

Leadership for Diverse Communities

SPED 158

Differentiated Instruction in Inclusive Secondary Settings

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: For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide differentiation and choice to meet the needs of all learners, with focus on special populations.

Single Subject Program Requirements:

Prerequisites: This course is a required course in the Single Subject Program. Taken concurrently, fieldwork is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in fieldwork will need to make special arrangements with the instructor.

This is a Web-Enhanced/Hybrid class that will meet face-to-face during regularly scheduled class times, with up to half of class time replaced with online instruction.

Canvas and other technology will be used to deliver class materials. Coursework will include varied instructional strategies (i.e., lecture, small/large group activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with disabilities.

Required Textbooks and Materials

Sauders, M. (2013). *Linked learning: A guide to making high school work*. University of California, Los Angeles. Retrieved from

<http://idea.gseis.ucla.edu/projects/linkedlearning/guidebook-1/LinkLearning%20Guidebook%202013.pdf> Available on Canvas.

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing. **FREE WEB EDITION:**

<http://udltheorypractice.cast.org/login>

Recommended Texts:

Smith, E.C., Gartin, B. & Murdick, N. (2012). Including adolescents with disabilities in general education classrooms. Boston: Pearson.

**Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications*. New York, NY: The Guilford Press. ISBN: 9781462506316

**Novak, K. (2014). *UDL now! A teacher's Monday morning guide to implementing common core standards using Universal Design for Learning*. Wakefield, MA: CAST, Inc. ISBN: 978098986743

**Smith, E.C., Gartin, B., & Murdick, N. (2012). *Including adolescents with disabilities in general education classrooms*. Boston, MA: Pearson.

Armstrong, T. (2005). *Multiple intelligences in the classroom* (3rd Ed.). Alexandria, VA: ASCD Publication.

ConnectED Website at <http://www.connectedcalifornia.org/>

Dieker, L., & Hines, R. (2014). *Strategies for teaching content effectively in the inclusive secondary classroom*. Boston, MA: Pearson.

Ryan, J., Corey P., & Mooney, P. (2008). Evidenced-based teaching strategies for students with EBD. *Beyond Behavior*, 17 (3), 22-29.

Tincani, M. (2011). *Preventing challenging behavior in your classroom: Positive behavior support and effective classroom management*. Waco, Texas: Prufrock Press.

Primary Learning Outcomes

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) and the Teaching Performance Expectations (TPE). Upon completion of the course, the candidate will:

Objective	CCTC	TPE	NCATE
General Topics and Linked Learning			
1. Demonstrate knowledge of equity and access for all students, relevant state and federal laws, regarding special education, health and safety, teacher roles and responsibilities in the tiered interventions and IEP process (identification, referral, assessment, meeting, and implementation).	9, 10, 13	8, 12	

2. Demonstrate an awareness of differences and similarities of exceptional and typical students including major disability categories, at-risk issues, and giftedness.	13	8	4
3. Select and implement specially planned, strengths-based, developmentally appropriate instruction, materials, and technologies in order to differentiate instruction to effectively teach students of special populations.	4, 6, 9, 11, 12, 13	9	1, 4
4. Work collaboratively to design and deliver effective, coordinated instruction to advance each student's academic achievement (IEP goals, content matter, curriculum-based) and social integration.	4, 11, 13	4, 9	1
5. Assess the learning, language, and special needs of students to support each student's development and motivation in order to identify students for referral for support services or programs.	6, 12, 13	3, 12	4
Classroom Management			
6. Reflect on personal beliefs and create a positive inclusive classroom environment that promotes acceptance and provides an equitable classroom community and eliminate bias (e.g., safe, gender-fair, etc.).	9, 13	11	1
7. Establish procedures and practice effective strategies and resources for classroom management, individual student behavior management, crisis prevention, and conflict management.	10, 13	10, 11	1
8. Promote student effort and engagement while developing and maintaining clear and high expectations of academic and social behavior in the classroom.	5, 9, 13	5, 11	1
9. Study, learn and apply concepts and strategies that contribute	10, 13		1
to respectful and productive teacher relationships with families and the community.			
Differentiated Instruction			
10. Utilize theories of human learning to design, supply and deliver a variety of models of teaching and reflect on decisions and practices to determine alternate courses of action in teaching.	3, 4, 9, 13	4, 9	1

11. Select appropriate electronic research tools and technological resources (i.e., software, equipment, assessment, etc.) to support, manage, and enhance student learning.	11, 13		1
12. Apply appropriate pedagogical practices/strategies and collaborative planning to effectively teach diverse students (e.g., backgrounds, experiences, skills, abilities, languages, etc.), recognizing each student's specific learning and social needs.	6, 9, 12, 13	9	1

Course Policies

Classroom Environment

1. Respectful language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, tablets, and other portable media players) turned off during class unless using in a lesson.
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or candidate presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

Email

This course requires the use of your university email account. The University provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Attendance includes being both physically present and participating when appropriate. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the candidate has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, spouse, or child) prohibits candidate from attending class, or (3) when candidate is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the candidate's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.

- b. If the candidate does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. Deductions for attendance occur as follows:
 - a. Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of at least 5-10 points per class session.
 - b. Excessive absences, tardies, or early departures may result in a lowered letter grade.
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
 - a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
 - b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss what, if anything, can be done to maintain your desired grade.
 - c. Submit all assignments as soon as possible online.
 - d. You will not make up points missed for participation, in-class activities, preparation for assignments, final exam, etc.

Assignments

1. Each candidate is responsible for **completing ALL assignments** for this course.
 - a. Candidates who do not complete ALL major course assignments **WILL NOT** receive a passing grade in the course.
 - b. To receive an A in the course, candidates must receive at least 80% of points available for the following major course assignments:
 - i. Differentiated Instruction Report Part 1
 - ii. Differentiated Instruction Report Part 2
 - iii. Differentiated Instruction Report Part 3
 - iv. Collaborative Presentation
 - v. Final Assignment/Team Case Study and Lesson Plan
2. Assigned readings must be completed **prior to each class session** to actively participate in discussions, activities, and presentations.
3. Assignments for this class must be each candidate's own work.
4. All assignments must be completed independently/individually, except where otherwise indicated.
5. All assignments must follow the formats/instructions provided in the syllabus.
 - a. It is the candidate's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
 - b. Most assignments have a rubric (evaluation) available.
 - c. It is the candidate's responsibility to obtain the rubric, read it thoroughly, and follow the rubric when completing assignments.
6. **All assignments will be submitted on Canvas** (see Submit Assignments tab on the left column) and follow the guidelines listed below:
 - a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 to 2 spaces between lines.

- b. Use transition sentences, phrases, and words between ideas and paragraphs, when appropriate.
 - c. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
 - d. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
 - e. Follow APA guidelines for in-text citations and references.
 - f. **UPLOAD documents to submit assignments.** DO NOT copy/paste assignments into the comments section.
 - g. **DO NOT EMAIL ASSIGNMENTS** unless you receive explicit instructions from the instructor to do so.
7. **Assignment Timelines/Due Dates:**
- a. All major assignments are **due online by 3:00 p.m. on the date the assignment is due** to be eligible to receive full credit/points. **It is the candidate's responsibility to submit all assignments on time.** Note: Reading check/online assignments have different due dates/times. See description and Canvas.
 - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, authorized/ excused absence, emergency, or other issue.
 - c. Any assignment submitted late (after 3:00 p.m. on the day it is due) will receive, at a maximum, the number of points to equal a grade no higher than a "B". Exceptions will be made only for excused/authorized absences.
 - d. Late submissions will not be accepted more than one (1) week after the due date, unless the candidate provides a compelling reason. Late submissions are subject to instructor's discretion.
8. **Assignment Re-Submissions:**
- a. Major assignments may be re-submitted for an average/mean of obtained points. Reading check/online assignments may NOT be re-submitted.
 - b. Candidates must initiate the request to re-submit an assignment within one (1) week of receiving their grade and feedback.
 - c. Candidates must at least meet minimal requirements for assignments they request to re-submit.
 - i. E.g., Candidates may NOT request to re-submit an incomplete assignment or portion thereof.
 - ii. E.g., Candidates may NOT request to re-submit an assignment of unacceptable quality or portion thereof.
 - d. Assignment re-submissions are subject to instructor's discretion.
9. **Confidentiality.** The privacy and identity of students and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as _____ (fictitious first name)."

Grading

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
 - 90 – 100% = A
 - 80 – 89% = B □ 70 – 79% = C
 - 60 – 69% = D
 - 0 – 59% = F

IN-CLASS ACTIVITIES and PARTICIPATION (50 points): (Formative Assessment: TPE 12). Each class period, there will be in-class activities to review readings and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. In-class activities will be given in various formats (e.g., individual, small group, whole group; quizzes, quick-writes, cooperative learning activities, discussions, etc.). No make ups on quizzes/assignments unless previously arranged with instructor. Unexcused absences, leaving early, arriving late, or demonstrating minimal participation will result in 5-10 points for each occurrence deducted from your final grade. Points will be weighted across all face-to-face class sessions across the semester. Candidate Dispositions Addressed: Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity

READING CHECK ASSIGNMENTS and ONLINE ASSIGNMENTS (100 points): (Formative Assessment: TPE 12). For the majority of weekly assigned readings, there will be an online assignment to reflect upon and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. Reading check assignments and online assignments will be given in various formats and will involve some form of choice in how the assignment is completed. Three of the six reading assignments given need to be completed in a collaborative manner and will be denoted as so on the course outline. You may work with other similar content area credential candidates. **Reading check assignments are due the day before class (i.e., Tuesdays) by 11:59 p.m. READING CHECK ASSIGNMENTS SUBMITTED AFTER 8:00 a.m. on the day of class WILL BE NOT BE ACCEPTED. Reading check assignments submitted between 12:00 a.m. and 8:00 a.m. on the day of class are subject to the policy on late work. NOTE: Online assignments (when replacing face-to-face class) are due on the day of class by 11:59 p.m.** No make ups on assignments unless previously arranged with instructor. During weeks when there are no face-to-face class meetings, specific online assignments will be given. Details will be posted on Canvas for all reading check and online assignments. Candidate Dispositions Addressed: Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity.

MAJOR ASSIGNMENTS (Templates and rubrics will be on Canvas)

DIFFERENTIATED INSTRUCTION (DI) REPORT (THREE parts): (LS Standard 8) (Formative Assessment: TPE 9 & 19) Use your student teaching placement to select two students with disabilities (high-Incidence or low-Incidence) or other special learning needs

(e.g., ADHD, gifted, at-risk) to observe, learn about, and teach. You will organize a written, narrative report on each identified student based on the descriptors listed below. Please include the headings (in **bold**) below in your paper. The final report must follow the outline described, be typed and 1.5-spaced. Paper will be reviewed and evaluated for thoroughness of information, content, organization, grammar, and thoughtful reflection. **See rubric on Canvas for evaluation details.** Please prepare this report as product you could share in an interview to document your understanding of meeting individual needs and differentiation. Candidate Dispositions Addressed: Reflection, Valuing Diversity
Specific details about the assignments, templates, and rubrics will be provided on Canvas.

1. DI Part 1 (15 points): Students in Context

- a. **Description of School:** name of school, address, director/principal, supervising teacher, support staff, student demographics, school testing data, etc.
- b. **Description of Classroom:** grade level/content area, number of students (general education and students with special needs). Identify two students with special learning needs (at least one must be a student with a designated disability/IEP). The other student could have an IEP or be at-risk.
- c. **Descriptions of Two Target Students:** For each student describe in a narrative:
 - Hypothetical name, age, gender, ethnicity, language proficiency.
 - Describe the designated disability or learning challenge. For the student with a disability, review his/her IEP/504 Plan for emphasis areas (long-term goals) and any recommended accommodations or modifications. Include these goals in your report.
 - Describe related services provided (e.g., specialized academic instruction, teacher aide, speech, counseling, etc.).
 - Describe how their disabilities or learning differences affect their learning of the content, work in class or on assignments (e.g., Reading ability; Writing ability); General appearance (apparent physical disability, appearance); Behavior (e.g., responsiveness, motivation); Mobility (wheelchair, balanced); Communication (talkative, non-verbal, vocabulary); Vocational Skills (organization); Student's strengths and interests; Friendships; Other pertinent observations.
- **Note:** Remember to keep all information about the child confidential; it's the LAW. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

2. DI Part 2 (40 points): Content Analysis and Learning Outcomes, Design for Instruction, Assessments, and Instructional Considerations for Two Target Students

- a. **Provide one (1) Lesson Plan** (example template will be available on Canvas) in your content area that address principles of differentiated instruction and universal design for learning.
- b. Attach supporting documents (i.e., lesson plan materials, PowerPoint or Google slide presentations, handouts, assessments, rubrics, etc.)
- c. **Rationale and Explanation of Accommodations/Modifications for Two**

Target Students: Example template and required questions will be available on Canvas. Using information from DI Part 1, you will describe how you plan to accommodate or modify the lesson plans for two target students.

- d. **Note:** Remember to keep all information about the child confidential; it's the LAW. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

3. DI Part 3 (20 points): Narrative Reflection

- a. **Narrative Reflection of Teaching:** Teach the Lesson and provide accommodations/modifications for target students and write a narrative reflection. Example template and required questions will be available on Canvas.
- b. **Narrative Reflection of Instructional Considerations for Target Students:** Teach the Lesson and write a narrative reflection. Example template and required questions will be available on Canvas.
- c. **Note:** Remember to keep all information about the child confidential; it's the LAW. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

- 4. IEP/TRANSITION PLAN REFLECTION PAPER* (15 points):** You will attend an annual IEP meeting (preferably of a student in your classroom) and write a 1-2 page reflection paper describing the meeting, its participants, their roles, the meeting process, and results. Share the discussion and decisions related to transition plans for the student, if applicable. Discuss what you learned or what questions arose after attending the meeting. Specific details about the assignment and rubric will be provided on Canvas. Candidate Dispositions Addressed: Reflection, Valuing Diversity, Collaboration, Life-long Learning. **Note:** Remember to keep all information about the child confidential; it's the LAW. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

- 5. PARENT INTERVIEW* (25 points):** You must interview a parent of a student with a disability. Introduce yourself and tell the parent that you are working toward a teaching credential at CSU, Fresno. Thank them for agreeing to meet with you, ask them to share some of their experiences and perceptions as a parent of a student with a disability, tell them it will be helpful to you as a teacher, and assure them the interview will be kept confidential. In your paper, include a thoughtful reflection paragraph with several points about what you learned and how you will apply it in the future. Example interview questions, specific details about the assignment, and rubric will be provided on Canvas. Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Life-long Learning.

- 6. LINKED LEARNING REFLECTION* (20 points):** You must read the **Linked Learning Guidebook on your own to complete this assignment. After reading through the Linked Learning Guidebook, you will complete the reflection.** Based on your content area and your school experience, you will write a 2-3 page report. Specific details, assignment template, and rubric will be provided on Canvas. Candidate Dispositions Addressed: Reflection, Valuing Diversity, Critical Thinking, Life-long Learning. Refer to the Linked Learning Guidebook and the ConnectEdCalifornia website: Information about Linked Learning:

[http://www.connectedcalifornia.org/linked_learning_Certified_Linked_Learning_Pathways:](http://www.connectedcalifornia.org/linked_learning_Certified_Linked_Learning_Pathways)
http://www.connectedcalifornia.org/schools_districts/certified_linked_learning_pathways

7. COLLABORATIVE PRESENTATION (20 points): Beginning Week 5, small groups (2-3 candidates) will plan, create, and deliver a 20-minute presentation about an assigned disability topic. Disability topics are indicated in a corresponding week of class. Candidates may choose with whom to work. Whole group discussion or random selection will help determine which group presents on which topic and corresponding date. In general, presentations must include characteristics of students with the disability, causes of the disability, classroom implications and strategies for working with students with this disability, and 3 websites/organizations resources (that will be shared among the class using Canvas). Presentations must also incorporate multiple means of representation, a principle of Universal Design for Learning. Presentations should be engaging and allow for interaction between presenters and participants. Specific details about the presentation (e.g., expectations, information that must be covered, presentation style, etc.) and resources to research the presentation will be discussed in class and posted on Canvas. Candidate Dispositions Addressed: Reflection, Collaboration, Valuing Diversity, Critical Thinking, Life-long Learning

8. FINAL ASSIGNMENT: COLLABORATIVE CASE STUDY, INTERDISCIPLINARY PROJECT, and LESSON PLAN OUTLINES (50 points): In an assigned group, you will collaboratively plan an interdisciplinary project, develop lesson plan outlines, analyze case studies of students with disabilities, and incorporate principles of differentiated instruction/UDL. Details about the Final Assignment will be posted on Canvas and discussed in class. Candidate Dispositions Addressed: Collaboration, Reflection, Valuing Diversity, Ethical Professional, Life-long Learning

*** DENOTES THAT DUE DATE FOR THESE ASSIGNMENTS IS YOUR CHOICE:** The assignments noted by an asterisk above (IEP Reflection, Parent Interview, and Linked Learning Reflection) ARE REQUIRED ASSIGNMENTS. There are set due dates throughout the semester for which you may submit one of the listed assignments as you choose. You will complete and sign a contract stating when you will submit each of these assignments. **All policies regarding these assignments apply!!** (I.e., **due by 3:00 p.m.** on the assigned date, resubmission policies, etc.):

1. Choice #1 DUE:
2. Choice #2 DUE:
3. Choice #3 DUE:

Assignment Schedule and Grading:

Due Date	Learning Outcomes	Assignment/Activity	Points
Variable	1-12	In-Class Activities and Participation	50
Variable	1-12	Reading Checks & Online Assignments	100
Variable	2,3,4,6, 10,11,12	Collaborative Presentation	20

02/15/17	2,3,4,5,10,11,12	Differentiated Instruction Report Part 1	15
03/29/17	2,3,4,5,10,11,12	Differentiated Instruction Report Part 2	40
05/03/17	2,3,4,5,10,11,12	Differentiated Instruction Report Part 3	20
Choice*	1,3,9	IEP Reflection Paper	15
Choice*	1,2,4,9	Parent Interview	25
Choice*	2,3,4,7,8,10	Linked Learning Reflection	20
05/10/17	3,6,7,10,11,12	Final Assignment	50
			Total: 355

Study Expectations.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

Topics Descriptions
<p>Beliefs that All Students Can Learn</p> <p>Through activities and discussions teacher candidates are asked to examine their own beliefs and biases about the concept of "All Students Can Learn", including their perceptions of their own experiences (e.g., at school, with family members, etc.) and the role of teacher in normalization, expectations and promoting acceptance and advocacy. Research data is used to challenge and inform their beliefs.</p>
<p>Special Education Legal and Ethical Issues</p> <p>The history and current laws related to special education are addressed throughout the course. Teacher candidates explore the intent of the law and the passage and reauthorizations of IDEA. Teacher candidates are taught the referral process including Response to Intervention (RtI/SSTs) and the IEP referral process. They learn about and attend an IEP meeting. Ethical issues related to identification labels, and placements are discussed.</p>

Differentiating Instruction

Lessons represent and model for teaching strategies and activities for all students in content, critical thinking, social, and communication skills. These lessons are used to demonstrate instructional strategies, including ways to design lessons (UDL) that include all students in the original design, not as an add-on or fix. Specific accommodations and modifications will be taught, modeled and practiced. Teacher candidates learn the elements of effective lessons through readings, observations, and discussions, and then are expected to plan and teach lessons designed for all in their fieldwork placement.

Classroom Management

Teacher candidates begin by learning about establishing the classroom environment that is positive and respectful. Classroom settings and organization are shared, and establishing, teaching, and supporting rules is covered. These principles are then applied to analyzing current textbooks, including their organization, lesson format, and resources. How to

reinforce positive behavior and how to utilize positive behavior interventions are emphasized. Teacher candidates also learn how to deal with more serious behaviors and their role in collaboratively designing and implementing a Behavior Plan.

Teacher responsibility in instruction and collaboration

Teacher candidates will learn about the roles of general and special education teachers, as well as other support personnel on the school site and in the school districts. Expectations regarding collaboration, co- or team teaching, roles in professional learning communities, and instruction will be shared, observed and modeled. Planning instruction using UDL in a variety of settings and size (whole group, small group, individual). Working with paraprofessionals will also be covered.

Strategies and Resources for Students with disabilities, at-risk, GATE, EL...

Specific teaching and learning strategies for both high and low incident disabilities will be taught and practiced. Characteristics of learning differences and approaches will be discussed in each class session. Resources in the school, school district, SELPA, region and community will be shared. Accommodations and modification for instruction and assessment will be learned through a variety of activities and assignments.

Role as Professional Educator (Student and Family Efficacy/Advocacy)

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. Their beliefs and biases about disabilities, advocacy, and teaching are explored continually in discussions. Their role in acting as an advocate for their students with disabilities in collaboration with families, other school professionals, agencies and the students themselves by providing information, family/parent trainings, self-determination instruction and other appropriate activities is applied through assignments and work as student teachers.

University Policies: University Policies are available for review on the following website:http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Plagiarism Detection:

The campus subscribes to the SafeAssign.com plagiarism prevention service through

Canvas, and you will need to submit written assignments to SafeAssign.com. Your work will be used by SafeAssign.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign.com process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign.com Originality Reports will not be available for your viewing.

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 the Henry Madden Library, Room 1202 (278-2811).

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:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to 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/) (<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."

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 and 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."

Copyright Policy:

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TENTATIVE SPED 158 COURSE OUTLINE

NOTE: This syllabus and schedule are subject to change

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas	Assignments Due
Week 1	Introduction/Syllabus Overview of Course Resources <ul style="list-style-type: none"> • The IRIS Center • CAST • National Center for UDL • Linked Learning 		None In-class sign up for disability category for Collaborative Presentation
Week 2	High and Low Incidence Disabilities <u>Low Incidence Disabilities:</u> <ul style="list-style-type: none"> • Deaf and Hard of Hearing (DHH) • Visual Impairments (VI) and Blindness • Other Health Impairments (OHI) • Orthopedic Impairments (OI) 	Download syllabus from Canvas	Choice Assignment Contract (given and completed in class)
Week 3	Legal and Ethical Foundation for Educating Students with Disabilities <ul style="list-style-type: none"> • Key terms & concepts in SPED Inclusive practices in today's schools Special Education Procedures & Services <ul style="list-style-type: none"> • Referral, assessment & eligibility • Placement options • IEPs/Services • Continuum of Services • Transition 	Explore Wrightslaw at http://www.wrightslaw.com/idea/art.htm Required readings/ resources on Canvas- assessment of readings will be given at the beginning of class.	In-Class: Writing measurable goals; accommodations & modifications; transition goals; post-secondary goals.

Week 4	Classroom Management and Organization □ Building a Positive	<u>IRIS Module: Classroom Management (Part 1)</u> □ Challenge	Reading Check/Online Assignment: See
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	<ul style="list-style-type: none"> Climate Influences on Behavior Rules Procedures <p>Differentiated Instruction Report Part 1: Getting to know students</p>	<ul style="list-style-type: none"> Initial Thoughts P&R p. 1-8 <p>Required readings/ resources on Canvas</p>	<p>Canvas</p> <p>CHOICE Assignment #1 DUE</p> <p>In-Class: Creating Rules and Expectations; Behavior support plans; Functional Behavior assessments.</p>
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Week 5	Classroom Management and Organization <ul style="list-style-type: none"> Positive & Negative Consequences Reinforcement System Surface Management Techniques Presentation: Speech Language Impairment	<u>IRIS Module: Classroom Management (Part 1)</u> <ul style="list-style-type: none"> P&R p. 9-15 Wrap Up <p>Required readings/ resources on Canvas</p>	Differentiated Instruction Part 1 DUE
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Week 6	Classroom Management and Organization (cont. if needed) Assessing Students' Needs □ Collecting and using assessment information to design instruction Learning Disabilities Presentations: 1. Hearing Impairment 2. Deafness	Required readings/ resources on Canvas	Reading Check/Online Assignment: See Canvas
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Week 7	Differentiated Instruction <ul style="list-style-type: none"> • Content • Process • Product Resources for Lessons	<u>IRIS Module: Differentiated Instruction</u> <ul style="list-style-type: none"> • Challenge • Initial Thoughts • P&R p. 1-7 	Reading Check/Online Assignment: See Canvas
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	Content Specific Differentiation: Reading and Language Arts, Math, Science, Etc Presentation: Specific Learning Disability	Required readings/ resources on Canvas	
Week 8	Universal Design for Learning Strategies and Planning Instruction by Analyzing Classroom & Students' Needs – UDL <ul style="list-style-type: none"> • Representation • Action & Expression • Engagement Presentation: Orthopedic Impairment	<u>IRIS Module: Universal Design for Learning</u> Free for Credential Students: KSOEHD Conference on Character and Civic Education Fresno Convention Center Exhibit Hall Friday, March 10 8:00 am – 1:00 pm	CHOICE Assignment #2 DUE Reading Check/Online Assignment: See Canvas

Week 9	<p>UDL Continued</p> <ul style="list-style-type: none"> ▫ Practice with the Principles <ul style="list-style-type: none"> ○ Representation ○ Action & Expression ○ Engagement <p>UDL: Technology and Assistive Technology</p> <p>Presentation: Other Health Impairment</p>	No New Readings	No Assignments Due
Week 10	<p>Project-Based Learning Building Social Relationships</p> <ul style="list-style-type: none"> • Peer tutoring • Cooperative learning <p>Autism Spectrum Disorders (ASD)</p> <p>Strategies for Social Skills</p> <p>Presentation: Intellectual Disabilities</p>	Required readings/ resources on Canvas	
Week 11	<p>Accommodations for Students with Disabilities</p> <p>Attention Deficit/Hyperactivity Disorder</p> <p>Presentation: Emotional Disability</p>	Required readings/ resources on Canvas	<p>Differentiated Instruction: Part 2 DUE</p> <p>Reading Check/Online Assignment: See Canvas</p>

Week 12	<p>Building Social Relationships</p> <ul style="list-style-type: none"> • Promoting positive social interactions among students with and without disabilities • Social skills <p>Intellectual Disabilities</p> <p>Presentation: Autism</p>	<p>No new readings</p> <p>Teach your differentiated instruction lesson by 04/26/17!!</p>	No Assignments Due
Week 13	<p>Managing Problem Behaviors</p> <ul style="list-style-type: none"> • Goals for Managing Problem Behavior • Individual Behavior Plans/Contracts <p>Emotional and Behavioral Disorders</p> <p>Presentation: Visual Impairment/Blindness</p>	<p><u>IRIS Module: Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting Out Cycle</u></p>	No Assignments Due
Week 14	<p>Strategies for Independent Learning</p> <ul style="list-style-type: none"> • Student self-awareness and self-monitoring • Self-advocacy <p>Presentation: Traumatic Brain Injury</p>	<p><u>IRIS Module: Study Skills Strategies (Part 2)</u></p>	CHOICE Assignment #3 DUE
Week 15	<p>Building Partnerships Through</p>	<p>Required readings/ resources on Canvas</p>	Differentiated Instruction:

	<p>Collaboration</p> <ul style="list-style-type: none"> • Basics of collaboration • Working effectively with parents & paraprofessionals • Team Teaching <p>Begin Final Assignment</p>		<p>Part 3 DUE</p> <p>Reading Check/Online Assignment: See Canvas</p>
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Week 16	FINAL ASSIGNMENT DUE	Review readings/ resources from the course	Final Assignment DUE
Finals Week	ALL ASSIGNMENTS and RE-SUBMISSIONS DUE. Absolutely no late assignments will be accepted after (insert due date) !!!		