9		EX2.11	9
	MM2.8	7		EX2.11	7
	MM2.8	7		EX2.11	7
	MM2.9	9		EX2.12	9
	MM2.9	7		EX2.12	7
	MM2.9	7		EX2.12	7
	MM2.10	9		EX2.13	9
	MM2.10	9		EX2.13	9
	MM2.11	9		EX2.14	9
	MM2.11	9		EX2.14	9
MMSN TPE 3	U3.1	7	ESN	U3.1	7

	U3.1	7	TPE 3	U3.1	7
	U3.2	9		U3.2	9
	U3.2	7		U3.2	7
	U3.2	7		U3.2	7
	U3.3	9		U3.3	9
	U3.3	7		U3.3	7
	U3.3	7		U3.3	7
	U3.4	8		U3.4	8
	U3.4	9		U3.4	9
	U3.4	7		U3.4	7
	U3.5	8		U3.5	8
	U3.5	9		U3.5	9
	U3.5	7		U3.5	7
	U3.6	9		U3.6	9
	U3.6	9		U3.6	9
	U3.6	7		U3.6	7
	U3.7	8		U3.7	8
	U3.7	7		U3.7	7
	U3.7	7		U3.7	7
				EX3.1	9
				EX3.1	9
				EX3.2	9
				EX3.2	9
	MM3.1	9		EX3.3	9
	MM3.1	9		EX3.3	9
	MM3.1	7		EX3.3	7
	MM3.2	8		EX3.4	8
	MM3.2	7		EX3.4	7
	MM3.2	7		EX3.4	7
	MM3.3	8		EX3.5	8
	MM3.3	9		EX3.5	9
	MM3.3	7		EX3.5	7
TPE 4	U4.1	8		U4.1	8
	U4.1	8		U4.1	8
	U4.1	7		U4.1	7
	U4.2	8		U4.2	8
	U4.2	9		U4.2	9
	U4.2	7		U4.2	7
	U4.3	9		U4.3	9
	U4.3	9		U4.3	9
	U4.3	7		U4.3	7
	U4.4	8		U4.4	8
	U4.4	8		U4.4	8
	U4.4	7		U4.4	7
	U4.6	9		U4.6	9
	U4.6	9		U4.6	9
	U4.6	7		U4.6	7
	U4.7	8		U4.7	8

	U4.7	8		U4.7	8
	U4.7	7		U4.7	7
	U4.8	9		U4.8	
	U4.8	7		U4.8	
				EX4.1	10
	MM4.2	9		EX4.4	9
	MM4.2	9		EX4.4	9
	MM4.2	7		EX4.4	7
	MM4.3	10			
	MM4.6	9		EX4.7	9
	MM4.6	9		EX4.7	9
	MM4.6	7		EX4.7	7
TPE 5	MM5.3	8		EX5.4	8
	MM5.3	8		EX5.4	8
	MM5.4	9		EX5.5	9
	MM5.4	9		EX5.5	9
TPE 6	U6.1	8		U6.1	8
	U6.1	8		U6.1	8
	U6.1	7		U6.1	7
	U6.2	8		U6.2	8
	U6.2	8		U6.2	8
	U6.2	7		U6.2	7
	U6.4	8		U6.4	8
	U6.4	8		U6.4	8
	U6.4	7		U6.4	7
	U6.6	9		U6.6	9
	U6.6	9		U6.6	9
	U6.6	7		U6.6	7
	U6.7	8		U6.7	8
	U6.7	8		U6.7	8
	U6.7	8		U6.7	8
	MM6.1	10		EX6.2	10
	MM6.1	7		EX6.2	7
	MM6.1	7		EX6.2	7
	MM6.2	10		EX6.3	10
	MM6.2	7		EX6.3	7
	MM6.2	7		EX6.3	7
	MM6.3	8		EX6.4	8
	MM6.3	8		EX6.4	8
	MM6.3	8		EX6.4	8
	MM6.4	8		EX6.5	8
	MM6.5	8		EX6.6	8
	MM6.5	8		EX6.6	8
	MM6.5	8		EX6.6	8
TPE 7	U7.2	9		U7.2	9
	U7.2	9		U7.2	9
	U7.2	7		U7.2	7
	U7.9	8		U7.9	8

	U7.9	8		U7.9	8
	U7.9	7		U7.9	7
	MM7.2	8		EX7.2	8
	MM7.4	9		EX7.4	9
	MM7.4	9		EX7.4	9
	MM7.4	7		EX7.4	7
DHH	7.12a	8			
DHH	7.12a	9			
Mult/Single Subj					
TPE1					
	MS/SS 1.2	8			
	MS/SS 1.2	8			
	MS/SS 1.2	8			
	MS/SS 1.4	9			
	MS/SS 1.6	9			
	MS/SS 1.7	8			
TPE 2					
	MS/SS 2.2	7			
	MS/SS 2.3	7			
	MS/SS 2.4	10			
	MS/SS 2.6	10			
	MS/SS 2.6	10			
TPE 3					
	MS/SS 3.2	9			
	MS/SS 3.4	8			
	MS/SS 3.5	9			
	MS/SS 3.6	9			
	MS/SS 3.6	9			
TPE 4					
	MS/SS 4.1	9			
	MS/SS 4.1	7			
	MS/SS 4.2	9			
	MS/SS 4.2	9			
	MS/SS 4.2	7			
	MS/SS 4.5	8			
	MS/SS 4.5	8			
	MS/SS 4.5	7			
	MS/SS 4.6	9			
	MS/SS 4.6	9			
	MS/SS 4.6	7			
TPE 5					

	MS/SS 5.2	10			
	MS/SS 5.2	10			
	MS/SS 5.2	7			
	MS/SS 5.6	8			
	MS/SS 5.8	9			
	MS/SS 5.8	9			
	MS/SS 5.8	7			
TPE 6					
	MS/SS 6.4	8			
	MS/SS 6.4	8			
	MS/SS 6.4	7			
	MS/SS 6.5	9			
	MS/SS 6.5	8			
	MS/SS 6.5	7			
	MS/SS 6.6	9			
	MS/SS 6.6	9			
	MS/SS 6.6	7			
	MS/SS 6.7	8			
	MS/SS 6.7	8			
	MS/SS 6.7	8			
TPE 7					
	MS/SS 7.2	8			
	MS/SS 7.2	9			
	MS/SS 7.4	8			