



SPED 136

ASSESSMENT, CURRICULUM DESIGN, & INSTRUCTION FOR STUDENTS WITH MILD/MODERATE DISABILITIES

Semester:	Instructor:
Units: 3	Office:
Day/Time:	Email:
Location:	Phone:
Website: www.csufresno.edu	Office hours:

Prerequisites:

Completion of required coursework. Concurrent enrollment in SPED 171.

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:

This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate disabilities. This course provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment with a focus on response to instruction, universal design for learning, evidence-based curricula, and effective instructional methods. 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.

Required Text (Texts, Articles, Journals, Websites, etc.):

Garguilo, R. M. & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach*. Belmont, CA: Wadsworth.

Rose, D. H. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD. [Online]

Additional required readings, as noted in the course schedule, will be made available on Blackboard.

Recommended Reading:

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD.

Primary Learning Outcomes:

Upon completion of this course, the student will exemplify through practice the Kremen School of Education and Human Development's broad vision and mission of ethically informed community leaders for classroom teaching, education and administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity.

1. Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with mild/moderate disabilities. [Program Standard 3 | TPE 5, 6 | MM 3, 5]
2. Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences and lesson plans that provide students with mild/moderate disabilities with equitable access to the content and experiences found in the state-approved core curriculum. [Program Standard 13 | TPE 1, 2, 4, 6 | MM 3, 5]
3. Candidates demonstrate knowledge of components of effective instructional delivery; orientation (teacher demonstration), presentation (explicit instruction, modeling, pacing), guided practice and corrections, and independent practice with opportunities for students to show level of mastery. [Program Standard 9 | TPE 4, 5, 6 | MM 3, 5]
4. Candidates demonstrate knowledge and ability to utilize ongoing assessments to determine students' progress towards state adopted content standards. Candidates analyze results to plan effective and differentiated instruction and interventions. [Program Standard 9 | TPE 3, 9 | MM 2]
5. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities. [Program Standard 6 | TPE 9 | MM 5]
6. Candidates demonstrate how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive

language skills, and that logically progresses to the grade level reading/language arts program for English speakers. [Program Standard 10 | TPE 7 | MM 5]

Course Policies

Classroom Environment

1. Respectful language is expected AT ALL TIMES.
2. Keep audible communication devices (cell phones, pagers, iPods, and other portable media players) turned off during class.
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, students presentations, or in-class assignments. No other use is acceptable.
4. Please obtain advanced permission for visitors.

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.

1. 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.
 - a. 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.
 - b. 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.
2. Deductions for attendance occur as follows:
 - a. One absence (regardless of reason) will be excused. However, this and any other unauthorized/unexcused absence may result in missed class points for that session.
 - b. Any early departure, or tardy will may also result in missed class points for that session.
3. If you are absent, tardy, or leave early (excused or unexcused), it is your responsibility to do the following:
 - a. 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.
 - b. 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.
 - c. Submit all assignments by the beginning of the following class session.

Assignments

1. Each student is responsible for completing assignments and readings prior to each class session and expected to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independently/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification, if needed.
5. Scoring guidelines will be provided for each assignment.
6. Most assignments will be submitted/uploaded to Blackboard, unless otherwise noted.
 - a. Typed/word processed assignments should have: 1" margins, 12-point font, and 1.5-2 spaces between lines.
 - b. All assignments should be proofread with errors corrected prior to submission (i.e., free from errors in spelling, grammar, mechanics, structure, syntax, and organization).
7. Assignment timeline:
 - a. All assignments are due before the start of the class session (4:00 PM) on the due date to be eligible to receive full credit/points.
 - b. Exceptions will be made ONLY for: (1) authorized/excused absences, as defined above, (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
 - c. Any assignment submitted late (i.e., after the class session in which it's due) 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 within one week of the due date in order to receive credit. Exceptions will be made only for excused/authorized absences. Please do not email assignments (unless requested or in the event of a Blackboard outage).

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 students as [fictitious name]".

Grading

1. The total points earned for each assignment will be recorded on Blackboard.
2. Grades are calculated by percentage (the total points earned divided by the total points possible).
 - 90 – 100% = A
 - 80 – 89% = B
 - 70 – 79% = C
 - 60 – 69% = D
 - 0 – 59% = F

Examinations and Major Assignments

Date Due	Assignment/Activity	Points Possible
Weekly (prior to class)	Online Assignments	10 points each (x 12) 120 points total
As assigned	In-Class Assignments (10 opportunities per term; assigned in class and due by the end of the class session, unless otherwise noted)	10 points each (x 10) 100 points total
Session 8	Response to Instruction – Planning and Decision-Making <ul style="list-style-type: none"> • Self-Assessment • Assessment Map • Evaluating Instruction: Data Analysis and Decision-Making 	50 points
Session 10 Session 16: Final	UDL/Differentiated Instruction Unit <ul style="list-style-type: none"> • Part 1: Identifying and alleviating barriers in curriculum, instruction, and assessment [20 points] • Part 2: Applying UDL/differentiated instruction to unit and lesson development [FINAL 50 points] 	70 points
Session 12	IEP Reflection	15 points
Session 13	Tech Tool/Website Evaluation	15 points
Sessions 14 & 15	Research-Based Intervention Presentation	35 points
	TOTAL	405 points

FOR ALL ASSIGNMENTS:

Remember to keep all information about the child CONFIDENTIAL; it's the LAW. Use pseudonyms when discussing the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

Online Assignments

[Program Standards 3, 4, 5, 6 | TPE 2, 4, 6, 7, 8, 9, 13 | M/M Standards 2, 3, 5]

This is a hybrid course (i.e., course content will be delivered both online [through Blackboard] and face-to-face). There will be 12 online assignments over the course of the semester. Online assignments will cover a variety of topics related to the course content and learning outcomes. Assignments must be completed before the start of the class session on the due date to be eligible to receive full credit/points. A total of 120 points are possible (10 per assignment). Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

In-Class Assignments

[Program Standards 3, 4, 5, 6 | TPE 2, 4, 6, 7, 8, 9, 13 | M/M Standards 2, 3, 5]

There will be 10 in-class assignments over the course of the semester. Unless otherwise noted, assignments must be submitted by the end of the class session in which they are assigned. No late in-class assignments will be accepted, nor will there be opportunities to make up missed points. A total of 100 points are possible (10 per assignment). Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

IEP Reflection Paper

[Program Standards 2, 8 | TPE 12, 13 | M/M Standard 6]

You will attend an IEP meeting (preferably for a student in your classroom) and write a 1-2 page reflection paper describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting. A total of 15 points are possible for this assignment. Candidate dispositions addressed: *Reflection, Valuing Diversity, Collaboration, Life-long learning*

Tech Tool/Website Evaluation

[Program Standards 3, 6 | TPE 4, 5 | M/M Standard 3]

Using the rubric provided in class, evaluate an educational website appropriate for students you are teaching. Write a summary that includes a description of the website, its accessibility, and its potential for use as an educational tool.

Response to Instruction – Planning and Decision-Making

[Program Standards 2, 4, 5 | TPE 2, 3, 6 | M/M Standards 2, 3]

--Part 1: Using the resources provided, assess your school's readiness to implement RTI in the areas of leadership, teaming, curriculum, and assessment. Write a rationale that describes existing, effective elements, needs for improvement, necessary components for success, and an action plan for improvement.

--Part 2: Complete assessment maps for screening, progress monitoring, and diagnostic assessments in reading and math.

--Part 3: Evaluate instruction by progress monitoring a student (or small group of students) in reading or math. You will establish a baseline, track student progress, interpret assessment results, and analyze the effectiveness of instruction.

Universal Design for Learning/Differentiating Instruction Unit

[Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]

--Part 1: Identifying and alleviating barriers in curriculum, assessment, and instruction – Given a lesson, identify the instructional goals, materials, methods, and assessments, and evaluate its accessibility, based on the features of UDL. For each barrier you identify, suggest a change to alleviate the barrier.

--Part 2 [FINAL]: Design a unit in math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.

Research-Based Intervention/Strategy Presentation

[Program Standard 3 | TPE 1A, 1B | M/M Standards 3, 5]

Research and present an overview and lesson demonstration of a systematic, research-based intervention program or instructional strategy for math, reading, speaking/listening, or writing (as assigned) designed for use with students with mild to moderate disabilities. Prepare a written summary of the intervention program or instructional strategy. Present the intervention program to the class, including teaching a demonstration lesson that incorporates technology. Create a resource handout containing useful information about the program or strategy.

University Policies:

University Policies are available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodations 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: 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. Instructor 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.”

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:

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](http://csufresno.edu/library/information/copyright/) (<http://csufresno.edu/library/information/copyright/>).

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SPED 136 Course Outline

****This syllabus and schedule are subject to change****

Date	Topic	Online Assignment	Class Assignment
Session 1	Course Overview and Expectations Common Core State Standards	Common Core State Standards: Resources http://www.cde.ca.gov/ci/cc/	<u>READING:</u> CA Dept. of Education. (2011). A Look at Kindergarten through Grade 6 in California Public Schools.
Session 2	Principles of Effective Instruction	Activity/Reflection based on selected videos from: http://explicitinstruction.org/	<u>READING:</u> Garguilo & Metcalf: Ch. 7 Organizing Instruction and Study to Improve Student Learning: IES Practice Guide. (2007).
Session 3	Response to Instruction/Intervention: Introduction; Models & Approaches	STAR Legacy Module: RTI Part 1: An Overview The Role of RTI In LD Identification Reading Rockets How RTI Changes Special Education http://bcove.me/9ohku8yw	<u>READING:</u> TEACHING Exceptional Children. (May/June 2007). Theme: Responsiveness to Intervention. Fletcher, et al. (2004). Alternative Approaches to the Definition and Identification of Learning Disabilities: Some Questions and Answers <u>Recommended (Review):</u> National Center on Response to Intervention (March 2010). <i>Essential Components of RTI – A Closer Look at Response to Intervention</i> . Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

Date	Topic	Online Assignment	Class Assignment
Session 4	Response to Instruction/Intervention: Assessment & Instructional Decision-Making	<p>Webinar: Using Student Progress Monitoring in a Response to Intervention Model studentprogress.org</p> <p>STAR Legacy Module: Fidelity of Implementation: Selecting and Implementing Evidence-Based Practices and Programs</p>	<p><u>READING:</u></p> <p>Garguilo & Metcalf: Ch. 9</p> <p>IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making: Recommendations 1 & 2</p>
Session 5	Response to Instruction/Intervention: Implementation & Evaluation	<p>STAR Legacy Module: RTI Part 4: Putting it all Together</p> <p>STAR Legacy Module: RTI: Mathematics</p>	<p><u>READING:</u></p> <p>Garguilo & Metcalf: Ch. 10</p> <p>IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools: Recommendations 3-5.</p> <p>IES Practice Guide: Improving Reading Comprehension in Kindergarten Through Third Grade: Recommendations 1 & 2</p>
Session 6	Differentiating Instruction for Diverse Learners	<p>Reading Rockets: English-Language Learners with Learning Disabilities</p>	<p><u>READING:</u></p> <p>Tomlinson. (1999). Mapping a Route Toward Differentiated Instruction.</p> <p>IES Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: Recommendations 3 & 5</p>
Session 7	Universal Design for Learning (UDL): Improving Accessibility for all Learners UDL Guidelines 2.0	<p>Explore Tools: UDL Strategy Tutor UDL Editions UDL Book Builder</p>	<p><u>READING:</u></p> <p>Rose & Meyer – The Future is in the Margins</p> <p>Strangman, Hitchcock, Hall, & Meo. (2006). Response-to-Instruction and Universal Design for Learning: How Might they Intersect?</p> <p>Teaching Every Student in the Digital Age - Ch. 1-2</p>

Date	Topic	Online Assignment	Class Assignment
Session 8	UDL: Modifying Core Curriculum to Improve Accessibility Target & Access Skills	Reading Rockets: Differentiated Reading Instruction Webcast: Teaching Every Child	<u>ASSIGNMENT:</u> RTI – Planning & Decision Making <u>READING:</u> Teaching Every Student in the Digital Age - Ch. 3-5 Hall, Strangman, Meyer. (2003). Differentiated instruction and implications for UDL implementation.
Session 9	Applying UDL to Lesson Development	CAST UDL Module 2 [Due Session 11] UDL Lesson Builder: Explore Model UDL Lessons	<u>READING:</u> Garguilo & Metcalf: Ch. 8 Teaching Every Student in the Digital Age – Ch. 6-8
Session 10	Universal Design for Learning: Assessment & instructional decision-making Accommodations & Modifications	CAST UDL Module 2 [Due Session 11] UDL Lesson Builder: Create My Own UDL Lesson Plans	<u>ASSIGNMENT:</u> UDL/Differentiated Instruction Unit: Part 1 <u>READING:</u> Stiggins, R. (2006). Assessment for Learning. Luke & Schwartz. (2007). Assessment & Accommodations
Session 11	Collaboration	STAR Legacy Module: Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement AND Reading Rockets: Making Parents Partners	<u>READING:</u> Universal Design for Learning: A Guide for Teachers and Educational Professionals Ch. 5 Collaborative Strategies for Universal Design for Learning Success

Date	Topic	Online Assignment	Class Assignment
Session 12	Technology and Learning: Part 1 Assistive technology Evaluating Web-Based Resources	STAR Legacy Module: Assistive Technology Reading Rockets: Educational Media: Screen Time and Literacy	<p><u>ASSIGNMENT:</u> IEP Reflection</p> <p><u>READING:</u> Garguilo & Metcalf: Ch. 12 Rose, D. H., & Gravel, J. W. (2010). Technology & Learning: Meeting Special Student’s Needs. Universal Design for Learning: A Guide for Teachers and Educational Professionals Ch. 4 Assistive Technology and Universal Design for Learning in Content Areas</p>
Session 13	Technology and Learning: Part 2 Using Technology Effectively to Enhance Instruction Acceptable Use Policies and Copyright	Using Technology to Support Diverse Learners WestEd Explore Tools: UDL Strategy Tutor UDL Editions UDL Book Builder	<p><u>ASSIGNMENT:</u> Tech Tool/Website Evaluation</p> <p><u>READING:</u> Rose, Gravel, & Domings. (2010). UDL Unplugged: The Role of Technology in UDL. Assistive Technology 101 LD Online http://www.ldonline.org/article/35383/ Wahl & Duffield. (2005). Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do.</p>
Session 14	Group Presentations: Research-based Interventions/Strategies	Blackboard Discussion Board: Post Resources [Groups presenting this week]	<p><u>ASSIGNMENT:</u> Group Presentations</p> <p><u>READING:</u> Garguilo & Metcalf: Ch. 13 Resources provided by groups presenting</p>

Date	Topic	Online Assignment	Class Assignment
Session 15	Group Presentations: Research-Based Interventions/Strategies	Blackboard Discussion Board: Post Resources [Groups presenting this week]	<p><u>ASSIGNMENT:</u> Group Presentations</p> <p><u>READING:</u> Garguilo & Metcalf: Ch. 14 & 15 Resources provided by groups presenting</p>
Session 16	Final Assignment Due: UDL/Differentiated Instruction Unit		<p><u>ASSIGNMENT:</u> UDL/Differentiated Instruction Unit: Part 2</p>

IEP Reflection Paper

[Program Standards 2, 8 | TPE 12, 13 | M/M Standard 6]

Attend an IEP meeting (preferably for a student in your classroom) and write a 1-2 page reflection paper describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting. A total of 15 points are possible for this assignment.

SAVE AS: IEP_LastName.doc

For example: IEP_Jamgochian.doc

Include the rubric below with your paper. (You can type your reflection here, save according to the directions above, and submit to Blackboard).

Participants	List participants (no names, just titles; e.g., parent, principal, general education teacher, etc.) <u>and</u> describe each participant's role in the meeting	2 points
Present levels of performance	Summarize the student's current academic performance. What types of assessments were used to determine skills and knowledge?	2 points
Eligibility and Services	Describe the eligibility determination (i.e., one of the 13 categories discussed in class) <u>and</u> special education and related services (if any) for which the student qualifies. *If the student does not qualify for special education, describe the decision-making process.	2 points
Goals and Objectives	Describe the student's goals and objectives. Are they observable and measureable? Do they align with grade level standards and extend the student's current academic/ behavioral performance? Do they address the needs identified in the assessment process (present levels of performance)?	2 points
Accommodations/ Modifications	Describe the classroom and test accommodations and/or modifications the student will receive.	1 point
Behavior Support	Describe behavioral supports considered (if any).	1 point
Meeting outcome(s) and Reflection	What was the outcome of the meeting? What did you learn? What questions do you have about the process and/or outcomes?	5 points
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.		-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., IEP_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

Research-Based Intervention Presentation

[Program Standard 3 | TPE 1A, 1B | M/M Standards 3,5]

Research and present an overview and lesson demonstration of a systematic, research-based intervention program or instructional strategy for math, reading, speaking/listening, or writing (as assigned) designed for use with students with mild to moderate disabilities. [35 points]

Written Summary	
Overview of program/strategy <ul style="list-style-type: none"> • Name(s) of the developer(s) • Contact/publisher information (address, contact numbers, cost, website, etc.) • A brief description of target audience (gender, age range, grade levels, languages, cultures, ethnicities, disabilities) • Purposes of the intervention program/strategy including use of placement test or description of how instructional placement level is determined • Overview of the research or research-base for the program 	5 points
Resource Handout(s)	
<ul style="list-style-type: none"> • Provide at least one handout containing useful information about the program or strategy ('how to'; related resources or websites; graphic organizer; student materials; etc.) 	5 points
Presentation [15-20 minutes Each person must present]	
Overview/summary of program/strategy	5 points
Demonstration Lesson	5 points
Class Activity (or presentation/demonstration of resource handout)	5 points
Structure	
Organization and preparation	5 points
Use of Multimedia (video, audio, images, etc.)	5 points
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., Pres_Reading1.doc) and submitted to Blackboard.	-1 to -3 points

Tech Tool/Website Evaluation

[Program Standards 3, 6 | TPE 4, 5 | M/M Standard 3]

Using the rubric provided in class, evaluate an educational website appropriate for students you are teaching. Write a summary that includes a description of the website, its accessibility, and its potential for use as an educational tool. [15 points]

Completed Website Evaluation Rubric	5 points
Narrative summary that includes: <ul style="list-style-type: none">• Description of the website (content, activities, etc.)• Description of accessibility (easy to navigate, variety of ways to interact with information, organization, advertisements, etc.)• Description of potential for use as an educational tool (Would you use this site or recommend the site to other teachers? Why or why not? What are the benefits for student learning? If you wouldn't recommend it, what's missing?)	10 points
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., Tech_Jamgochian.doc) and submitted to Blackboard.	-1 to -3 points

Response to Instruction – Planning and Decision-Making
 [Program Standards 2, 4, 5 | TPE 2, 3, 6 | M/M Standards 2, 3]

- Part 1: Using the resources provided, assess your school’s readiness to implement RTI in the areas of leadership, teaming, curriculum, and assessment. Write a rationale that describes existing, effective elements, needs for improvement, necessary components for success, and an action plan for improvement.
- Part 2: Complete assessment maps for screening, progress monitoring, and diagnostic assessments in reading and math.
- Part 3: Evaluate instruction by progress monitoring a student (or small group of students) in reading or math. You will establish a baseline, track student progress, interpret assessment results, and analyze the effectiveness of instruction.

Part 1: Self-Assessment	
<ul style="list-style-type: none"> • For each of the four areas (Leadership, Teaming, Curriculum, and Assessment), complete the table provided (bulleted notes/lists are ok). • Complete the handouts for Tiers 1-3 • Write a 1-2 page rationale for implementation (8 points), based on: <ul style="list-style-type: none"> ○ existing elements that are effective ○ existing needs for improvement ○ missing, necessary components ○ an action plan for improvement/implementation 	25 points
Part 2: Assessment Maps	
<ul style="list-style-type: none"> • Complete one assessment table for reading and one for math. Describe the screening, progress monitoring, and diagnostic assessments used at your school site; the decisions made, based on the assessment results/students performance; and the criteria for decision-making. 	10 points
Part 3: Evaluation of Instruction and Student Progress	
<ul style="list-style-type: none"> • Administer progress-monitoring probes for the purpose of evaluating the efficacy of math or reading instruction. Administer 3 CBMs to establish a baseline, then 3-5 more over a 2-3 week period, to track student progress. Include copies of dated, scored probes. Present data (including baseline median) in a table and graph. Provide a written summary of assessment results and discuss the effectiveness of the instruction. 	15 points
Structure	
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., RTI1_Jamgochian.doc) and submitted to Blackboard.	-1 to -3 points

Universal Design for Learning/Differentiating Instruction Unit

[Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]

Part 1: Identifying and alleviating barriers in curriculum, assessment, and instruction – Given a lesson, identify the instructional goals, materials, methods, and assessments, and evaluate its accessibility, based on the features of UDL. For each barrier you identify, suggest a change to alleviate the barrier. [25 points]

Evaluate a lesson using the UDL Checklist provided. Identify features of the lesson that exemplify UDL principles, and note the example in the 'UDL Features' column. Next, identify 'barriers' (Column 2) and provide an alternative or solution for fixing the barriers ('Changes to alleviate barriers' [Column 3]). **Please note that it is not always essential to address every single one of the options under each of the guidelines. <u>The guidelines you address should be those that are most relevant to the lesson goals.</u>	20 points
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-1 to -3 points
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Universal Design for Learning/Differentiating Instruction Unit

[Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]

- Part 2 [FINAL]: Design a unit in math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.

Description of Context	
Narrative description of classroom (grade, number of students, description of students with diverse learning needs [English language learners, students identified as gifted and talented, students with identified disabilities, at-risk students, etc.]	5 points
Narrative description of students selected for differentiated support (age, gender, ethnicity, language proficiency, designated disability or learning challenge, amount of time spent in general education and time received for support services [intervention, special education, speech & language, ELL support, GATE/TAG]; behavior/social support needs; motivation; interests; other relevant observations) Identify student strengths and needs in mathematics and/or reading, especially as they pertain to the content area of instruction; describe implications for instruction	5 points
Unit Goal(s) and Lesson Objectives	
Provide an overview of the short-term goal(s) and lesson objectives related to your instruction for the student(s) described above. Learning outcomes are written in terms of student learning and can be observed and measured. They are challenging, varied, and appropriate to the student(s) and short-term goal(s). CA standard related to each outcome is included; outcomes are explicitly aligned with content standards *May be presented in a table or outline format.	5 points
Rationale for Goals/Objectives	
Explain why the learning goals you identified are appropriate Rationale connects goals/objectives to content and a justification is provided for the appropriateness of the outcomes for student(s).	5 points

Instructional Design (3 lessons)	
<ul style="list-style-type: none"> • Lesson objective(s) • Lesson plans that incorporate differentiated content, processes, and/or products (OR incorporate features of UDL: multiple means of representation, expression, and motivation) to support the students described above. Highlight these features within your lesson; you may provide copies of student activities, presentation handouts, etc. as additional evidence of differentiation/UDL. • Include any accommodations/modifications needed to support students described above (academic and/or behavioral). • Describe/provide copies of your lesson assessment, including criteria for success (observation, student work samples, etc. – how will you determine whether or not students met the lesson objective?) 	15 points
Reflection	
<p>Reflect on your ability to plan a differentiated/universally-designed lesson. Did all students participate in meaningful learning? Was the lesson successful? How do you know? Based on student response, what might you change or do differently in the future? Why? Did students learn what you wanted them to? How do you know? Will students be able to use their knowledge at a later time or in a different context? What about planning and delivering the lesson was challenging?</p> <p>Conclude with a general goal for future instruction, planning, differentiation, collaboration, etc.</p>	15 points
Structure [Deductions only]	
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-1 to -3 points
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