



CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
Michael D. Eisner College of Education  
Department of Special Education

*Developing Special Educators as Agents of Change (3 units)*  
*SPED638*  
***Spring 2025, Online***

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### **CSUN with A HEART**

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

**The Michael D. Eisner College of Education Conceptual Framework:** (adopted May, 2018 – please see Canvas for full text):

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.

2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

**Course Description:**

SPED 638, Developing Special Educators as Agents of Change, is the final course in the Teacher Induction Educational Specialist program. Students will strengthen their professional and instructional competencies across the California Standards for the Teaching Profession (CSTP) culminating in a Professional Development Project. The course focuses on the special educator as an agent of change through scholarship, leadership, and advocacy. Current research and theoretical positions in the field will be analyzed.

**Course Objectives:**

*After completing this course, students will be able to:*

1. Develop mastery of knowledge and skills gained during the preliminary preparation program;
2. Demonstrate mastery of the CSTP in areas selected on the Individual Learning Plans (ILP) each candidate developed in SPED 628;
3. Demonstrate professional expertise and disseminate tools and resources that address identified in the ILP;
4. Identify areas for continued professional growth and development as an agent of change;
5. Use effective communication skills to create successful collaborative partnerships and work effectively in teams;
6. Engage in novel research and demonstrate in writing professional application of theoretical concepts.
7. Articulate evidenced-base and best practices such as Universal Design of Learning (UDL) resources, and consider teaching and instructional technology through the lens of accessibility;
8. Advocate for students with special needs including English learners;
9. Manage caseloads of students with special needs in a variety of service delivery models;
10. Effectively support paraprofessionals, utilizing their time and skills to the greatest educational benefit;

11. Resolve challenges, manifestations of resistance, and conflict and apply problem-solving strategies for managing them.

### **California Standards for the Teaching Profession:**

#### **CSTP 1: Engaging and Supporting All Students in Learning**

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

#### **CSTP 2: Creating and Maintaining Effective Environments for Student Learning**

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

#### **CSTP 3: Understanding and Organizing Subject Matter for Student Learning**

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

#### **CSTP 4: Planning Instruction and Designing Learning Experiences for All Students**

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

#### **CSTP 5: Assessing Students for Learning**

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.

#### **CSTP 6: Developing as a Professional Educator**

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development and personal well-being. Doing so enables teachers to support each student to learn and thrive.

### **Course Prerequisites:**

Prerequisites: SPED 628 in the Teacher Induction Educational Specialist program and/or acceptance into the Masters program in Special Education, or the Resource Specialist program. Pre-Co/requisites: 6 units of Teacher Induction Educational Specialist courses from the menu of options.

### **TEXTS**

**Required Text:**

Rath, T. (2007). *Strengths Finder 2.0*. Gallup Press. (about \$20)

- **MUST be purchased NEW with a unique access code for accessing the online survey at [www.strengthsfinder.com](http://www.strengthsfinder.com)**

**Readings as Assigned (available on Canvas)**

Benz, M., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children*, 66, 509-529.

Blanton, L.P., Pugach, M.C., & Florian, L. (2011). *Preparing general education teachers to improve outcomes for students with disabilities*.

Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work*. Oxford, OH: Learning Forward and NCTAF.

Commission on Teacher Credentialing (2009). *California Standards for the Teaching Profession*. Retrieved 11/28/17 from <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf>.

Field, S., & Hoffman, A. (1994). Development of a model for self-determination. *Career Development for Exceptional Individuals*, 17, 159-169.

Giangreco, M.F. & Suter, J.C. (2010). Paraprofessionals in inclusive schools: A review of recent research. *Journal of Educational and Psychological Consultation*, 20, 41–57.

Hawbaker, B.W. (2007). Student-led IEP meetings: Planning and implementation strategies. *Teaching Exceptional Children Plus*, 3, Retrieved from <http://escholarship.bc.edu/education/tecplus/vol3/iss5/art4>

Mason, C.Y., McGahee-Kovac, M., & Johns, L. (2004). How to help students lead their IEP meetings, *Teaching Exceptional Children*, 19, 18-24.

Matson, Amy (2017). The isolation of special needs parents. *Raising the Extraordinary*. Retrieved August 21, 2018 from <http://raisingtheextraordinary.com/isolation-special-needs-parenting/>

Murawski, W. W. & Wilshinsky, N. (2005). Teaching self-determination to early elementary students: Six-year olds at the wheel. *Teaching Exceptional Children Plus*, 5 Retrieved from <http://escholarship.bc.edu/education/tecplus/vol1/iss5/3>

Office of Special Education and Rehabilitative Services, United States Department of Education (2017). A transition guide to postsecondary education and employment for students and youth with disabilities. Retrieved from <https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-may-2017.pdf>

PACER Center (2010) *Early Childhood Transition Guidebook: What you need to know before your child's third Birthday*. Retrieved from <https://www.pacer.org/parent/php/PHP-a40.pdf>

Palmer, S. & Wehmeyer, M. (2003). Promoting self-determination in early elementary school: Teaching regulated problem-solving and goal setting. *Remedial and Special Education*, 24, 115-126.

Zoff, B. (student paper). *Working with the paraprofessional in your classroom: Helpful hints series #10*. Retrieved from <http://www.calstatela.edu/sites/default/files/centers/spedintern/hints10theparaprofessional.pdf>

### **Technology used for this class**

- Canvas: <https://canvas.csun.edu/>
- YouTube: <https://www.youtube.com/>
- Google Drive: <https://www.google.com/drive/>
- EdPuzzle: <https://edpuzzle.com/>
- Google Classroom: <https://classroom.google.com/>

### **PERSON-CENTERED AND PERSON-FIRST LANGUAGE**

The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, “children with learning disabilities” is considered more appropriate than “learning disabled children.” However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person’s self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a “person-centered” framework at CSUN rather than exclusively “person-first.” Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>

### **ONLINE ACTIVITIES**

Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class and covered in readings.

SPED 638 is an online course. **All requirements are completed online.** Participation in weekly activities is a **mandatory** component of this class and is required to earn a passing grade.

**All units are from MONDAY-to-SUNDAY.** New activities open on **MONDAYS** and close **SUNDAYS** at 11:55PM.

On-line activities close on Sundays and once closed **they will not be reopened.** It is strongly recommended that you designate **THREE** regular times each week to complete online activities. **Please carefully read the “Build Your Own PD” section on Canvas and below as this is the only way that online activities may be made-up after the window has closed.**

### **Build Your Own PD:**

For up to TWO (2) online discussions or activities in “Assessing Your Classroom Needs Module” or “Fostering Student Self-Determination Module”, you may attend or participate in an experience outside of class instead. On Canvas, you will find a link to free webinars, and as the semester proceeds, posts to a variety of free and low-cost events that are offered to students. Any of these may be used. Or, if you are attending an in-service, workshop, or training through your school site *please write your professor directly to propose it.*

You do not need to do the online discussion or Ed Puzzle activity (please know there are TWO activities for each Ed Puzzle Module – a reflection will replace one only) for the week you are turning in a Build Your Own PD. The PD you select can be turned in after the unit has closed – and this is the ONLY way to get points for an online discussion for a module that has already closed.

**\*\* Please note: Build Your Own PD only take the place of online discussion forums and Google Classroom activities. They do not replace assignments (discussed in the next section), which are done on your own. It is not an extra credit activity.** Exclusions include: Introduction Video, S.H.A.R.E. Reflection, Agency Research Paper, and your culminating PD Project.

To receive credit for a Build Your Own PD, please follow these steps:

1. Attend the event.
2. Write a 1-page reflection on the **big ideas, take-aways, or new ideas** you have for your own classroom. Your reflection should **APPLY** the ideas from the event to your own classroom, school, or field experience.
3. Your reflection must include:
  - § Your Name
  - § The name and date of the event you attended

§ The online activity you would like to have your points applied toward

§ Your 1-page reflection

4. Upload your reflection to Canvas.
5. Build Your Own PD reflections must be uploaded in by **5/11, by 11:55PM**. Any reflection received after this date will not be counted.

## ASSIGNMENTS

### Introduction Video:

An introduction video is a great addition to a class website or an introduction email to the families of your students. For our online class, this is a chance to get to know each other as we begin a semester. Your video must be created online (YouTube is recommended) and include information such as your teaching position, student population, and how you became interested in teaching.

**ALL VIDEOS MUST BE CAPTIONED.** This class emphasizes Universal Design for Learning (UDL) and this introduction video is also an opportunity for you to create and practice captioning videos. Directions for how to caption a video on YouTube are on Canvas. You are encouraged to review YouTube's privacy options. Videos may be made available "only to people who have the link" (which you will share with our class) to protect your privacy and help you learn how to make content available to select audiences only. You may also provide a transcript in your video description.

### CSTP Goals:

For those of you who took SPED 628 (Induction Program), revisit the goals you developed in 628 on your IIP and think about NEXT STEPS. You have likely met the goals you set for yourself. What's next? Please write two new goals. RSP added authorization people who did not take 628, please review the CSTPs on this syllabus and Canvas and determine two goals for yourself that aligns.

### Discussion Forums:

SPED 638 is a collaborative class. These discussion forums provide you the opportunity to discuss what's going on in your classrooms and schools with your colleagues in SPED 638. You are required to log on **THREE TIMES** for full credit and there is a **specific structure** required for full credit (post, respond to your at least 3 of your colleague's posts, and reflect on the complete discussion thread at the end of the week). **Please review the rubric for online discussions posted on Canvas carefully to ensure you receive full credit for your discussions.**

### Agency Research Paper:

You will conduct research on the theoretical construct of *teacher agency* in order to operationalize it for your own practice in the field. Please READ Calvert (2016) for a foundation on the concept of before initiating your research. You will write a 5-page paper in APA format citing at least 3 additional articles from reputable journals to:

1. Operationalize the theoretical framework of agency. What does this mean for you on a day-to-day basis? What does it look like and how do you recognize it?
2. Discuss how teacher agency positively contributes to professional development.

3. Consider methods to support development of agency in your **school and classroom team**. How can you support **paraprofessionals**, other **teachers** (both SPED and GE), and **related service providers** (such as APE, SLP, OT, etc.) to be effective advocates for students and themselves?
4. Consider methods to develop agency in **students** particular to your own student population. Address how to foster self-determination and involve students in an age-appropriate way to find and use their own voice and power. Consider also how developing agency might support social/emotional development.
5. Reflect on at least 3 ways that you might increase **your own agency** in preparation for becoming an effective advocate for your students and their families.

### Self-Care Social Media post:

Depending on the age group you work with, various social media platforms can be a great discussion tool for your students. Teachers also use it for job-alike discussion groups (we'll see an example in this module). For this assignment, review the wellness/self-care resources on Canvas and "create your take-away." You are not required to use a social media platform, but create a post and upload it to Canvas.

### S.H.A.R.E. Worksheet:

This worksheet was developed for co-teachers to use at the beginning of the year to guide effective collaboration. For our class, you will adapt the SHARE worksheet for use with another educator you work closely with (special or general education teacher, related service provider, etc.). After you revise the SHARE worksheet, you will meet with your colleague and write a reflection about you meeting.

### Support Log and Journal (Meetings with Support Provider and Reflection:

For the Induction Program, you are also required to work with a mentor in the field. This is the person you identified when you applied for the program. During this module, set up your first meeting with your Field Mentor. You do not need to meet with them yet (though it is recommended), but make sure to get yourself on the calendar.

You will complete a Log and Reflective Journal documenting and reflecting on these meetings, which will be uploaded at the end of the semester. Please take some time this week to download the log and review the requirements. (a minimum of 1 hour per week for the semester/15 hours).

### Professional Development (PD) Project:

The PD Project is the culminating experience of the Teacher Induction Program. You will draw upon your work across the Induction program including areas of need identified in your IIP, reflection upon the CSTP, and your ongoing application of these competencies at your own school. This project is highly individualized as candidates will identify different needs at their school sites. This differentiated activity enables you to work on your own particular area of need while capitalizing on your strengths. In other words, you will either:

- a) Create a professional level resource (e.g. website, online handbook, new program) or in-service (to deliver to an intended audience at your school site) on content that you already know (strength) using a process or format that is new to you (an area of need),
- or
- b) Create a professional level resource (e.g. website, online handbook, new program) or in-service (to deliver to an intended audience at your school site) on novel content (an area of need) using a process or format that is familiar (strength).

Multiple formats for the final product are possible; however, it must include an element of technology. The audience can be anyone in education (e.g. students, families, general education teachers, special education teachers, etc.). The product of your project, whether presentation or resource, ***should sustain beyond this class***. In other words, create a product that you can take back to your school for use with your intended audience. *Projects will be shared with other SPED 638 students and you are required to provide feedback for other SPED 638 students on their projects. Candidates are required to have project proposals approved by instructor.* Projects may be done alone or in a group of up to 3 people.

*\*\*Please note as the PD Project is the culminating class assignment, it must be completed by due dates stipulated on Canvas and this syllabus. This assignment must be completed timely as your colleagues will interact with your final product. If it is not available to be viewed by the designated date, the assignment is not complete.*

#### GRADING STANDARDS\*

|                                                                  |                   |
|------------------------------------------------------------------|-------------------|
| Welcome Video.....                                               | 15 points         |
| Individual Learning Plan (Revision from SPED 628).....           | 10 points         |
| Canvas Discussion Forums (5 @ 10 points).....                    | 50 points         |
| Agency Research Paper.....                                       | 25 points         |
| Self-Care Tweet.....                                             | 10 points         |
| S.H.A.R.E. worksheet revisions & reflection.....                 | 15 points         |
| Support Log and Journal (Meetings with Mentor & reflection)..... | 10 points         |
| Google Classroom activities (2 @ 10 points).....                 | 20 points         |
| Professional Development Project .....                           | 55 points         |
| <b>Total.....</b>                                                | <b>210 points</b> |

\* Online discussions may be replaced with a Build You Own PD reflection

|           |           |     |           |           |     |
|-----------|-----------|-----|-----------|-----------|-----|
| 93 – 100% | (200-185) | A   | 78 - 79%  | (156-159) | C+  |
| 90 - 92%  | (180-184) | A - | 73 - 77 % | (148-155) | C   |
| 88 - 89%  | (176-179) | B+  | 70 - 72%  | (140-147) | C - |
| 83 - 87%  | (167-175) | B   | 60 - 69%  | (120-139) | D   |
| 80 - 82%  | (160-166) | B-  | 00 - 59%  | (<120)    | F   |

#### Grading Rubric

A = Outstanding - Performance reflects a thorough understanding of the material, including integration of information and application of theory and research to practice. Projects and

exams are comprehensive, thoughtful and provide new insights. All assignments are well-organized and clearly written. Participation in class is consistent and engaging.

B = Very Good - Performance reflects complete and accurate understanding of the material. There is generalization of the information that demonstrates the ability to integrate and apply information. All assignments are thoughtful, well-organized, and clearly written. Participation in class is consistent and engaging.

C = Satisfactory - Performance reflects minimal level of competency attainment, understanding, and skill. Does not meet graduate and professional standards. Lacks demonstration of generalization and application of the information. Assignments are incomplete, poorly prepared, and/or possess notable misconceptions. Participation is sporadic and limited.

D = Barely Passing - Performance reflects severe misconceptions about the information. There is little or no demonstration of generalization or application. Assignments are incomplete, poorly prepared, and/or missing. Participation are poor.

F = Failing - Performance reflects lack of engagement with the information. No assignments are completed. Participation are poor.

**Course Schedule:** All units are from **MONDAY-to-SUNDAY**. New units open on **MONDAYS** and close **SUNDAYS** at 11:55PM.

**Please Note:** Modules are 1-week and 2-weeks. Please carefully note dates. This schedule is subject to change with prior notice. Please always check Canvas for the most up-to-date information.

[CSUN Academic Calendar 2024/2025](#)

| Topic                                                                                                                                                                | Unit Dates<br>(Mon – Sun) | Activities                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agency</b><br><b>Defining and Refining Agency: How to use our strengths, knowledge about our ourselves, and our professional voice to become agents of change</b> |                           |                                                                                                                                                                                                                                                                                                                                |
| <i>Getting Started</i><br>(2 weeks)                                                                                                                                  | 1/21 - 2/2                | Welcome Message from Prof. Boomgard<br><br>Participate in the Discussion Forum on Canvas.<br><br>Introduction video! Complete your section (picture, preferred email, and brief biography) on the Google Doc (linked on Canvas) and add a link to your video. (due by 2/9)<br><i>*Videos must be captioned. No exceptions.</i> |

|                                                                           |             |                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           |             | Revise or write CSTP goals. <ul style="list-style-type: none"> <li>· If you took 628, review and revise your IIP to Canvas</li> <li>· If you didn't take 628, create new goals – see template</li> </ul>                                                                                                             |
| <i>Find your Strengths</i><br>(1 week)                                    | 2/3 – 2/9   | Take the online StrengthsFinder assessment<br><br>Participate in the Discussion Forum                                                                                                                                                                                                                                |
| <i>Assessing your Classroom Needs:</i><br>(1 week)                        | 2/10 -2/16  | Mix and Match with Ed Puzzle<br><br>Choose and participate in TWO activities: <ul style="list-style-type: none"> <li>· Case Management/Scheduling Strategies</li> <li>· IEP Binders</li> <li>· Teaching with tablets (UDL)</li> <li>· Eggspert for Student Engagement (UDL)</li> <li>· Funding technology</li> </ul> |
| <i>What's your Conflict Resolution Style?</i><br>(1 week)                 | 2/17 – 2/23 | Take the online Thomas-Kilmann assessment (on Canvas)<br><br>View the video (on Canvas)<br><br>Participate in the Discussion Forum                                                                                                                                                                                   |
| <i>Defining Agency for your own Professional Development</i><br>(2 weeks) | 2/24- 3/9   | Read <i>Moving from compliance to agency: What teachers need to make professional learning work</i> (Calvert, 2016)<br><br>Conduct research for three additional resources<br><br>Write an Agency Research Paper                                                                                                     |

|                                                                                                                                     |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Working with Families</i><br/>(1 week)</p>                                                                                    | <p>3/10 – 3/16</p> | <p>View 2 videos<br/>Read <i>The isolation of special needs parents</i> (Matson, 2017)</p> <p>Participate in the Discussion Forum on Canvas.</p> <p><i>*Please note that the next module requires that you meet with another educator at your school site AFTER personalizing the S.H.A.R.E. worksheet that is on Canvas. It is advised that you download the worksheet and make your revisions before the module window opens and allow yourself ample time to schedule and meet with a colleague at your site. The assignment is most effective if you choose a colleague your work with regularly.</i></p> <p><i>Propose an idea for your Professional Development (PD) project this week! The link is on Canvas. This is your culminating assignment and is individualized. Address the CSTPs you are focusing on.</i></p> |
| <p>Self-Care</p> <p><i>CSUN Spring Break</i></p>  | <p>3/17- 3/23</p>  | <p>You deserve a break! We have an easy week, and it's all about taking care of your own well-being.</p> <p>Please see the review the resources linked on Canvas and create a "social media post" about your go-to self-care strategy and upload it on Canvas</p> <p><a href="#">This assignment is due 3/26....</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><i>Working with Teachers &amp; Educators</i><br/>(2 weeks)</p>                                                                   | <p>3/24 - 4/6</p>  | <p>Read <i>Preparing general education teachers to improve outcomes for students with disabilities</i> (Blanton, Pugach, &amp; Florian, 2011)</p> <p>Review and PERSONALIZE the S.H.A.R.E. worksheet (on Canvas) to make it appropriate for your own practice. Use it to meet with another educator at your site. Debrief in writing and submit along with your final S.H.A.R.E. form to Canvas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                                       |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Working with Paraprofessionals</i><br>(1 week)                                                                                                     | 4/7 - 4/13  | <p>Read:</p> <ul style="list-style-type: none"> <li>· <i>Paraprofessionals in Inclusive Schools: A Review of Recent Research</i> (Giangreco &amp; Suter, 2010)</li> <li>· <i>Working with the paraprofessional in your classroom: Helpful hints series #10</i> (Zoff)</li> </ul> <p>View video</p> <p>Participate in the Discussion Forum</p>                                                                                                         |
| <i>Fostering Student Self-Determination</i><br>(1 week)                                                                                               | 4/14 – 4/20 | <p>Read: <i>Development of a model for self-determination</i> (Field &amp; Hoffman, 1994).</p> <p>Review: Website resources</p> <p>Choose and participate in ONE activity using a group that you are teaching in or “want to” teach in::</p> <ul style="list-style-type: none"> <li>· Early Education</li> <li>· Elementary</li> <li>· Middle School</li> <li>· High School</li> </ul> <p>Finish working on your Professional Development Project</p> |
| <p style="text-align: center;"><b>Advocacy</b></p> <p style="text-align: center;"><b>Empowering stakeholders to find and use their own agency</b></p> |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Professional Development Projects</i><br>(2 weeks)                                                                                                 | 4/21 - 5/4  | <p><b>Share Culminating PD Projects</b></p> <ul style="list-style-type: none"> <li>· <b>5/4:</b> POST your project</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Finals week</b>                                                                                                                                    | 5/5 – 5/11  | <p><b>Peer Feedback for PD Project and PD Reflection</b></p> <p><b>5/9</b> Provide feedback for 3 projects [<i>NOTE: this is a <b>Friday</b> during the module</i>]</p> <p><b>5/11:</b> Complete and upload your reflection</p> <p><b>Support Log and Journal</b><br/>(Meetings with Support Provider due 5/11)</p> <p><b>**Build Your Own PD</b> reflections are due by Friday, 5/11. Please review the policy on Canvas and UPLOAD by then.</p>     |

**Instructors Notes:**

- **ADDITIONAL READINGS:** Students might receive and be held responsible for additional reading material provided during this class. ***Please check Canvas weekly for updates.***

- **DUE DATES AND GRADES:** Units close Sundays at 11:55 PM on the dates listed in this syllabus and canvas. Grades are available for student viewing on Canvas.

- **Online activities** (e.g. discussion forums, web-based activities, interactive PowerPoints, etc.) **MUST BE COMPLETED** by the Sunday of the unit window. **No late participation will be accepted. Late work is NOT accepted** unless approved by the professor in advance. **There are no exceptions.** As your colleagues depend on your **TIMELY** interaction, this is not a component of the class that can be completed after the unit has closed. *Please note, if you miss on online activity, the only way to earn those missed points is through a “Build You Own PD” discussed earlier on this syllabus and on Canvas.*

- **CANVAS Navigation:** This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under “Help and Library Resources.” Select “Search the Canvas Guidelines” for basic support, or use the Hotline of Chat functions with specific questions.

- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail *several times* a week. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester. ***All communications from your professor will come through that account***

- **EMAILING THE PROFESSOR:** due to the high level of email traffic at CSUN, all students are requested to attempt to resolve problems on their own **BEFORE** emailing the professor. Please make sure you have attempted all of the following:

1. Contact [Information Technology Help Center](http://www.csun.edu/helpdesk/) directly at (818) 677-1400 or <http://www.csun.edu/helpdesk/> for trouble shooting with email, Canvas, or any other technology concerns. Canvas also has a dedicated Support Hotline and Chat functions on the Canvas homepage.
2. Check with another student in the class for assignment or procedure clarification.

### 3. Review Canvas and the syllabus for assignment or procedure clarification.

- **Department Writing Standards:** Writing requirements within the graduate program: ***This is a graduate course and students are expected to turn in papers and assignments of graduate quality.*** All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are handed in. Please discuss individual concerns with your professor.
  - Assignments 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, and will be graded as late.
- **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
  - Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
- **ACCOMMODATIONS FOR DISABILITIES:** If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs.
  - Students with disabilities should also register with the **Disability Resources and Educational Services (DRES)** in order to receive formal accommodations for academic work. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with the DRES at the following website: <http://www.csun.edu/dres>.
- **NETIQUETTE:** Respectful conduct is expected at all times, when dealing your colleagues in class and your professor. Respectful collaboration is an important part of successful teaching, and is assessed through your personal dispositions, as outlined below. In this online class your communications in discussion forums must be respectful and inclusive of others' ideas. Please see this "Netiquette" resource for guidelines on respectful online interactions: <http://www.albion.com/netiquette/corerules.html>

### PROFESSIONAL DISPOSITIONS

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect

with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

**A. Personal qualities important to the teaching/education profession**

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

**B. Qualities important to collaboration**

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

**C. Commitment to professional growth**

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

**D. Commitment to diversity and social justice**

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

**E. Commitment to ethical practices**

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals