FRESNO STATE
Kremen School of Education and Human Development

Specialized Academic Instruction for Students with Mild/Moderate Disabilities
SPED 246 | Spring 2019

Course Information	*Faculty Information*
Department/College: Literacy, Early, Bilingual, and Special Education Department [LEBSE] Kremen School of Education and Human Development, California State University, Fresno	*Instructor:* Cheryl McDonald, M.A. cmcdonald@mail.fresnostate.edu *Office Location:* ED 359 *Office Phone:* 559. 278. 0412 *Office hours:* Wednesdays 3:00-6:00
Semester: Spring 2019 *Units:* 3 *Time:* Online & six on campus sessions on Mondays 4:15-6:45pm in ED 215 [See schedule for meeting times]	**Website**: Blackboard *Log in to Blackboard using your Fresno State username and password*

University Policies

University policies may be viewed online. Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Disruptive Classroom Behavior*:* "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulence on assignments or examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)."

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Copyright Policy: "Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page at http://libguides.csufresno.edu/copyright Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site."

Vision

The Kremen School of Education and Human Development is a center for academic excellence and

collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description

Drawing upon research in the field, this course is designed to introduce appropriate methodology and an array of research-based strategies that address specialized academic instruction for students with diverse learning needs, including students with mild-moderate disabilities and emergent bilingual learners. Candidates will gain an understanding of appropriate methodology for the development, monitoring, and coordination of the Individualized Education Program (IEP) and transition planning for students with mild-moderate disabilities. An overview of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with mild-moderate disabilities will be addressed. Candidates will utilize an array of research-based strategies to address professionalism, ethical decision-making, differentiated and accessible instruction. Coursework will include varied instructional strategies (e.g., lecture, group activities, discussion, topic investigation, collaborative activities, online assignments), as well as an emphasis on diversity and multicultural influence as they relate to identifying and programming for students with disabilities. This is a hybrid course with much of the course content and assignments delivered online and through Blackboard. Six times during the semester class will meet face-to-face in ED 215 from 4:30-6:45 pm. On campus or Zoom meetings available upon request from students. The course structure includes online discussion board participation, class meetings, and independent work. Students will be required to access their university email and Blackboard at least weekly for syllabus, assignments, resources, etc. Students are responsible to keep up with material uploaded onto the Blackboard.

Prerequisites

Admission and advancement to the final phase of Preliminary Education Specialist Mild/Moderate credential program.

Course Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author.

APA Guidelines: The OWL at Purdue

Internet access, Fresno State email, and Blackboard are required for this course. Students will be required to access Blackboard at least weekly for syllabus, assignments, forms, discussion boards, resources, etc. Students are responsible to keep up with material uploaded onto the Blackboard. If you are unfamiliar with Blackboard, please consider enrolling in a Blackboard Student Orientation or watch the tutorials online: here .The instructors are not responsible for training on Blackboard or for answering technical questions regarding Blackboard, your internet browser, or your computer. It is

recommended that students become knowledgeable of APA formatting and style as this is required on all signature assignments. For general computer/internet/e-mail problems, call the Help Desk 559-278-7000. For Blackboard problems, contact Academic Technology Resource Center (559) 278-7373.

Supplemental Resources

California Department of Education (CDE) The state website for Common Core State Standards

CALSTAT. The Edge [Special Education free publication for teachers]

Center for Applied Special Technology website

Center for Parent Information and Resources website

Council for Exceptional Children. (2005). *Universal design for learning: A guide for teachers and education professionals*. CEC/Merrill: Arlington, VA.

Meyer, A., Rose, D.H. & Gordon D. (2013). Universal Design for Learning: Theory and Practice. CAST

National Association of Special Education Teachers (NASET) provides practical information, useful resources, and an extensive special education database.

National Center for Response to Intervention. (2010). RtI Resources and Tools.

National Dissemination Center for Children with Disabilities offers practical information on disabilities and strategies.

Office of Special Education Programs (OSEP) has a new Tool Kit that brings together the most current and accurate information and research briefs designed to improve instruction, assessment, and accountability for students with disabilities.

What Works Clearing House provides educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

Primary Learning Outcomes

Education Specialists grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession (CSTPs) and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the district-adopted Common Core Standards, academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment. The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

The Teaching Performance Expectations (TPEs) being evaluated in this course include the following:

- Subject-Specific Pedagogical Skills (TPE 1)
- Monitoring Student Learning During Instruction (TPE 2)
- Making Content Accessible (TPE 4)
- Instructional Planning (TPE 9)
- Professional, Legal, and Ethical Obligations (TPE 12)
- Professional Growth (TPE 13)

The Program Standards (PS) being evaluated in this course include the following:

- Professional, Legal and Ethical Practices (PS2)
- Effective Communication and Collaborative Partnerships (PS4)
- Using Educational and Assistive Technology (PS6)
- Transition and Transitional Planning (PS7)
- Participating in ISFP/IEPs and Post-Secondary Transition Planning (PS8)
- Curriculum and Instruction of Students with Disabilities (PS13)
- Creating Healthy Learning Environments (PS14)

The Specialty Specific Program Standards being evaluated in this course include the following:

- Planning and Implementing Mild/Moderate Curriculum and Instruction (MM3)
- Specific Instructional Strategies for Students with Mild/Moderate Disabilities (MM5)
- Case Management and Transition (MM6)

By the end of this course, the teacher candidate will:

Learning Outcome	Assignments
1. Apply knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities. [Program Standard 2, 6, 14; M/M Standard 5]	Online Module Assistive Technology Project
2. Apply knowledge of state and federal mandates and legal requirements for the Individualized Education Program (IEP) development, case management and monitoring, services, and instruction of students with disabilities. [Program Standard 2, 8; M/M Standards 3 & 6]	Online Module IEP Project Intervention Project
3. Participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition	Online Module IEP Project Intervention Project

Learning Outcome	Assignments
planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. [Program Standard 2, 4, 14, 8; M/M Standard 6]	
4. Develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments [Program Standard 13; M/M Standards, 3, 5 & 6].	Intervention Project
5. Utilize effective communication and collaboration skills to work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. [Program Standard 2, 4; M/M Standards 3 & 5]	Online Module IEP Project
6. Teach students appropriate self-determination and expression skills. [Program Standard 2, 4, 8; M/M Standards 3 & 5]	IEP Project Transition Presentation
7. Plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. [Program Standard 7 and 8; M/M Standards 3 & 5]	Transition Presentation
8. Utilize collaboration skills with personnel from other educational and community agencies to develop and plan for successful transitions by students. [Program Standards 4, 7, 8]	Transition Presentation

Course Policies

Student Expectations
- Assignments for this class must be each student's own work completed independently and individually except where otherwise indicated.
- Each student is responsible for completing assignments and readings prior to each class session and expected to actively participate in discussions, activities, and presentations.
- All assignments must be completed independently/individually, except where otherwise indicated.
- All assignments must follow the formats/instructions provided. It is the student's responsibility to seek clarification, if needed.
- Most assignments will be submitted/uploaded to Blackboard, unless otherwise noted.
- Assignment timeline: All assignments are due at the start of the class session (4:00 PM) on the due date to be eligible to receive full credit/points.
- Use respectful, person-first language at all times.
- Follow all university policies and all course policies stated both in writing in this syllabus and orally during class sessions.

- Other communication devices (e.g., cell phones, pagers, IPods, ear buds, etc.) should be turned off during class, except for assistive hearing devices.
- Obtain permission from the instructor in advance for visitors to attend.
- Audio and video recordings of class lectures are prohibited unless instructor gives you explicit permission to do so. Exception: Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. *Every unexcused/unauthorized absence, early departure, or tardy may result in a lower grade.* Excused/authorized absences/tardies/early departures will be allowed per University policies: (1) when a student has a serious and compelling medical condition that s/he can support with documentation, (2) when a death or serious illness in the immediate family (i.e., parents, spouse, or child) prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure. If the student does not provide acceptable documentation, the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted. Attendance is essential and is worth 25 points.

- Deductions for attendance occur as follows:
    - Any unexcused absence is a deduction of 10 points per class session.
    - Any early departure or tardy is a deduction of 10 points per incident.
- If you are absent, tardy, or leave early (excused or unexcused), it is your responsibility to do the following:
    - Obtain handouts, notes, or other materials from peers or Blackboard. The instructor does not keep copies beyond the class session in which these were given.
    - Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and discuss what, if anything, can be done to maintain your desired grade.
    - Submit all assignments by the beginning of the following class session.

Assignments
- All assignments must follow the formats/instructions provided in the syllabus and detailed on the Blackboard. It is the student's responsibility to seek clarification, as needed.
- Scoring guidelines will be provided for each assignment.
- All assignments should be proofread with errors corrected prior to submission (i.e., free from errors in spelling, grammar, mechanics, structure, syntax, and organization).
- Assignment Timelines/Due Dates
    - All assignments are due as stated in Blackboard to receive full credit/points. It is the student's responsibility to submit all assignments on time. Exceptions will be made only for

authorized/excused absences with documentation.

- Any assignment submitted late will receive, at maximum, the number of points equal to a grade no higher than a 'B-' (i.e., up to 80% of points possible). **Late assignments must be submitted <u>within two weeks of the due date in order to receive any credit</u>** and will not be accepted after the two-week past due limit, unless an excused/authorized absence.

Assignments and Examinations Schedule

Date due	*Assignment*	*Point Value*
Six sessions FtF	Attendance and participation	25 points
Jan. 28-May 6	Online modules [10 points x 10 modules]	100 points
March 25	IEP Project	50 points
April 8	Assistive Technology Project	50 points
April 29	Special Education Intervention Project	150 points
May 6 & 13	Transition Group Presentation	75 points
	Total Points Possible =	**450 points**

Grading

1. The total points earned on each assignment are recorded in the Blackboard Grade Center.
2. Grades are calculated by percentage (the total points received divided by the total points possible). Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

Signature Assignments

Online Modules [100 points]
[PS 2, 4, 6, 7, 8, 13 | MM 1, 3 | Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Collaboration, Professional Ethics, Lifelong Learning]

There will be ten [10] online modules given over the course of the semester. Each is worth 10 points. The modules will cover a variety of topics related to the specialized academic instruction, instructional and engagement strategies, universal design for learning, assessment, assistive technology, executive functioning, the Individualized Education Program including case management and collaboration and other related topics. Modules must be submitted by their due date for credit. No late modules will be accepted after the due date. No makeup activities or extra credit will be given to students who not submit each module by its due date.

Assistive Technology Project [75 points]
 [CSTP 1-6 | PS 2, 4, 6, 7, 8, 13, 14| MM 5 | Candidate Dispositions: Reflection, Critical Thinking, Collaboration, Professional Ethics, Lifelong Learning]

Teacher candidates will apply knowledge of assistive technology and alternative/augmentative communication processes used in their districts. This will include determining the AT referral process used in their local districts as a team. Individually, each candidate will analyze classroom availability and use of AT/AAC, and practice a brief AT survey for a chosen student. This project includes group and individual components.

Part 1

Research and answer the following questions about assistive technology/AAC resources and procedures in your district.

- If you need to refer a student for AT or AAC, whom do you contact?
- What forms need to be completed to refer the student for an AT/AAC assessment?
- What assessments are used to determine the need for AT devices and/or services?
- Who conducts these assessments? Where? How?
- Who makes recommendations about the need for AT devices and/or services? How do they determine which devices are appropriate?
- Who follows up with training and implementation?

Part 2

In narrative format, discuss various forms of assistive technology in your classroom/field placement, including all of the following.

- List/describe at least 3 types of AT/AAC **available** in your classroom.
- For each type, please answer all of the following:
    - Identify the category of AT represented.
    - Identify where it falls on the continuum.
    - Reflect on **how** the 3 types of AT/AAC listed above are used in the classroom. Please respond thoroughly and meaningfully to these questions, applying course content. Include the content areas for which the AT/AAC used.
    - How effective is the use of AT/AAC in relation to students' individual needs, preferences, skills, etc.?
    - If the AT/AAC is not used often or effectively, what are your recommendations for effectively using or changing to a different type of AT/AAC)?

Part 3

- Complete the *WATI Assistive Technology Classroom Guide* for your classroom students.
- Then select one target student from your classroom complete and the *WATI Consideration Guide* for each section that applies to the student.
- Discuss how you will use this information.

IEP Project [50 points]
[CSTP 1-6 | PS PS 2, 4, 6, 7, 8, 13, 14 | MM 3, 5, 6 | Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Collaboration, Professional Ethics, Lifelong Learning]

Five case studies of fictitious students with mild/moderate disabilities will be presented in class for discussion. Following the discussion, candidates will select the case study of interest to them and team with a partner to develop an IEP, using the SEIS electronic IEP forms website at Fresno State. The IEP forms to be completed, based on the information in the case study, will include the following:

- Present Levels of Performance including language development, oral and written language development, skills, health, etc.
- IEP Goals, self-determination and self-advocacy
- Services and Accommodations
- Transition, self-determination and self-advocacy
- Add a stand-alone paragraph on the case management and data collection needed.

Feedback and strategies will be given to each partner pair on the content of their IEP.

Special Education Intervention Project [150 points]
[CSTP 1-6 | PS 2, 4, 6, 7, 8, 13, 14 | MM 3, 5, 6 | Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Collaboration, Professional Ethics, Lifelong Learning]

Candidates will engage in an academic intervention project designed to increase academic success in a student receiving direct special education services from you. The five part project is described below; each part is worth 30 points. Guidelines and rubrics will be discussed in class and posted on Blackboard.

Part 1: Description of Identified Student(s)

In this section, select a student with identified disabilities in language arts and/or mathematics who has challenges in academic or social areas that you want to address beyond daily instruction. Provide an introduction to the student and describe the categories under which the student qualifies for special education services. Describe the student's instructional needs/IEP objectives and identify any processing disorder(s). Discuss how you address behavior management/ motivation including expectations, accountability, and positive reinforcement. Discuss how you currently tailor instruction to meet the needs of the learner. Based upon the information collected, identify the challenge area you want to address.

Part 2: Design for Instruction

In this section, collect baseline data using 2- 3 equivalent forms of a curriculum-based measurement to establish a baseline of the skill deficit you want to address and include copies of dated, scored probes. You will provide a description of the assessment, scoring, and evaluation criteria. Plot the baseline data and target goal. You will develop observable, measureable, and attainable short-term goals, based upon the baseline data and IEP goals/objectives, to address the target goal.

Part 3: Curriculum-Based Measurement

In this section, you will demonstrate your ability to analyze and interpret the curriculum-based measurement to plan effective differentiated instruction and interventions. You will deliver 3-4 weeks of a daily differentiated instruction, small group instruction, or other means to teach the selected intervention skills. For the purposes of evaluating the efficacy of your instruction, you will administer 3 progress monitoring probes across the intervention to track student progress and plot the data. Copies of dated, scored probes are to be included in the project. Include a detailed

description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice you used as your intervention.

Part 4: Instructional Decision-Making

In this section, you include a detailed description of the instructional decisions you made during the project, based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation to address the student's changing needs. How did you know to make changes?

Part 5: Reflection and Self-Evaluation

In this section you will reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Did the student meet the goal? What improvements could you make or do differently next time? Develop professional development goals based upon the experience of the project.

Transition Group Presentation [75 points]

[CSTP 1-6 | PS 7-8 |MM 3, 5, 6 | Candidate Dispositions: Reflection, Critical Thinking, Valuing Diversity, Collaboration, Professional Ethics, Lifelong Learning]

Candidates will form collaborative teams to research and address transitions for a chosen grade level and disability. Each team will research transition practices, transition supports from agencies and community, methods for student self-advocacy and resources. Candidates will collaborate to create (1) a 45-60 minute multi-media presentation that integrates student' self-advocacy, transition supports and resources from agencies, community, partner districts; and (2) an activity or lesson to prepare students for the transition that includes students' self-advocacy.

Presentation (40 points)

- Characteristics of the mild to moderate target learners including the special education supports and services typically received
    - o Include health, medical, developmental and any other area to be considered
    - o Typical supports, accommodations and services
- Essential skills needed by students to make the transition to the next grade successful
- Case management and collaboration with service providers, families, agencies and educational teams
- Transition activities teachers can do in the classroom to support a successful transition
- Websites and other resources that support the successful transition
- Supports and resources at school or provided by the district that support the transition
- Transition programs as appropriate through the community, agencies, etc. that are available to the student
- Recommendations for additional needed supports, programs, etc. that should be available to students
- Students' self-determination and self-advocacy skills needed and recommended strategies to increase their own advocacy

- Reflection on what you learned and how it affects your teaching and planning

Transition activity or lesson (35 points)
- Present an interactive lesson or activity that can be utilized with your classroom students to prepare them for transition into the next grade or into postsecondary transition. Incorporate engagement strategies from the text and class discussions into your presentation. Include citations/discussion of the instructional practices from the text and research-based strategies that will be utilized in the lesson/activity.
- Bring realia, program materials, software, etc. to enhance your presentation.
- Incorporate engagement strategies into your presentation.
- Include discussion of instructional practices from research-based strategies that will be utilized in the lesson/activity.

Course Calendar and Topics

The procedures and schedule for this course are subject to change in the event of extenuating circumstances.

If you are absent, tardy, or leave early, it is your responsibility to (1) submit assigned work on time (2) check with a peer on announcements, materials, and additional assignments given.

DATE	TOPIC	ASSIGNMENTS DUE
Week 1 Jan. 21	*University holiday No class meeting*	
Week 2 Jan. 28	***On campus session; all students meet*** *Course Syllabus Form Transition teams*	
Week 3 Feb. 4	**Online work session** *Curriculum Based Measures to Inform Instruction*	-Work on Module #1 -Work on intervention project
Week 4 Feb. 11	**Online work session** *Curriculum Based Measures to Inform Instruction*	**Module #1 Classroom-Based Measures due** -Work on intervention project
Week 5 Feb. 18	**Online work session** *Universal Design for Learning*	***Module #2 UDL due** -Work on draft intervention project
Week 6 Feb. 25 **FTF**	***On campus session; all students meet*** *Assistive Technology*	***Module #3 Assistive Technology due** -Work on Intervention project -Meet with AT and transition teams
Week 7 Mar 4	**Online work session** *Standards-based IEPs and Best Practices IEP Best Practices Facilitating the IEP meeting*	***Module #4 IEPs, case management and collaboration with stakeholders due** -Meet with AT and transition teams -Work on AT, Intervention, and Transition projects
Week 8 Mar 11	**Online work session** *Literacy *& Engagement Strategies*	**Module #5 Literacy/Engagement** -Meet with AT and transition teams -Work on AT, Intervention, and Transition projects
Week 9 Mar 18 **FTF**	***On campus session; all students meet*** *Inclusive practices in the classroom*	-Work on Module #6 -Work on AT, Intervention, and Transition projects

DATE	TOPIC	ASSIGNMENTS DUE
Week 10 Mar 25	**Online work session** *Inclusive practices in the classroom*	***Module #6 Inclusive Practices due** ***IEP Case Study Project due** Work on AT, Intervention, and Transition projects
Week 11 Apr 1	**Online work session** *Transition strategies*	***Module #7 Transition Strategies due** -Work on AT, Intervention, and Transition projects
Week 12 Apr 8 **FTF**	***On campus session; all students meet*** *Instructional strategies and executive functioning*	***Module 8 Executive Functioning due** ***Assistive Technology project due**
Week 13	*Spring break- no classes*	
Week 14 Apr 22	**Online work session** *Evidenced-Based supports and strategies*	***Module #9 Evidence-based Practices**
Week 15 Apr 29	**Online work session** *Supports*	***Intervention Project due** ***Module #10 Supports due**
Week 16 May 6 **FTF**	***On campus session; all students meet***	**Present Transition team projects**
Week 17 May 13 **FTF**	***On campus session; all students meet***	**Present Transition team projects**

Faculty Consultation days May 9-10

APPENDIX OF RUBRICS AND FORM

SPED 246 ASSISTIVE TECHNOLOGY RUBRIC [*50 points]*

SPED 246 AT Project Criteria	*Exceeds*	*Meets*	*Attempting*	*Does Not Meet Expectations*
AT in the district (15 points) • All questions have responses. • Responses demonstrate thorough and meaningful effort to obtain appropriate information from district personnel. • Each group member contributed to the process of obtaining information.	*15-14 points* Excellent response, exceeding criteria. All components thoroughly and meaningfully addressed. Much detail/ relevant resources provided.	*13-12 points* Expectations met. Most components thoroughly and meaningfully addressed. Some details/explanation/ relevant resources needed.	*11-10 points* Partially met. Basic components addressed. Basic details/explanation/ relevant resources provided but more needed.	*9-0 points* Minimal response. Few components addressed; much more needed. Very minimal or no response/ understanding demonstrated. Significant detail/ explanation needed.
AT/AAC in the classroom (15 points) • At least 3 different types of AT/AAC available in the classroom described, including category and continuum. • Responses to all questions are thoroughly and meaningfully provided for all 3 types of AT/AAC. • Candidate clearly and meaningfully applies course content in response	*15-14 points* At least 3 different types of AT/AAC available in classroom described, including category and continuum. Responses to all questions thoroughly and meaningfully provided for all 3 types of AT/AAC. Candidate clearly and meaningfully applies course content in responses.	*13-12 points* At least 3 different types of AT/AAC available in classroom described, including category and continuum. Responses to all questions provided for all 3 types of AT/AAC, though not thoroughly or meaningfully. Candidate applies course content in responses.	*11-10 points* At least 2 different types of AT/AAC available in classroom described, including category and continuum. Responses to all questions provided for 2 types of AT/AAC, though not thoroughly or meaningfully. If 3 different types of AT/AAC described, responses to some questions may be missing. Candidate attempts application to course content.	*9-0 points* 1-2 different types of AT/AAC available in the classroom described. Category and continuum may be missing. Responses to questions are minimal, lack detail, or some may be missing. Candidate does not apply course content in responses.
AT/AAC Practice Assessment (20 points) • *WATI Assistive Technology Classroom Guide* • *WATI Consideration Guide* • Reflection	*20-19 points* Excellent response, exceeding criteria. All components are thoroughly and meaningfully addressed. Much detail/ relevant resources provided.	*18-17 points* Expectations met. Most components are thoroughly and meaningfully addressed. Some details/ explanation/relevant resources needed.	*16-15 points* Partially met. Basic components are addressed. Basic details/explanation/ relevant resources provided but more needed.	*14-0 points* Minimal response. Few components are addressed; much more needed. Very minimal or no response/ understanding demonstrated. Significant detail/ explanation needed.
Structure (deductions only)	*No deductions* Relatively error free (0-3 errors) for spelling, grammar, syntax, mechanics, and sentence structure. No errors in person-first and objective language.	*Deductions= -2 to-4 points* Few (4-5) errors, none affecting comprehensibility. 1-2 errors in people-first and objective language.	*Deductions= -5 to -8 points* Abundant (6 or more) errors, many of which interfere with comprehensibility. 3 or more errors in people-first and objective language.	

Points Earned =   /50
Instructor comments:

WATI Classroom Observation Guide

Task	General student response	Target Student Response	Barrier to task completion	Potential Adaptations	Questions
Task: Ex: Writing a report, working on SMART Board, aligning mat problems, researching topic in media center. **Directions:** Given Visually or verbally **Time:** to complete task	How does the rest of the class respond to the directions? How do they complete their work?	Do you notice any difference in how the target student handles the directions? How do they begin, maintain, and end the task? Was the time for the activity sufficient?	What do you notice about the environment that might affect the target student's work? Ex: How the directions were delivered, time to complete the task, different learning style.	What pops into your head as a solution	What information do you need? What questions do you have for the teacher/student/parent?
Task: Directions: **Time:**					
Task: Directions: **Time:**					
Task: **Directions: Time:**					

WATI Development Team. (2017). Assistive Technology Consideration and Assessment forms.

WATI Assistive Technology Consideration Guide

Task	A. If uses special strategies and / or accommodations, describe:	B. If currently uses AT tools, describe:	C. Describe new or additional AT to be tried:
Seating, Positioning or Mobility			
Communication			
Computer Access			
Motor Aspect of Writing			
Composing Written Work			
Reading			
Mathematics			
Organization			
Recreation and Leisure			
Vision			
Hearing			
Other			
Reflection:			

WATI Development Team. (2017). Assistive Technology Consideration and Assessment forms.

SPED 246 IEP CASE STUDY RUBRIC [*50 points*]

SPED 246 IEP Case Study Criteria	*Exceeds*	*Meets*	*Attempting*	*Does Not Meet Expectations*
PART 1: PRESENT LEVELS [20 points] • Strengths/Preferences/Interests • Assessment data, health & medical • Academic/Functional Skills • Communication/ ELD • Gross/Fine Motor • Social/Emotional • Pre-vocational/Vocational • Adaptive/Daily Living Skills • Educational Benefit	**20-19 points** • Excellent responses; exceeds criteria. • All components thoroughly and meaningfully addressed. • Much correct detail provided. • Responses stated in positive terms first [what child can do], followed by needs [if any] in each area.	**18-17 points** • Expectations met. • All components thoroughly and meaningfully addressed. • Much correct detail provided. • Responses stated in positive terms first [what child can do], followed by needs [if any] in each area.	**16-14 points** • Expectations partially met. • Basic components addressed. • Some correct detail provided. • Responses not stated in positive terms first [what child can do], followed by needs [if any] in each area.	**13-0 points** • Minimal response. • Few components addressed; much more needed. • Some correct detail provided. • Responses not stated in positive terms first [what child can do], followed by needs [if any] in each area.
PART 2: IEP GOALS [10 points] • Specific, detailed and accurate baseline data provided • Goals and objectives address baseline data • Goals based on Present Levels and Educational Benefit • Goals written in observable, measurable terms with measurable criteria that does not include observation only.	**10-9 points** • Excellent responses; exceeds criteria. • All components thoroughly and meaningfully addressed. • Much detail/explanation provided. • 1-2 observable, measureable, and attainable short-term goals and objectives correctly written to baseline	**8-7 points** •Expectations met. •Most components thoroughly and meaningfully addressed. •Some details/explanation needed. •1-2 observable, measureable, and attainable short-term goals and objectives correctly written to baseline	**6-5 points** • Partially met. • Basic components addressed. • Basic details/explanation provided but more needed. • Baseline data and goal do not match; or baseline data missing • 1 observable, measureable, short-term goal/objectives correctly written to baseline	**4-0 points** • Minimal response. • Few components addressed; much more needed. • Significant explanation needed. • Baseline data and/or goals do not match Present Levels and Educational Benefit; baseline data missing • No short-term goals
PART 3: SERVICES/ACCOMMODATIONS [10 points] • Needed accommodations/supports correctly listed with frequency and duration • Services student requires are listed correctly with frequency and duration	**10-9 points** • Excellent responses; exceeds criteria. • All components thoroughly and meaningfully addressed. • Much detail/explanation provided.	**8-7 points** • Expectations met. • Most components thoroughly and meaningfully addressed. • Some details/explanation needed.	**6-5 points** • Partially met. • Basic components addressed. • Basic details/explanation provided but more needed. • Missing either accommodations or services	**4-0 points** • Minimal response. • Few components addressed • Very minimal or no understanding demonstrated. • Significant explanation needed.
PART 4: Transition Services [10 points]	**10-9 points** • Excellent responses; exceeds criteria. • All components thoroughly and meaningfully addressed. • Much explanation provided.	**8-7 points** • Expectations met. • Most components thoroughly and meaningfully addressed. • Some explanation needed.	**6-5 points** • Partially met. • Basic components addressed. • Basic details/explanation provided but more needed.	**4-0 points** • Minimal response. • Few components addressed; much more needed. • Significant explanation needed.

STRUCTURES [deductions only]	**Deductions= -3 to -5 points**
	   Few (4-5) errors, none affecting comprehensibility. 1-2 errors in people- first and objective language
			Deductions= -6 to -10 points
			   Abundant (6 or more) errors, many of which interfere with comprehensibility.	

Total points earned =   /50
Instructor's Comments:

SPED 246 TRANSITION PRESENTATION RUBRIC *[+75 points]*

SPED 246 Transition Presentation Criteria	*Exceeds*	*Meets*	*Attempting*	*Does Not Meet Expectations*
PRESENTATION [40 points] • Characteristics of the mild to moderate target learners including the special education supports and services typically received • Essential skills needed by students to make the transition to the next grade successful • Transition activities teachers can do in the classroom to support student • Websites and other resources that support the successful transition • Supports and resources at school or provided by the district • Transition programs as appropriate through the community, agencies, etc. • Recommendations for additional supports, programs, etc. that should be available • Reflection on learning and how this project affects your teaching/ planning	**40-36 points** • All team members participated in development and presenting of presentation. • All components thoroughly and meaningfully addressed. • Much detail provided. • All resources relevant. • Deep reflection on learning and teaching provided by ALL team members.	**35-32 points** • All team members participated in development and presenting of presentation. • All components thoroughly and meaningfully addressed. • Some detail provided; more needed. • All resources relevant. • Deep reflection on learning and teaching provided by <u>most</u> team members.	**31-28 points** • Most team members participated in development and presenting of presentation. • Most components thoroughly and meaningfully addressed. • Some detail provided; more needed. • Most resources relevant. • Deep reflection on learning and teaching provided by <u>some</u> team members.	**27-0 points** • Some team members participated in development and presenting of presentation. • Some components addressed. • Details lacking; more needed. • Some resources relevant. • Deep reflection on learning and teaching provided by <u>few-no</u> team members.
ACTIVITY/LESSON [35 points] • Interactive lesson or activity presented that can be utilized with project students. • Incorporates 3 or more engagement strategies. • Includes discussion of 2-3 instructional practices from research-based strategies.	**35-32 points** • All team members involved in presenting Interactive lesson or activity • 4-5 engagement strategies included • 2-3 Instructional practices included	**31-28 points** • All team members involved in presenting Interactive lesson or activity • 3 engagement strategies included • 1-2 Instructional practices included	**27-25 points** • Some team members involved in presenting Interactive lesson or activity • 1-2 engagement strategies included • 1-2 Instructional practices included	**24-0 points** • Some team members involved in presenting Interactive lesson or activity • No engagement strategies included • No Instructional practices included

TOTAL POINTS EARNED = /75

Instructor's Comments:

SPED 246 INTERVENTION RUBRIC [*+150 points*]

SPED 246 Intervention Project Criteria	*Exceeds* 30-27 points	*Meets* 26-24 points	*Attempting* 23-19 points	*Does Not Meet Expectations* 18-0 points
PART 1: STUDENT DESCRIPTION *Addresses all of the following prompts in narrative:* • Physical appearance and personality traits • Learning strengths/ styles in academics, communication, and/or behavior • Friendships and social interactions with peers • Responsiveness and motivation to learn during instruction • Challenges in academics, communication, health, medical, social/emotional, behavioral • Categories under which the student qualifies for special education service • Student's instructional needs/IEP objectives • How instruction is to meet the student's needs.	• Excellent detailed responses to all prompts written in narrative. • All components thoroughly and meaningfully addressed. • Much detail/ relevant information provided.	• Expectations met. • Most components thoroughly and meaningfully addressed in narrative. • Some details/explanation needed.	• Partially met. • Basic components addressed in narrative. • Basic details/explanation provided but more needed.	• Minimal response. • Few components addressed; much more needed. • Very minimal understanding demonstrated. • Significant detail/ explanation needed.
PART 2: BASELINE DATA *Addresses all of the following prompts in narrative:* • Description of curriculum-based measurements [2- 3 equivalent forms/probes] administered. • Description of scoring and evaluation criteria collected on student's skill deficit • Copies of dated, scored probes included. • Baseline data and target goal correctly graphed in color • 1-2 observable, measureable, and attainable short-term goals written to address the target goal, based on the collected data.	• Excellent response, exceeding criteria. • All components thoroughly and meaningfully addressed in detail. • Baseline data and target goal correctly graphed in color • 1-2 observable, measureable, and attainable short-term goals correctly written to target, based on data.	• Expectations met. • Most components thoroughly and meaningfully addressed. • Some details/explanation needed. • Baseline data and target goal correctly graphed in color • 1-2 observable, measureable, and attainable short-term goals correctly written to target, based on data.	• Partially met. • Basic components addressed. • Basic details/explanation provided but more needed. • Baseline data and target goal correctly graphed in color • 1-2 observable, measureable, and attainable short-term goals to target, based on data.	• Minimal response. • Few components addressed; much more needed. • Very minimal or no understanding demonstrated. • Significant detail/ explanation needed. • Baseline data and target goal incorrectly graphed or not in color or missing. • 1-2 observable, measureable, and attainable short-term goals incorrectly written or not based on collected data
PART 3: INTERVENTION *Addresses all of the following prompts in narrative:* • Description of 15-20 days of intervention provided including type of instruction, grouping, engagement strategies, teacher demonstration, explicit instruction, structured, guided, independent practice used, and results of progress monitoring. • Materials, lesson plans, etc. included. • Discussion of the 3 progress monitoring probes used. Probes included. • Graph of progress monitoring data imposed in color on original graph for comparison.	**30-27 points** • Detailed excellent responses in narrative. • All components thoroughly and meaningfully addressed. • Much detail provided. • Graph of progress monitoring data imposed in color on original graph for comparison. • Materials, probes, lesson plans included.	**26-24 points** • Expectations met. • Most components thoroughly and meaningfully addressed. • Some details/explanation needed. • Graph of progress monitoring data imposed in color on original graph for comparison. • Materials, probes, lesson plans included.	**23-21 points** • Partially met. • Basic components addressed. • Basic details/explanation provided but more needed. • Graph of progress monitoring data imposed in color on original graph for comparison. • Materials, probes, lesson plans included.	**20-0 points** • Minimal response. • Few components addressed; much more needed. • Very minimal or no response/ understanding demonstrated. • Significant detail/ explanation needed. • Graph of progress monitoring data incorrectly done or missing. • Materials, probes, lesson plans not included.

SPED 246 Intervention Project Criteria	Exceeds 30-27 points	Meets 26-24 points	Attempting 23-19 points	Does Not Meet Expectations 18-0 points
PART 4: INSTRUCTIONAL DECISION-MAKING *Addresses all of the following prompts in narrative:* • Description of decisions made during the project based on the data you collected from the curriculum-based measurements, student responses, pacing, teaching to mastery, and student motivation to address the their own changing needs. • How did you know to make changes? • On what did you base those decisions?	**30-27 points** • Excellent detailed responses to all prompts written in narrative. • All components thoroughly and meaningfully addressed. • Much detail/ relevant information provided.	**26-24 points** • Expectations met. • Most components thoroughly and meaningfully addressed in narrative. • Some details/explanation needed.	**23-21 points** • Partially met. • Basic components addressed in narrative. • Basic details/explanation provided but more needed.	**20- 0 points** • Minimal response. Paper NOT written in narrative. • Few components addressed; much more needed. • Very minimal understanding demonstrated. • Significant detail/ explanation needed.
PART 5: REFLECTION *Addresses all of the following prompts in narrative:* • Description of specific strategies and/or curriculum used and the relationship to student success. • Description of relationship between your instruction and student learning outcomes. • Did the student meet the goal? How do you know? • Reflection on learning and improvements you could do differently next time.	**30-27 points** • Excellent detailed responses to all prompts written in narrative. • All components thoroughly and meaningfully addressed. • Much detail/ relevant information provided.	**26-24 points** • Expectations met. • Most components thoroughly and meaningfully addressed in narrative. • Some details/explanation needed.	**23-21 points** • Partially met. • Basic components addressed in narrative. • Basic details/explanation provided but more needed.	**20- 0 points** • Minimal response. • Few components addressed; much more needed. • Very minimal understanding demonstrated. • Significant detail/ explanation needed.
STRUCTURES [deductions only] Relatively error free (0-3 errors) for spelling, grammar, syntax, mechanics, and sentence structure. Person-first language used.		**Deductions= -3 to -5 points** Few (4-5) errors, none affecting comprehensibility. 1-2 errors in people- first language		**Deductions= -6 to -10 points** Abundant (6 or more) errors, many of which interfere with comprehensibility. 3 or more

Total points earned = /150

Comments: