

ACCELERATED COLLABORATIVE TEACHING (ACT) PREPARATION PROGRAM
ELPS 542A/SPED 542B: Meeting the Needs of All
Students in Urban Schools
ACT XXVII - Spring 2025
January 27 – May 5, 2025

SYLLABUS

Michael D. Eisner College of Education, California State University, Northridge

“CSUN with a Heart” is an effort to support CSUN students. 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>).

CSUN INSTRUCTION

Attendance: Synchronous, online courses should be thought of as equivalent to on-campus classes. Attendance is a mandatory part of instruction. Attendance will be taken at each Zoom session.

Zoom Cameras: Per university policy, students are ENCOURAGED to remain on camera during class sessions but are not required to unless they are a) presenting, b) engaged in a role-play, c) demonstrating an instructional exhibit, d) in a breakout room. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on as appropriate and engagement with other students and your professors.

CONCEPTUAL FRAMEWORK

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. We commit ourselves to, and expect our candidates to:**
 - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
 - Acquire professional and pedagogical knowledge;
 - Acquire pedagogical content knowledge;
 - Use professional standards and empirical research to develop and evaluate programs and guide practice;
 - Capitalize on advancements in technology to promote learning;
 - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
 - Understand, apply, and engage in scholarship and research.
- 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. We commit ourselves to, and expect our candidates to:**
 - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;
 - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
 - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
 - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
 - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
 - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
- 3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:**
 - Engage in inquiry about what it means to be an ethical and caring professional;
 - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
 - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
 - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

- 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. We commit ourselves to, and expect our candidates to:**
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 - Identify and use professional and community resources.
- 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. We commit ourselves to, and expect our candidates to:**
- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
 - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
 - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
 - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
- 6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:**
- Engage in continuous and critical reflection;
 - Participate in ongoing professional development;
 - Accept feedback and consider implications for practice and program renewal;
 - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

COURSE GUIDELINES

Catalog Description

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program, and offered as a two-semester program.

Pre-requisites: Acceptance to the ACT program

Co-requisites: Appropriate specialization courses

This course is the second core course designed to provide a knowledge base essential for elementary, secondary, and special education teachers. Two faculty co-teach the course with an emphasis on developing effective, collaborative, and reflective practitioners. Candidates apply the California Standards for the Teaching Profession (CSTP) and Common Core State Standards in developing professional competencies. Four themes are revisited from semester one, and include: learning and teaching, special populations, neurodevelopmental methodology, and diversity. Topics include use of teaching and content standards in culturally reflective and responsive instruction, accommodating work for students with special needs, establishing an effective classroom environment, student assessment, and professional collaboration. This course provides activities and discussion that emphasize the link between theory and practice.

Readings: Journal articles as identified in the syllabus will be posted on Canvas.

****Additional articles may be identified and are considered required readings.****

Course Objectives

Teacher candidates will demonstrate the ability to do the following:

1. Apply the CSTP, TPEs, and CCSS in the development of instructional decision-making.
2. Analyze and apply how teachers' attitudes, assumptions, values, and beliefs inform instructional planning and practice for diverse populations.
3. Examine significant issues in diversity, multicultural, multiethnic, multilingual education, inclusive practices, social justice, and restorative justice and their implications for teaching in urban schools.
4. Use knowledge of learning, language acquisition, culture, exceptionality, and gender to analyze instructional planning for students in urban settings.
5. Recognize the need to apply Common Core State Standards (CCSS) for effective planning and instruction for students with and without disabilities.
6. Identify and apply effective problem solving strategies to facilitate teaching and learning for diverse populations.
7. Describe and apply instructional adaptations and accommodations for students with special needs in general education and special education settings as identified in their IEPs.
8. Analyze and apply research-based theories and principles related to effective classroom environments and positive behavior supports in making sound instructional decisions for diverse populations.
9. Identify and apply appropriate assessment strategies in evaluating student work.
10. Use empirical evidence and neurodevelopmental methodology to support professional instructional decision-making and reflective practice.

11. Describe purposes and principles of collaboration and consultation with other school professionals and parents and apply models of collaboration/consultation, and co-teaching effective in promoting the achievement of K-12 students in urban schools.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance and Participation

Education is a social endeavor and we learn from one another. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are responsible for obtaining any missed information. Students do not need to contact instructors with absences. **Students will be expected to sign-in as directed by the instructors. In-class activities that earn points cannot be made up and are considered as participation points.**

Policy on Academic Honesty

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to university computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the university library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the university upon the recommendation of the CSUN Department Chair or the CSUN Dean of the student's college. In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

Core Writing Standards

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. Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual's latest edition. All assignments should be typewritten and double-spaced, using standard fonts (i.e., Times or Times New Roman, 12 point) with appropriate margins. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are uploaded onto Canvas. Please discuss individual concerns with your Home Team instructor. **Unless otherwise specified, assignments must have a cover page with the Home Team instructor's name and the date.** Papers will be submitted on Canvas

on the due date; 10% deductions will be assessed for each week the paper is late. **There will be no opportunities for resubmitting assignments to improve a grade.**

Students with Disabilities

Students with disabilities are encouraged to register with the Disabilities Resources and Educational Services (DRES) Center. 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 Disabilities and Educational Resource Services Center is in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment, or activity. The student's qualifications for accommodation must be on file with the Student Disability Office before the request is made. (Do note that there are no quizzes or exams in this course).

Professional Comportment

As a student in a graduate class, you are expected to exhibit the behaviors of professional educators and professional students. This includes active and positive participation in class. Students are expected to treat their fellow students, the faculty, and guests with respect and courtesy. Please refer to the ACT Handbook for guidelines related to the use of cell phones and other electronic devices. Unprofessional behavior will be addressed in accordance with the ACT Handbook as well. **Please refrain from checking email, texting and doing unrelated activities when in the Zoom Core class. Comments posted in CHAT should pertain only to the content presented in the class session.**

Please note the following

- Students are expected to do their own work. Penalties for plagiarism and academic dishonesty are outlined in the University Catalog and will be vigorously upheld.

As an ACT student, you are accountable for following policies, meeting expectations and following through on professional responsibilities as stated in the ACT Handbook, unless otherwise stated in this syllabus.

Additional Information

- Be sure to have a cover page on **all** assignments you do outside of class that includes your name, specialization, Home Team leader, and the date. **There are no rewrites permitted on any assignments.**
- All assignments must be typed and submitted **on Canvas on or before the due date and prior to class time (4pm).**

- **Ten percent of the points will be deducted each week (or part thereof) for late assignments.**
- Students are expected to identify one or two classmates (or “buddies”) who can be approached for class notes, handouts, and information in the case of absences or tardiness. **It is each student’s responsibility to obtain the information missed due to an absence.**
- **Any assignment submitted on CANVAS in Google format must provide instructors access to the assignment. Should that not happen, you will be notified via Google to provide access and the assignment will then be considered as being late.**

ASSIGNMENTS

	<u>Points</u>
In-class & Blended Sessions	100
Simulation Participation and Reflection	10
UDL Instructional Plan.	33
Student Description.	5
Mandated Reporter (School Personnel).	10
Community Tour	50
Student Advocacy and Transition	42
TOTAL	250

Note: More points may be added to the “in-class” activities category as determined by the instructors.

Explanation of Assignments

Participation

In-class: In-class activities will be completed regularly relating to that evening’s presentation. In addition, candidates are expected to attend Zoom class and be prepared to participate actively by being prepared to respond to assigned readings, application to classroom practice, and collegial collaboration. **In-class activities cannot be made up since they pertain to that evening’s discussion, and are considered participation points.**

Blended Learning Sessions

There are Blended Learning Sessions sessions on Canvas pertaining to that particular week’s content and readings. Each Blended Learning Session will have directions on completing the activities. The Blended Learning Sessions will have a one-week window in which they are to be completed. **Once the window closes, it will NOT be reopened for latecomers. We suggest you not wait until the last minute to complete the Blended Learning Sessions, but rather complete them at the time you would otherwise be in class.**

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 provide integrated supports for students in the fictional co-taught class. MM2.7, EX2.10, MM3.2, EX3.4, MM3.2, EX3.4, U6.4 Within the simulation, they will make a plan for communicating effectively with families about student progress. MS/SS 1.2. Debriefing will include the issues of integrity and ethical conduct addressed in the scenario. MS/SS 6.5, MS/SS 6.5

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

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, MS/SS 4.5 MS/SS 1.4

- * lesson structure that are culturally responsive and promote positive interactions among students U2.2, U2.3 MS/SS 2.3

- * 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, MS/SS 4.1, MS/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, MS/SS 5.8

- 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, MS/SS 4.6, MS/SS 6.4, MS/SS 6.4

- Reflection on the process of developing the plan, including impact on knowledge of subject matter and pedagogy **U6.1**
points

33

Student Description:

Students will provide a clear and thorough description of one student with details useful for instructional planning (described further in class). **MS/SS 4.1**

5 points

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 MS/SS 6.6**
10 points (5 points reflection; 5 points certificate)

Community Tour

Candidates will complete a tour and reflective commentary regarding the community surrounding the school where they are placed for their fieldwork. Instructions for completing the Community Tour assignment will be provided separately and reviewed in class.

Supporting Student Advocacy and Transition Planning

In this assignment, candidates will explore strategies to help students understand and advocate for their individual learning needs. Candidates will reflect on the teacher's role in promoting self-advocacy and supporting participation in transition planning processes such as IEPs, IFSPs, ITPs, and 504 plans. The assignment includes a short reflection, an application activity, and a discussion of how empowering students contributes to their long-term success. **MS/SS 4.5, MS/SS 4.5**

Grading

Grading is based on a total of 200 points (divided by 2 to create 100%). Attendance and participation in class are expected. A plus and minus grading system will be used.

A	=	95-100	<u>A = Outstanding.</u> The grade of "A" is reserved for those students
A-	=	90-94	whose performance is <i>truly</i> outstanding. Performance reflects an
B+	=	87-89	outstanding level of competency attainment -- including critical
B	=	83-86	analyses, information syntheses, and application of theory and
B-	=	80-82	research to practice. Projects and exams are comprehensive,
C+	=	77-79	thoughtful, well organized, and clearly written.
C	=	73-76	<u>B = Very Good.</u> Performance surpasses a basic level of
C-	=	70-72	competency attainment, understanding, and skill, and indicates
D+	=	67-69	an ability to integrate and apply information.
D	=	64-66	<u>C = Satisfactory.</u> Performance meets expectations for a basic level

D- = 61-63 of competency attainment and understanding.
F = below 60 **C- or Below = Failing.** Performance does not meet expectations for a basic level of competency attainment and understanding. This does not constitute a passing score in the Core

CLASS DATES/TOPICS/READINGS/ASSIGNMENTS DUE

Sessions are subject to change with advance notice.
 You will be responsible for reading content material.

CLASS SESSIONS / DATES	TOPIC	READINGS	WORK DUE
Session 1 1/27/25	Response to ACT Evaluation Review Syllabus & Assignments  Neurodevelopmental Methodology Community Tour Service Learning Project (SLP) SLP Groups & SLP Part 1 Introduce Teaching and Learning Self Assessment		
Session 2 2/3/25	Is there a “Culture of Poverty”? MS/SS 2.4 Revisiting Microaggression Integrity and Ethical Conduct MS/SS 6.5	•Ladson-Billings (2017) Makes Me Wanna Holler: Refuting the Culture of Poverty Discourse in Urban Schooling. •Derald Winf Sue, et al (2019). Disarming Racial Microgressions Microintervention For Targets, White Allies, abd Bystanders	

Session 3 2/10/25	Adaptations: Accommodating and Modifying to Address Diverse Student Needs MTSS/SSPT and review of Dyslexia Screening MS/SS 7.2, MS/SS 7.2, Collaboration and Co-Teaching MS/SS 6.4 Assistive Technology Accommodations/Modifications Case Study Scenarios MS/SS 3.2, MS/SS 3.2, MS/SS 3.5, MS/SS 3.6, MS/SS 3.6  ND Construct: Attention	• <i>Accommodations and Modifications and Interventions Too!</i> • California Department of Education - Definition of MTSS	Community Tour
Session 4 2/17/25	Understanding Students with Exceptionalities Universal Design for Learning (UDL) UDL Plan Development  ND Construct: Neuromotor	• CAST (2018) – <i>UDL & the Learning Brain</i> • Rao, K, & Meo, G. (2016) <i>Using UDL to design standards-based lessons</i>	
Session 5 2/24/25 Blended Learning Session	Canvas Activity: UDL - UDL Matching Review - UDL CAST Website--Lesson Plan Analysis MS/SS 3.4, MS/SS 3.4 - Integrating visual and performing arts into UDL lessons MS/SS 1.7 - Integrating high quality literacy instruction in UDL lessons MS/SS 7.4	• Nesbit, Jordan (2020) <i>Universal Design for Learning: Principles and Examples</i>	SLP Part I Literature Review/ Research
Session 6 3/3/25	Addressing Conflict, Engaging in Problem-Solving, Bullying in Schools & Social/Restorative Justice MS/SS 2.6 Reflection: Conflict Resolution Article MS/SS 2.6  ND Construct: Language Connecting UDL and SDAIE strategies MS/SS 1.6	• <i>Conflict Resolution Education: Understanding Conflict Resolution</i> • Law et.al.: <i>Cyberbullying</i> • PACER (2020) <i>Bullying Statistics</i> • Gale (2019) <i>Bullying Topic Overview</i>	

		•Mcevoy & Smith (2018) <i>Statistically Speaking-Teacher Bullying (In Class Reading)</i>	
Session 7 3/10/25 Blended Learning Session	Canvas Activity: Differentiation (including for student(s) with an IEP) • Differentiation Quiz and Constructed Responses • Introduction to the IEP • Collecting and using assessment data to adjust instruction MS/SS 5.2, MS/SS 5.2, MS/SS 5.8, MS/SS 5.8 • Understanding and using assessment information related to language status to plan instruction MS/SS 5.6 • Differentiated assessment	•Hanover Research (2018) <i>Best Practices for Differentiated Instruction</i> *Westman, Lisa (2021) <i>What Differentiated Instruction Really Means</i>	
Session 8 3/17/25	CSUN Break-No Class		SLP Part 2 Methodology
Session 9 3/24/25	Learning about the IEP – IEP Scavenger Hunt Culturally Responsive Curriculum & Pedagogy *CRE Quickwrite  ND Construct: Social Cognition	•NICHÇY (2016) <i>Supports, Modifications and Accommodations for Students</i> •Kozleski <i>Culturally Responsive Teaching Matters</i> •Krasnoff (2016) <i>Culturally Responsive Teaching</i>	
Session 10 3/31/25	Cesar Chavez Holiday-No Class		
Session 11 4/7/25	Metacognition: Higher Order Thinking for Diverse Classrooms and Student Self-Advocacy	Spencer (2018) <i>Five Ways to</i>	

	Student Participation in Transition Planning MS/SS 4.5 • HOC Activity—3 Little Pigs  ND Construct: Higher Order Thinking	<i>Boost Metacognition in the Classroom</i> •Drew (2020) <i>13 Examples of Metacognitive Strategies</i> •University of Cambridge (2020) <i>Reflective Practice Toolkit</i>	
Session 12 4/14/25 Blended Learning Session	Canvas Activity: Conferences Parent/Student panel: Communication with families MS/SS 1.2 • Part 1: Conference Prep Case Study Scenarios MS/SS 1.2 • Part 2: Teaching and Learning Self-Assessment Mandated Reporter Review MS/SS 6.6	•NEA: 26 tips for Parent Conferences •Parent – Teacher Conference Tip Sheet, Harvard Family Research Project •Parent Conferences: Communicating with Families •Rodgers (2020) <i>Using Technology to Connect with Parents</i>	SLP Part 3 Assessment
Session 13 4/21/25	Culturally Relevant Classroom Management Diversity Issues: Culture, Language, Gender, Race & Identity, Exceptionalities • Core Topic Review • Responding to Student Behavior Case Study	•Brown (2019) <i>7 Culturally Responsive Classroom Management Strategies</i> •Shaped (2020) <i>10 Virtual Classroom Management Strategies</i>	
Session 14	Tips for First Year of Teaching Revisiting TPEs 1-7	•Juliani (2018) <i>15 Mistakes I</i>	SLP Part 4

4/28/25	Using Neurodevelopmental Methodology Activity Revisiting the TLF Core Evaluation	Made My First Year of Teaching •Starr (2015) Advice For First Year Teachers From the “Sophomores” Who Survived Last Year	
Session 15 5/5/25	SLP Video Presentations		

TPE	PAGE
SS/MS	
1.2	13
1.2	13
1.2	8
1.4	8
1.6	12
1.7	11
2.3	8
2.4	10
2.6	10
2.6	10
3.2	11
3.2	11
3.4	11
3.4	11
3.5	11
3.6	11
3.6	11
4.1	9
4.5	13
4.5	9
4.5	9
5.2	12
5.2	12
5.2	9
5.6	12
5.8	12
5.8	12
5.8	9
6.4	11
6.4	9
6.4	9
6.5	10
6.5	8
6.5	8
6.6	13
6.6	9
6.6	9
7.2	11
7.2	11
7.4	11

