

## SPED 235: Seminar in Program Development and Induction

**Introduction and Course Description:** Supervised field experience with an emphasis on the integration of applied research and theory into practice in special education. Candidates will collaborate with university supervisor, and school district representative or support provider to develop an individualized induction plan including professional goals. Participants reflect on their preliminary teacher preparation and design an Individualized Induction Plan (IIP) with a specific emphasis or area of interest detailing inquiry based methodology and reflective practice. The IIP will include a clear action plan including dates, research, application, and expected impact on teaching/student achievement. The IIP will be formally assessed in SPED 236 (Seminar in Advanced and Applied Pedagogy).

Spring	California State University, Fresno
SPED 235	Instructor Name:
Units: 3	Office:
Time:	Email:
Location:	Telephone:
Website: <a href="http://www.csufresno.edu/Kremen">http://www.csufresno.edu/Kremen</a>	Office Hours: Arranged

**Prerequisites:** Preliminary Education Specialist Credential or Acceptance to Clear and/or Masters Degree Program

### Required Textbooks and Materials

Cook, G. B. & Tankersley, M. G. (2013). Research-based practices in special education. Upper Saddle River, NJ: Pearson Education.

Candidates will be required to access Blackboard for syllabus, assignments, resources, etc. (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 fee at <http://www.fresno.com/cvonline/cvip.html>.)

### Examinations and Major Assignments

**Development of Individualized Induction Plan (40 points)** - Each candidate will complete an Individualized Induction Plan (IIP) with a *minimum of four professional development goals*. Goals should be related to improving candidate's professional knowledge base and ultimately to improving students' success in the classroom. The candidate, the university advisor and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning teacher. The Professional Clear credential induction plan will include individual performance goals, specific strategies for achieving those goals, establishes timelines, and document students' progress in meeting the

established goals. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidates' goals, builds upon the foundation established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice. Each candidate will participate in an evaluation session with support provider and a university supervisor to review and agree upon goals identified in the IIP.

**Development of Teacher Portfolio: (20 points)** Each candidate in the Education Specialist Credential Program at CSUF is required to develop an electronic portfolio. The development of the Portfolio is an ongoing process throughout participation in the Professional Clear/ MA Special Education Program at California State University, Fresno. The portfolio represents each candidate's opportunity to highlight developing competencies in relation to the required **Clear CCTC standards**, provides an opportunity to critically reflect on what they have learned through course work and/or non-university activities, and serves as a way to document ongoing professional development. For the Special Education Program at CSU Fresno, the Portfolio will contain documentation of the candidate's ability to perform the duties expected of a special education teacher and will be used to evaluate candidate competence prior to recommendation for an Education Specialist Professional Clear Credential in Special Education. **Required Portfolio Components will be posted on Blackboard.**

### **Completion of FACT Modules (100 Points)**

#### **How is the FACT System structured?**

The FACT System contains four performance-based, job-embedded modules (***two modules will be completed in the course***) to support participating teachers as they teach. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession and the Induction Program Standards, while incorporating the state-adopted Academic Content Standards for students. The modules are described below.

#### ***Context for Teaching and Learning***

In Context for Teaching and Learning, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. With a support provider, participating teachers discuss prompts focused on their classroom, school, district, and community. The information gathered guides classroom decision-making and helps identify areas for professional growth.

This module spirals into levels of graduated depth and complexity. ***During Collecting and Reviewing***, participating teachers gather information about the students, families, school site, district, and community. In ***Contextualizing and Extending***, participating teachers consider the contextual information gathered, and respond to deeper, more sophisticated questions about differentiating instruction, embedding new knowledge, and working collaboratively. Each level offers the opportunity to reflect upon this information and consider the implications for effective teaching and student success.

### ***Assessment of Teaching and Learning***

The Assessment of Teaching and Learning Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a classroom observation. Self-assessments assist participating teachers in identifying strengths and areas for growth leading to the development of the Individual Induction Plans (IIP) that are used in subsequent inquiries. In addition, participating teachers and their support providers identify resources and support needed to meet their professional growth goals.

### **Online Discussion Board (40 points)**

You will be guided to respond to readings on research-based practices in special education, specifically assessment and improving outcomes for targeted groups of learners. You will write and post a chapter summary to your Learning Community (Blackboard Discussion Group). At the end of your summary, you'll post a 'deep question' to which your peers will respond. Then, you'll respond to the questions posed by each of your learning community members. There are 4 opportunities, each worth 10 points. \*\*It is strongly recommended that you compose your discussion board responses in Word. Guidelines and a summary template will be posted on Blackboard.

***Confidentiality.*** The privacy and identity of children 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).

### **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 9 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.csufresno.edu/learningcenter) (www.csufresno.edu/learningcenter) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

### **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).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

## **Primary Learning Outcomes**

### **Induction Plan**

The Education Specialist Candidate will:

- Develop an individualized program of studies (IIP), including university and non-university or elective components, to foster development in relation to the standards for advanced levels of knowledge and skill appropriate to mild/moderate and/or moderate/severe disabilities. The IIP includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines and documents the beginning teacher's progress in meeting the established goals.
- Collaborate with support provider and university advisor to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the Professional Clear professional credential induction plan.
- Develop an E- Portfolio to provide evidence of competency in required Professional Clear standards in special education.

### **Pedagogy**

The Education Specialist Candidate will:

- use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.
- plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).
- create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being.
- develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.
- demonstrate use of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn.
- enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.
- demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues.
- utilize advanced level data-driven instruction.
- reflect on their preliminary teacher preparation and design a specific emphasis for their induction based on their authorization and their employment assignment.

### **Universal Access: Equity for All Students**

The Education Specialist candidate will:

- design and implement equitable and inclusive learning environments.
- maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.
- examine and strive to minimize bias in classrooms, schools and larger educational systems using culturally responsive pedagogical practices.
- use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted Academic Content Standards.

### **Universal Access: Equity for All Students – Teaching English Learners**

The Education Specialist candidate will:

- adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes.
- implement district policies regarding primary language support services for students.
- plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.
- instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

### **Universal Access: Equity for all Students – Teaching Special Populations**

The Education Specialist candidate will:

- To ensure academic achievement for special populations, candidates adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services.
- implement district policies regarding support services for special populations.
- communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.
- Based on assessed students needs, candidates provide accommodations and implement modifications.
- recognize student's strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full

range of special populations.

- instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).
- demonstrate proficiency in teaching Special Populations through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.
- Based on teaching assignment and the adopted language program instructional model(s), candidates implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

### **Candidate Professional Dispositions**

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional 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.

### ***California Standards for the Teaching Profession (CSTP)***

The California Standards for the Teaching Profession represent, in a comprehensive manner, the knowledge, skills, and abilities possessed by an accomplished teacher. The six teaching standards are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

### **Role of the University Supervisor**

- Collaborate with school district personnel to identify support providers for our candidates. Support providers must have the necessary knowledge and skills of mentoring to assist the candidate in development and implementation of IIP goals.
- Provide intensive, individualized support and assistance to each candidate in the development and successful implementation of IIP goals. This will include multiple on-site visits to evaluate candidates' teaching and development and implementation of IIP goals.

- Collaborate with district and partner organizations’ to integrate induction plan activities with professional development opportunities, and ongoing support of the candidate and the program.
- Facilitate on-site mid-term and final meetings with district support providers, administrators and candidates to provide formative and summative feedback regarding the candidates’ progress toward meeting program requirements.

### **Assignment and Examination Schedule**

<b>Assignment</b>	<b>Points</b>
Develop Induction Plan	40
Develop E-Portfolio	20
Context for Teaching and Learning Module	50
Assessment of Teaching and Learning Module	50
Online Discussion Board/Research Based Practices in Special Education	40
<b>Total</b>	<b>200</b>

### **Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

### **Course Policies & Safety Issues**

#### **University Policies**

#### **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."

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**University Policies-**

**<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>**

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COURSE OUTLINE

Seminar Session	Topic	Reading	Assignment
Session 1	Course Introduction; Blackboard overview FACT Modules Support Providers Placements	Course syllabi	
Session 2	Research-based Strategies for Improving Outcomes in Academics FACT: Context of Teaching an Learning	<ol style="list-style-type: none"> <li>1. Strategies for Improving Student Outcomes in Emergent Reading: Advances in the Field of Early Literacy Instruction (J. Allor &amp; S. Al Otaiba)</li> <li>2. Strategies for Improving Students' Reading Fluency (B. Harn &amp; D. Chard)</li> <li>3. Using Collaborative Strategic Reading to Improve Reading Comprehension (A. Boardman, E. Swanson, J. Klingner, &amp; S. Vaughn)</li> <li>4. Vocabulary Instruction for Students with or At Risk for Learning Disabilities: Promising Approaches for Learning Words from Texts (J. Carlisle, C. Kenney, &amp; A.Vereb)</li> </ol>	Read assigned book chapter Post summary to Learning Community

<p>Session 3</p>	<p>Research-based Strategies for Improving Outcomes in Academics</p> <p>FACT: Context of Teaching an Learning</p> <p><b><i>*Meet with Learning Community at scheduled time</i></b></p>		<p>Read Summaries</p> <p>Post Learning Community Peer Response (Respond to all ‘Deep Questions’)</p> <p>FACT: Context for Teaching and Learning (Forms A-1 – A-6)</p>
<p>Session 4</p>	<p>Research-based Strategies for Improving Outcomes in Academics</p> <p>FACT: Assessment of Teaching and Learning</p>	<ol style="list-style-type: none"> <li>1. Strategies for Improving Student Outcomes in Mathematics’ Reasoning (A. Jitendra &amp; M.Montague)</li> <li>2. Strategies for Improving Student Outcomes in Written Expression (L. Mason, K. Harris, &amp; S. Graham)</li> <li>3. Strategies for Improving Content Area Outcomes (B. K. Lenz &amp; J. Bulgren)</li> <li>4. Strategies for Improving Student Outcomes in Co-Taught General Education Classrooms (N. Zigmond, K. Magiera, R. Simmons, &amp; V. Volonino)</li> </ol>	<p>Read assigned book chapter</p> <p>Post summary to Learning Community</p> <p>FACT: Assessment of Teaching and Learning: Pre-Observation Form (B-2)</p> <p>Schedule site visit with University Supervisor</p>
<p>Session 5</p> <p><b><i>Site Visits</i></b></p>	<p>Research-based Strategies for Improving Outcomes in Academics</p> <p>FACT: Assessment of Teaching and Learning</p>		<p>Read Summaries</p> <p>Post Learning Community Peer Response (Respond to all ‘Deep Questions’)</p> <p>FACT: Assessment of Teaching and Learning: Site Visit (Form B-3)</p>

Session 6	<p>Research-based Strategies for Improving Outcomes in Behavior</p> <p>FACT: Assessment of Teaching and Learning</p>	<ol style="list-style-type: none"> <li>1. Students with Disabilities and Academic Engagement: Classroom-based Interventions (K. S. Sutherland &amp; S. A. Wright)</li> <li>2. Strategies to Improve Compliance (C. A. Davis &amp; A. McLaughlin)</li> <li>3. Strategies for Decreasing Aggressive, Coercive, Behavior: A Call for Preventive Efforts (K. L. Lane, H. Walker, M. Crnabori, R. Oliver, A. Bruhn, &amp; W. P. Oakes)</li> <li>4. Research-based Practices for Social Behavior: Social Skills Training, Replacement Behavior Training, and Positive Peer Reporting (F. M. Gresham, L. Libster, &amp; K. Menesses)</li> </ol>	<p>Read assigned book chapter</p> <p>Post summary to Learning Community</p> <p>FACT: Assessment of Teaching and Learning Reflection (Form B-4)</p>
Session 7	<p>Research-based Strategies for Improving Outcomes in Behavior</p>		<p>Read Summaries</p> <p>Post Learning Community Peer Response (Respond to all 'Deep Questions')</p>

Seminar Session	Topic	Reading	Assignment
Session 8	<p>FACT: Summary of Teaching and Learning</p> <p><b><i>*Meet with Learning Community at scheduled time</i></b></p> <p>SPED 236: Research-based Approaches to Assessment</p>	<p><b><u>SPED 236 Students ONLY:</u></b></p> <ol style="list-style-type: none"> <li>1. School-wide Prevention of Academic and Behavioral Difficulties (M. Burns &amp; S. Scholin)</li> <li>2. Data-Based Decision-Making in Academics Using Curriculum-Based Measurement (E. Lembke, D. Hampton, &amp; E. Hendricker)</li> <li>3. Best Practices in Assessment for Eligibility-Identification (B. Chiang, S. Russ, &amp; S. Skoning)</li> <li>4. Parental Participation in Assessment and IEP Development (K. G. Shepherd, M. F. Giangreco, &amp; B. G. Cook)</li> </ol>	<p><b><u>SPED 236 Students:</u></b></p> <p>Read assigned book chapter</p> <p>Post summary to Learning Community</p> <p><b><u>ALL STUDENTS:</u></b></p> <p>FACT: Summary of Teaching and Learning: Self-Assessments (E-2.5; E-2.6; E-2.6a; E-2.6b; E-2.7)</p>