

**SPED 420:**  
**Improving the Learning of Students with Special Needs**  
**Through Differentiated Instruction & Collaboration**  
Spring 2017

Instructors:  
Office Hours:           By appointment  
Email:

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

**Course Description:**

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

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.

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**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 with 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.

**Text:** Murawski, W.W. & Spencer, S.A. (2011). *Collaborate, Communicate, and Differentiate! How to improve student learning in today's diverse schools*. Thousand Oaks, CA: Corwin.

Additional Readings required as assigned (see course schedule) and will be available for download on Moodle.

### Course Objectives

After completing this course, students will be able to:

1. Demonstrate an understanding of the historical, legal and ethical perspectives that led to inclusive education for students with disabilities;
2. Identify the disability categories covered by IDEIA 2004, and the learning, behavioral and social characteristics of students with special needs (including students with disabilities, students at-risk, and students who are gifted). EED/SED 1.1, EED/SED 1.1, EED/SED 1.1, EED/SED 2.4, EED/SED 4.2, EED/SED 4.2, EED/SED 4.2,
3. Discuss the impact of students' individual learning and behavioral characteristics on the classroom; EED/SED 2.2, EED/SED 4.2, EED/SED 4.2, EED/SED 4.2,
4. Analyze classroom and student needs and use that information to organize and plan instruction for special populations, including the design of accommodations and modifications, and the use of assistive technologies; EED/SED 1.1, EED/SED 1.1, EED/SED 1.1, EED/SED 1.4, EED/SED 1.4, EED/SED 1.4, EED/SED 1.4, EED/SED 3.1, EED/SED 3.1, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.6, EED/SED 3.6, EED/SED 3.6, EED/SED 4.1, EED/SED 4.1, EED/SED 4.4, EED/SED 4.4, EED/SED 4.5, EED/SED 5.8, EED/SED 5.8, EED/SED 5.8,
5. Demonstrate an understanding of appropriate instructional goals, instructional materials, and instructional methods for students with high and low incidence disabilities; EED/SED 1.3, EED/SED 1.3, EED/SED 1.3, EED/SED 2.5, EED/SED 2.5, EED/SED 2.5, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.5, EED/SED 3.5, EED/SED 3.6, EED/SED 3.6, EED/SED 3.6, EED/SED 4.1, EED/SED 4.1, EED/SED 4.6, EED/SED 5.8, EED/SED 5.8, EED/SED 5.8,
6. Identify the critical components of effective inclusion, and identify variables that may facilitate or constrain the creation of a positive inclusive climate for students with special needs; EED/SED 2.2, EED/SED 2.3, EED/SED 2.3, EED/SED 2.3, EED/SED 6.5, EED/SED 6.5, EED/SED 6.5,
7. Describe effective curricular, instructional, and assessment approaches that ensure access to the content areas for students with high and low-incidence disabilities, including literacy, mathematics, science and social studies; EED/SED 1.3, EED/SED 1.3, EED/SED 1.3, EED/SED 1.3, EED/SED 1.4, EED/SED 1.4, EED/SED 1.4, EED/SED 1.4, EED/SED 1.8, EED/SED 1.8, EED/SED 1.8, EED/SED 3.1, EED/SED 3.1, EED/SED 3.1, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.4, EED/SED 3.4, EED/SED 3.4, EED/SED 3.5, EED/SED 3.5, EED/SED 3.5, EED/SED 3.6, EED/SED 3.6, EED/SED 3.6, EED/SED 5.1, EED/SED 5.1, EED/SED 5.1, EED/SED 5.2, EED/SED 5.2, EED/SED 5.2, EED/SED 5.6, EED/SED 5.8, EED/SED 5.8, EED/SED 5.8, EED/SED 5.8, EED/SED 6.5, EED/SED 6.5, EED/SED 6.5,

8. Demonstrate an understanding of strategies for increasing students' positive behaviors and promoting the social integration of students with special needs in general education classrooms; EED/SED 2.1, EED/SED 2.3, EED/SED 2.3, EED/SED 2.3 EED/SED 2.6
9. Describe and analyze a variety of service delivery options (e.g. co-teaching, consultation, integrated service delivery) used to facilitate the individualized, specialized instruction needed for effective inclusion of students with disabilities, students at-risk, and students who are gifted; EED/SED 2.4, EED/SED 2.5, EED/SED 2.5, EED/SED 2.5, EED/SED 3.4, EED/SED 3.4 EED/SED 3.4, EED/SED 4.6, EED/SED 4.6, EED/SED 4.6, EED/SED 5.6
10. Analyze the competencies and challenges related to co-teaching and co-assessment, and plan effective instruction for diverse learners using the co-teaching approaches; EED/SED 3.4, EED/SED 3.4 EED/SED 3.4, EED/SED 4.6, EED/SED 4.6, EED/SED 4.6
11. Discuss the principles of educational assessment, including testing bias and the importance of sensitivity to cultural and language factors as applies to identification of students who are gifted and talented, or students who have disabilities; EED/SED 5.1, EED/SED 5.1, EED/SED 5.2, EED/SED 5.2, EED/SED 5.2
12. Work together to plan universally designed lessons that incorporate a variety of instructional and behavioral strategies and resources to meet the differentiated needs of individual students, to include diverse learners with disabilities, those who are gifted, English language learners, at-risk students and typically developing learners; EED/SED 1.1, EED/SED 1.1, EED/SED 1.1; EED/SED 1.3, EED/SED 1.3, EED/SED 1.3; EED/SED 1.4, EED/SED 1.4, EED/SED 1.4; EED/SED 1.5, EED/SED 1.6, EED/SED 2.5, EED/SED 2.5, EED/SED 2.5, EED/SED 3.1, EED/SED 3.1, EED/SED 3.2, EED/SED 3.2, EED/SED 3.2, EED/SED 3.3, EED/SED 3.4, EED/SED 3.4, EED/SED 3.4, EED/SED 3.5, EED/SED 3.5, EED/SED 3.6, EED/SED 3.6, EED/SED 3.6, EED/SED 4.4, EED/SED 4.4, EED/SED 5.8, EED/SED 5.8, EED/SED 5.8, EED/SED 6.5, EED/SED 6.5, EED/SED 6.5
13. Demonstrate the communication skills necessary to implement collaboration with families, teachers and other professionals, including listening skills, an awareness of the impact of culture, and frame of reference; EED/SED 4.6, EED/SED 4.6, EED/SED 4.6, EED/SED 6.4, EED/SED 6.4, EED/SED 6.4,
14. Demonstrate the ability to collaborate and communicate effectively with parents and other service providers in a variety of school-based teams, including pre-referral teams, referral teams, IEP teams, co-teaching teams, RTI teams, and behavioral intervention teams. EED/SED 1.2, EED/SED 1.2, EED/SED 4.6, EED/SED 4.6, EED/SED 4.6, EED/SED 6.4, EED/SED 6.4, EED/SED 6.4, EED/SED 6.4
15. Demonstrate understanding of the teacher's role as a mandated reporter and reflect upon ethical issues and questions associated with this responsibility. EED/SED 6.6, EED/SED 6.6, EED/SED 6.6,

### 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 online and in class, and using respectful language in discussing students and their families.

**If you have a disability and need accommodations,** please register with the [Disability Resources and Educational Services](#) (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact the instructor to set up an appointment.

**IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by e-mail, including registration information. Please check your CSUN e-mail as soon as you've activated your university account. 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 for 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.

There's more....

**Participation:** Education is a social endeavor and we learn from one another. If students are not present in class, we cannot benefit from their ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructor in advance of missed classes whenever possible, and are responsible for obtaining any missed notes or handouts from a classmate. Missing multiple classes will result in a lowered class grade, regardless of the reason for the absence. 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 professional 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 catalogue for more information).

**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 the SOLAR system. ***Most information will be provided via Canvas so please check frequently!***

Presentation slides displayed in class will be posted on Canvas within one day following the class they were used.

*The use of laptops and mobile devices in class is encouraged for class-related activities and to further the discussion on a relevant topic. Please avoid using these devices to disengage from class activities and discussion.*

Most assignments will be submitted via different tools on Canvas. 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.

**On-Line Reading Responses:** Students are required to log on to the course website (Canvas) and respond to the assigned readings four times during the semester. The purpose of the on-line responses is to demonstrate your understanding of the assigned readings.

Papers with an undue amount of errors in grammar, spelling, or sentence mechanics may not be graded. They may be given back to students to edit and resubmit, and will be graded as late. 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 format and will be graded using Canvas.

Students will be responsible for downloading their own class notes from Canvas. They will not be provided in class. Class notes will typically be posted on the website prior to class.

***Materials provided in class will only be available on the first day they are given out. It is up to you to make sure you have a colleague collect them for you in case of an absence.***

**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 the instructors **before the assignment is due** and explain your situation. It is your responsibility to get your work to us in a timely manner. Any assignment turned in after the due date/time will be graded with a 10% reduction in the maximum grade, with an additional 10% for each week the assignment is late thereafter. If an assignment is to be submitted more than one week late, please discuss the issue with an instructor.

**Grading:** Grading is based on a total of 155 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 = 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. Attendance and 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. Attendance and 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. Attendance and 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. Attendance and participation are poor.

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

| Percentage of points | Grade | Percentage of points | Grade |
|----------------------|-------|----------------------|-------|
| 93-100               | A     | 78-79                | C+    |
| 90-92                | A-    | 73-77                | C     |
| 88-89                | B+    | 70-72                | C-    |
| 83-87                | B     | 60-69                | D     |
| 80-82                | B-    | 00-59                | F     |

INC (incomplete) grades will be considered according to university guidelines. Please see the University Catalog.

**NOTE 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.

**COURSE ASSIGNMENTS**

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

**1. Fieldwork Observation Assignment:** (Obj. 2, 3, 4, 6, 13) EED/SED 1.1, EED/SED 1.1 EED/SED 2.3, EED/SED 2.3, EED/SED 2.5 EED/SED 3.2, EED/SED 3.6, EED/SED 3.6, EED/SED 4.2, EED/SED 4.2,

Students will be asked to observe a student in two settings, one general education and one special education, focusing on a student with an identified disability. They will write a 3-4 page paper analyzing the effectiveness of the instruction for this student, identifying critical differences and similarities in behavioral and academic intervention across the two settings, as well as other benefits or drawbacks of the particular classroom/activities observed.

**30 points**

**2. Simulation Participation and Reflection:** (Obj. 5, 11, 12) EED/SED 3.2, EED/SED 3.4 EED/SED 3.4, EED/SED 3.6, EED/SED 4.6, EED/SED 4.6, EED/SED 6.4, EED/SED 6.4

Students will be placed in a small group. Each student in that group will apply key concepts from class related to collaboration, communication, co-teaching, and inclusive practices to an interactive simulation session, practicing skills for interacting effectively with a resistant co-teacher in the CSUN lab. After the participation, a two to three page reflection will be written

applying key concepts in class, with an emphasis on analyzing the communication skills used in the group, and how these skills can be utilized at a school site. **20 points**

**3. Instructional Plan:** *(Obj 6, 7, 8, 9, 10, 13)*

EED/SED 1.1, EED/SED 1.1; EED/SED 1.3, EED/SED 1.3; EED/SED 1.4, EED/SED 1.4 EED/SED 2.3, EED/SED 2.3, EED/SED 2.5, EED/SED 2.5, EED/SED 3.1, EED/SED 3.1 EED/SED 3.2, EED/SED 3.2, EED/SED 3.3, EED/SED 3.4, EED/SED 3.4, EED/SED 3.5, EED/SED 3.5, EED/SED 3.6, EED/SED 3.6, EED/SED 4.1, EED/SED 4.1, EED/SED 4.2, EED/SED 4.2, EED/SED 4.4, EED/SED 4.4, EED/SED 4.6, EED/SED 4.6, EED/SED 5.1, EED/SED 5.1, EED/SED 5.2, EED/SED 5.2, EED/SED 5.8, EED/SED 5.8, EED/SED 6.5, EED/SED 6.5

Students will draw upon key concepts from class to create a comprehensive general education instructional plan in one subject that will meet the needs of a wide range of authentic students (generated from student descriptions) with and without disabilities. 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,
- \* A variety of forms of representation, expression, engagement & individual supports that are appropriate in this curricular area,
- \* Discussion of learning supports including grouping, reinforcements, affinities, & strengths-based focus,
- \* Types of assessments appropriate for assessing student understanding
- \* Co-teaching strategies to be used in the implementation of the lesson **40 points**

**5. Reading Responses:** *(Obj. 1, 2, 3, 4, 5, 10, 11, 13)*

Students will respond to three on-line reading responses spread out throughout the semester to demonstrate knowledge of course content and readings. EED/SED 2.3, EED/SED 4.6 **15 points**

**6. 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.

**5 points** EED/SED 6.6, EED/SED 6.6,

**6. Final Exam:** *(Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)*

A culminating case study 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. Project will be completed collaboratively in class. EED/SED 1.3, 1.4; 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 4.2, 4.4, 4.6, 6.5

**20 points**

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

EED/SED 1.1, 1.2, 1.3, 1.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 4.2, 4.4, 4.6, 5.1, 5.2

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 & out of class based on in-class information.

These activities are recorded as class attendance and therefore cannot be made up. **15 points**

**TOTAL POSSIBLE POINTS = 155 (100%)**

SPECIAL EDUCATION 420: Spring 2017 Schedule

| Session | Week of              | Topic   | Readings Due  | Homework Due  |
|---------|----------------------|---|---|---|
| 1       | 01/25                | Syllabus; Beginnings; Big Ideas; Reflection on own experiences <b>EED/SED 2.2; EED/SED 2.3, EED/SED 6.5,</b>  |   |   |
| 2       | 02/01                | History/Laws<br><br>Key vocabulary  | <i>Ch 1: History &amp; characteristics (in Murawski and Spencer)</i><br>Chapter from <i>Reading Resistance (posted on Moodle)</i> |   |
| 3       | 02/08<br>Rach<br>out | IDEA<br>Determining <b>eligibility</b> for special education services; Range of Services/Intro to Collaboration<br>Who are the adults involved?<br>Working with related service providers<br>Recognizing signs of health issues, abuse, risky behaviors, and poverty and making relevant referrals. <b>EED/SED 2.4, EED/SED 4.2, EED/SED 6.6, EED/SED 6.6,</b><br>Intro to collaboration: SSTs, IEPs, RTI | <i>Ch 2: Settings</i>   | Watch 2 of the posted videos and read two of the blogs.                           |
| 4       | 02/15                | Mindsets<br>Learning Frameworks <b>EED/SED 1.1, EED/SED 4.5</b><br>(Neurodevelopment)<br>Generalized Teaching Strategies (transitions, pacing, visual supports, active learning)<br><b>EED/SED 1.3, EED/SED 1.6, EED/SED 2.3, EED/SED 2.5, EED/SED 3.6,</b><br>Intro to High Incidence Disabilities <b>EED/SED 1.1, EED/SED 2.5, EED/SED 3.2, EED/SED 3.6, EED/SED 4.2, EED/SED 5.8,</b>                  | Studer (2011) ND reading  | Check-in on fieldwork observation<br><br>Online Reading response #1 for weeks 2-4 |

|    |                    |   |   |  |
|----|--------------------|---|---|--|
| 5  | 02/22              | High Incidence: S &L and Autism EED/SED 1.1, EED/SED 3.2, EED/SED 3.6, MTSS EED/SED 1.4, EED/SED 2.5, EED/SED 3.6, EED/SED 4.2, EED/SED 5.8,<br>Self-advocacy perspectives  | 2 each: self-advocacy videos and blogs on Moodle EED/SED 1.1,                                   |  |
| 6  | 03/01<br>Sally out | Low incidence to include: TBI, Orthopedic Impairment, Vision and Hearing Impairment, Deaf-Blind EED/SED 1.1, EED/SED 3.2, EED/SED 3.6, EED/SED 5.8,   | TASH Reading EED/SED 2.2; EED/SED 2.5,  | (Time Management: observe 1 setting by this class)   |
| 7  | 03/08<br>Sally out | Collaborating with families: Family perspectives Family Panel EED/SED 1.2, EED/SED 1.2,<br>Welcome to Holland   | Choose <i>two</i> of the family blogs <i>and one</i> article/chapter. EED/SED 1.2, EED/SED 1.2, | Online Response #2 due on readings for weeks 5-7     |
| 8  | 03/15              | Collaboration, and Collaborative Service Delivery and Inclusive Education EED/SED 1.2 EED/SED 2.3, EED/SED 2.5, EED/SED 3.4, EED/SED 4.6, EED/SED 5.6, EED/SED 6.4, EED/SED 6.5,<br>Reading an IEP/IFSP   | Ch 3: Teams   | In class: Reflection on parent panel EED/SED 1.2     |
|    | 03/22              | <b>SPRING BREAK</b>   |   | Fieldwork observation due                            |
| 9  | 03/29              | Guidelines for the Instructional Plan Common Core, UDL, and MTSS EED/SED 1.3, EED/SED 1.4, EED/SED 1.5, EED/SED 2.5, EED/SED 2.5, EED/SED 6.5,<br>In-class collaborative work on instructional plan, EED/SED 1.4, EED/SED 2.5, EED/SED 3.1, EED/SED 3.2, EED/SED 3.3, EED/SED 3.4, EED/SED 3.5, EED/SED 3.6, EED/SED 4.1, EED/SED 4.2, EED/SED 4.4, EED/SED 4.6, EED/SED 5.1, EED/SED 5.2, EED/SED 5.8, EED/SED 6.5,<br>Learning Profile In-Class Activity: Generate student descriptions based on actual students EED/SED 1.1, EED/SED 3.2, EED/SED 4.2, | Edyburn, 2 <sup>nd</sup> Decade of UDL<br>Ch. 5: UDL/ Differentiation EED/SED 1.3, EED/SED 1.4, | Laptop or tablet                                     |
| 10 | 04/05              | Analysis of Lesson Demands<br>Assistive technology & accommodations/modifications, EED/SED 2.5, EED/SED 3.2, EED/SED 3.6,   | Ch 6: Modifying & Accommodating EED/SED 2.5,  | - On-line response #3 due on readings for weeks 8-10 |

|    |                        |  |  |   |
|----|------------------------|--|--|---|
| 11 | 04/12                  | Co-Teaching, Co-planning, and co-assessing<br>Assessing student learning in an inclusive<br>classroom (differentiated assessment) EED/SED<br>1.8, EED/SED 1.8, EED/SED 2.5,<br>EED/SED 3.4, EED/SED 5.1, EED/SED<br>5.2, EED/SED 5.6, EED/SED 5.8,<br>EED/SED 6.4, | 7: <i>Co-Teaching</i><br>Ch 8: <i>Co-Planning &amp;<br/>Co-Assessing</i><br>EED/SED 1.8, | Online posting of<br>Observations<br>reports                                      |
| 12 | 04/19                  | Communication and<br>Conflict & Problem-Solving<br>Improving communication skills<br>EED/SED 1.2, EED/SED 4.6, EED/SED<br>6.4,   | Ch 4:<br><i>Communication</i><br>Ch 9: <i>Conflict &amp;<br/>Problem-solving</i>         | Responses/<br>comments of<br>observation reports.                                 |
| 13 | 04/26<br>Teach<br>Live | <b>Simulated Co-Teacher Interaction</b><br><b>GROUP 1: Need to arrive by 7:00 to Room 1101</b><br><b>Groups 2 &amp; 3:</b> collaborative work on instructional<br>plan EED/SED 4.6, EED/SED 6.4,   |  | - Laptop or tablet<br>- On-line response<br>#4 due on readings<br>for weeks 11-13 |
| 14 | 05/03                  | Addressing behavior and social skills in inclusive<br>setting EED/SED 2.1, EED/SED 2.6<br><br>Positive Behavior Support and MTSS EED/SED<br>1.4, EED/SED 2.1, EED/SED 2.5,<br>EED/SED 2.6<br>Peer feedback on instructional plans in class<br>EED/SED 2.3,         | <i>PBS in the Inclusive<br/>Classroom</i><br>EED/SED 1.4,<br>EED/SED 2.1,                | TeachLIVE<br>Reflection due   |
| 15 | 05/10                  | Final Exam   |  | Instructional Plan<br>due   |
| 16 | 05/17                  | NO CLASS   |  |   |

\*\* Please remember that in-class reading checks and activities can be provided at any time and will count toward your attendance/participation grade. Also, per CSUN catalog, it is understood that 1 hour of homework can be provided for each hour of in-class time, so homework may be provided at any time in the semester, even if not on the syllabus. Please make sure you have a class “buddy” to let you know if something was assigned on a day you were late or absent.

\*\* All assignments submitted are due by 11:59 PM on the day they are listed.

\*\* Reading responses will be on all readings, to include text chapters as well as any additional assigned readings.

## INSTRUCTIONAL PLAN ASSIGNMENT

### WHAT

EED/SED 1.3, EED/SED 1.4, EED/SED 2.5, EED/SED 3.1, EED/SED 3.3, EED/SED 4.4.

1. Identify the grade level, subject, and content level standard that will be addressed in the lesson. (The environment will be a general education inclusive co-taught classroom.)
2. Identify the objective for the lesson and an overview of what will occur during the lesson.



## HOW

EED/SED 1.3, EED/SED 1.4, EED/SED 2.3, EED/SED 2.5, EED/SED 4.4, EED/SED 6.5.

1. Identify *how* you plan to teach the lesson. Be specific. What will you do? What will the students do? Be sure to have a beginning, middle and end to your lesson. Use the planning template provided in class. Consider your students' interests and strengths in determining the format for the lesson. EED/SED 3.1, EED/SED 3.2, EED/SED 3.5, EED/SED 3.6, EED/SED 5.8,
2. Make sure the lesson has been Universally Designed to address the needs of various learners. This includes **differentiating** for different student readiness levels, interests, learning styles, abilities, and needs. Remember to consider content, process and product for differentiation. Show how different learners would be proactively engaged by this lesson and the strategies embedded within it. EED/SED 1.5, EED/SED 3.2, , EED/SED 3.6, EED/SED 5.8,
3. Ask yourself, "Is the lesson motivating? What if a child can't read, can't write, can't do math, can't speak, can't walk, can't hear, or can't see? Would that child still be able to access this lesson?" EED/SED 2.5,
4. Identify the co-teaching approaches that will best address that lesson objective for all students. (For purposes of this assignment, the lesson **must** use more than one co-teaching approach and at least one of those approaches must be a **regrouping** approach (i.e., Alternative, Station, Parallel). Add these to the planning template. EED/SED 4.6,
5. Include a statement justifying your choice for each co-teaching approach selected. Demonstrate how each teacher is actively engaged with students and has a clear purpose and parity.
6. Identify what the general education teacher would do and what the special service provider would do. Write clearly so that another teacher could pick it up and follow it. EED/SED 3.4
7. Describe the **formative assessment** strategies that will be used in the beginning, middle, and ending portions of the lesson. Justify why you will use these strategies (what information will be gained? How can you use this information to adjust within this portion or make adjustments for the next portion?). Add this information to the planning template. EED/SED 5.1, EED/SED 5.2,



## WHO

Assume that your "class" includes the average number of students for a general education class at your grade level/content area. This class will include the students for whom you were given descriptions. For each step (beginning, middle, and end), choose 3 (or more) students who will struggle with the demands of the step without more individualized supports. Describe what they will struggle with and how you will make adjustments. Include this information in the "lesson demands" section of the template. EED/SED 1.1, EED/SED 1.4, EED/SED 3.2, EED/SED 3.6, EED/SED 4.1, EED/SED 4.2, EED/SED 5.8, EED/SED 6.5,



## REFLECTION

Consider the prompts provided to reflect upon your overall lesson and the process of using a UDL approach to lesson planning.

|  | <b>0</b>  | <b>1</b>  | <b>2</b>   |   |
|--|---|---|--|---|
| <b>Overview and Objectives</b><br>EED/SED 1.3,<br>EED/SED 1.4,<br>EED/SED 2.5,<br>EED/SED 3.1<br>EED/SED 3.2<br>EED/SED 4.1<br>EED/SED 4.4,          | Overview and/or objectives are unclear or do not match the remainder of the lesson  | Overview and/or objectives are unclear or do not include more than one standard.  | Overview and Objectives are clearly written and address an appropriate concept for a lesson at this grade level  |   |
|  | <b>0 -1</b>   | <b>2-3</b>  | <b>4-5</b>   | <b>6-8</b>  |
| <b>Co-teaching models (must include at least one regrouping approach)</b><br>EED/SED 3.4,<br>EED/SED 4.6   | Co-teaching models are not well selected. Students are not supported in the tasks, and/or small group models are used inappropriately. Two teachers are often doing things that one teacher could do alone. Parity is lacking some or all of the time. No rationales provided.    | Co-teaching models are used inappropriately some of the time. Students are not always supported as needed for the tasks, and small group models are used appropriately only some of the time. Two teachers are well utilized in parts of the lesson. Parity is clear some of the time. Rationales are very basic, do not adequately explain selection, or approaches are not well selected. | Lesson plan uses the co-teaching models well. Students are mostly supported as needed for the tasks, and small group models are used appropriately most of the time. Two teachers are well utilized throughout most of the lesson. Parity is clear most of the time. Rationales explain selection of various approaches. | Lesson plan uses the co-teaching models to maximum advantage. Students are well supported in all tasks and small group models are used appropriately. Two teachers are well utilized throughout the lesson. Parity is clear all of the time. Rationales clearly & accurately explain selection of various approaches. |
|  | <b>0 -1</b>   | <b>2-3</b>  | <b>4-5</b>   | <b>6-8</b>  |
| <b>Universal Design</b><br>EED/SED 1.3,<br>EED/SED 1.4,<br>EED/SED 2.3,<br>EED/SED 2.5,<br>EED/SED 3.1<br>EED/SED 3.2<br>EED/SED 3.4,<br>EED/SED 3.5 | Lesson does not use Universal Design to engage and support the students in the learning. There is no evidence of proactive planning to provide access to learning for students with a variety of learning needs, abilities and styles. Basic lecture is main mode of instruction. | Lesson uses Universal Design to engage and support all students in the learning only some of the time. There is little evidence of proactive planning to provide access to learning for students with variety of needs, abilities and styles. One or two different learning modalities are addressed.   | Lesson uses Universal Design to engage and support all students in the learning most of the time. There is evidence of proactive planning to provide access to learning for students with variety of learning needs, abilities and styles. Some different learning modalities are addressed.                             | Lesson clearly uses Universal Design to engage and support all students in the learning. There is strong evidence of proactive planning to provide access to learning for students with variety of learning needs, abilities and styles. A wide variety of learning modalities are addressed.                         |

|   |  |  |   |   |
|---|--|--|---|---|
| EED/SED 3.6<br>EED/SED 4.4,<br>EED/SED 6.5,   |  |  |   |   |
|   | <b>0-1</b>   | <b>2</b>   | <b>3</b>  | <b>4-5</b>  |
| <b>Meeting the needs of “this specific class” (i.e., the students identified)</b><br>EED/SED 1.1<br>EED/SED 1.3,<br>EED/SED 1.4,<br>EED/SED 2.3,<br>EED/SED 2.5,<br>EED/SED 3.2<br>EED/SED 3.5<br>EED/SED 3.6<br>EED/SED 4.1<br>EED/SED 4.2,<br>EED/SED 5.8<br>EED/SED 6.5, | Few modifications/ accommodations are provided. The specific needs of the students are not addressed in the lesson plan. | Lesson plans only marginally provide for the specific needs of the identified students in the class. Many needed mods/ accommodations are not included or are not clearly related to these students. | Lesson plans provide for most of the specific needs of the identified students in the class. Most needed mods/ accommodations are included and they are related to the needs of these students. | Lesson plans thoroughly provide for the specific needs of the identified students in the class. All needed mods/ accommodations are included and clearly related to the specific needs of these students. |
| <b>Assessment</b><br>EED/SED 1.8,<br>EED/SED 5.1<br>EED/SED 5.2<br>EED/SED 5.8  | 0- not addressed clearly or inappropriate use of assessment  | 1- mismatch of assessment and objectives and/or lack of formative assessment strategies  | 2-3 -Clear use of formative assessment strategies that address lesson objectives. Well-developed and opportunity for differentiation within assessment strategies.                              |   |
| <b>Reflection</b>   | 0 – reflection does not  | 1 – reflection is brief and/or   | 2 – reflection is thoughtful and  |   |

|                |   |   |  |      |
|----------------|---|---|--|------|
|                | reflect on the student's own learning or is unclear | superficial   | specific regarding learning that took place throughout the process of this assignment, and considers ways to incorporate these concepts in future lessons. |      |
| <b>Overall</b> | 0 = Did not follow directions or use correct format | 1 = Followed most directions; Addressed most criteria; On-time; Mostly correct format | 2 = Followed directions; Addressed all criteria; On-time; Correct format   |      |
| <b>SCORE:</b>  |   |   |  | / 30 |

## FIELD OBSERVATION ASSIGNMENT

### *Directions:*

Complete your student observations and answer the following questions in a 3-5 page double-spaced paper. Label each section, with each section written in paragraph (not bulleted) format.

**IMPORTANT: Please label your paper with the following sections A-D.**

Before you begin writing:

- Observe a student who receives special education services in his/her general education classroom environment for at least one hour.
- Observe a student who receives special education services in his/her special education classroom environment for at least one hour.

### **EED/SED 1.1**

- A. Overview of students and settings observed:
  - a. Age/grade level/gender of the student(s). Protect the students' anonymity by using pseudonyms to describe the student and their teacher(s).
  - b. 1 paragraph description of each "target student" you observed. Avoid the use of disability labels, and instead summarize strengths and challenges observed.
  - c. Classes or subjects, observed settings
- B. Provide a brief description of what was occurring during each of the observations-(1/2 pg-3/4 pg.) Describe the lesson/activities during observation and what the students were doing in each setting; about 1 long paragraph for each.
  - a. General education observation description
  - b. Special education observation description
- C. Provide *analysis* of the interactions between the student and his/her environment for each observation. Try to include the following: (approximately one page per observation; 2 pages total)



|  |                    |
|--|--------------------|
| <p><b>C. Analysis of Programs: (9 pts) EED/SED 1.1</b></p> <ul style="list-style-type: none"> <li>• Emphasis on interactions between the student and their environment</li> <li>• Effectiveness</li> <li>• Adaptations observed</li> <li>• Changes suggested EED/SED 1.3, EED/SED 1.4, EED/SED 2.3, EED/SED 2.5, EED/SED 3.2, EED/SED 3.4, EED/SED 3.6, EED/SED 4.2,</li> </ul> <p><b>D. Critical comparison (9 pts) EED/SED 1.1</b></p> <ul style="list-style-type: none"> <li>• Comparison</li> <li>• Suggestions</li> <li>• Reflection on impact</li> </ul> | <p>22 possible</p> |
| <p><b>TOTAL</b></p>  | <p>30 possible</p> |
| <p><b>Comments:</b></p>  |                    |

# GUIDELINES FOR TEACHLIVE CO-TEACHER SESSION

The purpose of this session is to practice interacting with a resistant co-teacher.

## **Learning objectives for SPED 420:**

- To use effective speaking and listening skills;
- To demonstrate an understanding of frame of reference, and how it can impact an interpersonal collaboration;
- To collaboratively come up with a plan to address the concerns of both parties in this co-teaching relationship.

**Objective of the meeting:** You are a seventh grade general education math teacher in your second year of teaching. At the beginning of this school year you were assigned to co-teach with Mrs. Lewis, an experienced and respected special education teacher who has been teaching at the school for 29 years. At the beginning of the year you both were trying hard to make it work, but over time the co-teaching has fallen apart, and at this point you are not collaborating effectively. In a recent IEP meeting, the parent of one of your students complained that her son wasn't getting enough special education support in your class, and your school administrator has asked the two of you to meet to figure out how to address this parent's concerns.

## **To prepare:**

- Familiarize yourself with the attached case study about the co-teaching situation, including all the background information. Spend time looking at this case study until you are very familiar with the history of the co-teaching, and can speak about it knowledgably. (You don't have to memorize anything—you can hold the paper during your meeting.)
- Think about how you could begin your conversation with Mrs. Lewis. What is the best way to engage her in this process?
- Think about some questions you might want to ask her. What other information would be helpful to have in order to solve this problem?
- Consider your own communication strengths and weaknesses. Are you a good listener? If not what can you do to be better? What strategies can you use that might be helpful?
- Consider your personal goal for this meeting. What would you like the outcome to be? What would you like to have accomplished by the end of the 30 minutes?
- How will you use your time wisely? Remember, you have only 30-ish minutes to complete the meeting!

**You do not have to turn in anything in advance, just come to the TL session having thought carefully about the elements above, and with a plan for the meeting.**

**What we will do in class:**

You and the others in your group will be “tag teaming” each other during the interaction. You each will be assigned a number, and five of those numbers will be chosen randomly to interact in the session; the others will be observers. You will be given the order in which you will interact. The first person will begin the meeting, and after 5 minutes the next person will tap the first person on the shoulder and take his/her place.

*When you “tag in” you will be taking over the role of the general ed teacher as though you are the same person. You should continue the conversation exactly where it left off, although you can use your communication skills to change the direction of the conversation from that point forward if you feel it’s appropriate. Try to make the transition between people as seamless as possible.*

This is a different way of using TeachLive, and we think you will learn a lot from it. Have fun with it, keep your sense of humor, and let’s see what we can learn together!

The schedule will be as follows:

- **Group one**
  - Report at 4:00
- **Group two**
  - Report at 5:30

#### **Rubric for the meeting**

*We will all (students and professors) be using this rubric in class to evaluate the interaction as it goes along, and it will be the basis for our debrief.*

|  | <b>Needs work</b>   | <b>Pretty good</b>  | <b>Exemplary</b>  |
|--|---|---|---|
| <b>Uses effective speaking and listening skills</b><br>EED/SED 4.6,<br>EED/SED 6.4                       | The interaction was not at all balanced. There was quite a bit of interrupting, and one person did most of the talking. The Gen Ed teacher dominated the conversation. The Gen Ed teacher did not use paraphrasing to clarify Mrs. Lewis' concerns. | The interaction was somewhat balanced. There was only a little interrupting, but one person may have done more of the talking. The Gen Ed teacher dominated some of the conversation. The Gen Ed teacher effectively paraphrased Mrs. Lewis' concerns at some points in the conversation. | The interaction was very balanced. There was no interrupting, and both people had the opportunity to share their thoughts. There was no "leader"—parity between the participants was obvious. The Gen Ed teacher effectively paraphrased Mrs. Lewis' concerns frequently throughout the conversation. |
| <b>Understanding of Frame of Reference</b>   | The Gen Ed teacher did not use questions effectively to solicit information about Mrs. Lewis' frame of reference. Mrs. Lewis was not given the opportunity to share her perspective.  | The Gen Ed teacher used questions effectively to solicit information about Mrs. Lewis' frame of reference. Mrs. Lewis had the opportunity to share her perspective, but it did not seem highly valued.  | The Gen Ed teacher used questions skillfully to solicit information about Mrs. Lewis' frame of reference. Mrs. Lewis' perspective was valued, and she was respected as an equal partner in the interaction.   |
| <b>Collaboratively comes up with a plan</b><br>EED/SED 3.4,<br>EED/SED 3.6<br>EED/SED 4.6<br>EED/SED 6.4 | The final plan was created almost exclusively by one of the participants. One or both of the participants were highly dissatisfied with the outcome.  | Both participants had some say in the final plan, although it was mostly crafted by the Gen Ed teacher. One or both of the participants were only partially satisfied with the outcome.   | The final plan was created by the two participants equally. It reflected both people's opinions, and both people were satisfied with the outcome.   |
| <b>Use of time</b>   | The time was not used efficiently. The plan was barely started or not started at all at the end of 30 minutes.  | The time was mostly used efficiently, but the conversations ran on a bit and the plan wasn't completed at the end of 30 minutes.  | The time was used very efficiently, and everything was accomplished in 30 minutes.  |

Name:

## REFLECTION FOR TEACHLIVE INTERACTION

**EED/SED 3.4, EED/SED 3.6, EED/SED 4.6, EED/SED 6.4**

*Watch the TeachLive video on YouTube, and then reflect on the following components.*

*(Type your answers below. Space will expand as needed as you type your answers.)*

1. What did you learn about effective communication with a resistant colleague?
2. How did this activity help you to consider the frame of reference of your co-teacher?

*Please rate the following statements:*

3. I felt this activity helped me to learn about applying effective communication skills.

| Strongly agree | Agree | Disagree | Strongly disagree |
|----------------|-------|----------|-------------------|
|                |       |          |                   |

4. This activity helped me to gain new insights related to working with colleagues, including co-teachers.

| Strongly agree | Agree | Disagree | Strongly disagree |
|----------------|-------|----------|-------------------|
|                |       |          |                   |

5. This activity gave me new insights related to frame of reference.

|                |       |          |                   |
|----------------|-------|----------|-------------------|
| Strongly agree | Agree | Disagree | Strongly disagree |
|                |       |          |                   |

*Write a two page written reflection (below). Your reflection should include the following:*

- *Analysis of the communication skills used within your group, and how these skills can be utilized at a school site*
- *Connections between your experience in the simulation session and key concepts from class/readings. These concepts might include: collaboration, communication, co-teaching, problem-solving, co-teaching, UDL, and inclusive practices.*
- *Reflection on how this simulation will impact you as a teacher.*

## SPED 420 Syllabus-- Linking

### TPE 1 Engaging and Supporting All Students in Learning

- 1.1- pages I: 8, 9; P: 11, 14; A: 13, 16
- 1.3- pages I: 8, 9; P: 10, 11, 15; A: 12, 13, 16
- 1.4- pages I: 9, 10; P: 10, 11, 15; A: 12, 13, 16
- 1.5- pages P: 9, 11
- 1.6- pages I: 8
- 1.8- pages I: 10; P: 10; A: 13

### TPE 2 Creating and Maintaining Effective Environments

- 2.1- pages I: 10
- 2.2- pages I: 8, 9
- 2.3- pages I: 8, 9; P: 10, 11, 15; A: 12, 13, 16
- 2.4- pages I: 8
- 2.5- pages I: 8, 19, 10; P: 9, 10, 11, 15; A: 12, 13, 16
- 2.6- page I: 10

### TPE 3 Understanding and Organizing Subject Matter for Student Learning (Social Studies and Visual-Performing Arts)

- 3.1- pages P: 9, 10, 11; A: 12
- 3.2- pages I: 8, 9; P: 9, 11, 15, 16; A: 12, 13
- 3.3- pages P: 9, 10
- 3.4- pages I: 9, 10; P: 9, 11; A: 12, 16, 19, 20
- 3.5- pages P: 9, 11; A: 12, 13
- 3.6- pages I: 8, 9; P: 9, 11, 15; A: 13, 16, 19, 20

### TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.1- pages P: 9, 11; A: 12, 13
- 4.2- pages I: 8, 9; P: 9, 11, 15; A: 13, 16
- 4.4- pages P: 9, 10, 11; A: 12, 13
- 4.5- pages I: 8
- 4.6- pages I: 9, 10; P: 9, 10, 11; A: 12, 19, 20

### TPE 5 Assessing Student Learning

- 5.1- pages P: 9, 10, 11; A: 13

- 5.2- pages I: 10; P: 9, 1; A: 13
- 5.6- pages I: 9, 10
- 5.8- pages I: 8, 9; P: 11; A: 13

## **TPE 6 Developing as a Professional Educator**

- 6.4- pages I: 9, 10; P: 10; A: 19, 20
- 6.5- pages I: 8, 9; P: 9, 11; A: 13
- 6.6- pages I: 8; P: 7, 8; A: 7

### Assignments Listed and Linked

Fieldwork Reflection-link on A: p. 14

UDL Instructional Plan- link on p. A: p. 10

Simulated Co-Teacher Interaction Reflection A: p. 17