SPED 236: Seminar in Advanced and Applied Pedagogy –
Mild/Moderate and Moderate/Severe Disabilities

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 their university supervisor, and school district representative or support provider to self-assess and reflect upon the individualized induction plan (IIP) and professional goals, developed in SPED 235. The IIP will include a clear action plan including dates, research, application, and expected impact on teaching/student achievement. Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from the school district use an authentic assessment process and verify that the candidate has met the Clear Credential performance standards and other expectations for candidate performance as outlined in the Individual Induction Plan and in the course.

Semester: Spring 2013	California State University, Fresno
Course: SPED 236	Instructor Name:
Units: 3	Office:
Time:	Email:
Location:	Telephone:
Website: http://www.csufresno.edu/Kremen	Office Hours: By Appointment

PREREQUISITES

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

REQUIRED TEXTBOOKS AND MATERIALS

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

FACT User's Guide and selected forms. [Download from: http://ca-btsainduction.org/formative-assessment-california-teachers]

Additional Reading available on Blackboard.

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).

ADDITIONAL REFERENCES

Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility. *Teachers College Record, 108*, 2282– 2303.

Artiles, A. J., & Klingner, J. K. (2006). Forging a knowledge base on English language learners with special needs: Theoretical, population, and technical issues. *Teachers College Record, 108*, 2187– 2194.

Baker, S., & Smith, S. (2001). Linking school assessments to research- based practices in beginning reading: Improving programs and outcomes for students with and without disabilities. *Teacher Education and Special Education, 24*, 315– 322.

Bateman, B. D. (2011). *Individual education programs for students with disabilities*. In J. M. Kauffman & D. P. Hallahan (Eds.), Handbook of special education (pp. 91– 106). New York: Routledge.

Boardman, A. G., Arguelles, M. E., Vaughn, S., Hughes, M. T., & Klingner, J. (2005). Special education teachers' views of research- based practices. *Journal of Special Education, 39*, 168–180.

Brigham, F. J., & Brigham, M. S. P. (2010). Preventive instruction: Response to intervention can catch students before their problems become insurmountable. *The American School Board Journal, 197*(6), 32– 33.

Burns, M. K., Appleton, J. A., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research- implemented models. *Journal of Psychoeducational Assessment, 23*, 381–394.

Carnine, D. (1997). Bridging the research-to-practice gap. *Exceptional Children, 63*, 513– 521.

Center for Applied Special Technology (CAST). (2008). Universal design for learning (UDL) guidelines - Version 2.0. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines

Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*, 365– 383.

Dammann, J. E., & Vaughn, S. (2001). Science and sanity in special education. *Behavioral Disorders, 27*, 21– 29.

Fuchs, D., & Deshler, D. D. (2007). What we need to know about responsiveness to intervention and shouldn't be afraid to ask. *Learning Disabilities Research & Practice, 22*(2), 129– 136.

Johnstone, C. J., Altman, J., Thurlow, M. L., & Thompson, S. J. (2006). *A summary of research on the effects of test accommodations: 2002 through 2004* (Technical Report 45). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Ketterlin- Geller, L. R., Alonzo, J., Braun- Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in) consistency. *Remedial and Special Education, 28*, 194– 206.

Messick, S. (1988). *The once and future issues of validity: Assessing the meaning and consequences of measurement*. In H. Wainer & H. I. Braun (Eds.), Test validity (pp. 22– 45). Hillsdale, NJ: Erlbaum.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392–416.

Sireci, S. G., Scarpati, S., & Li, S. (2005). Test accommodations for students with disabilities: An analysis of the interaction hypothesis. Review of Educational Research, 75, 457–490.

Stiggins, R. J. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan, 87*, 324– 328.

Stiggins, R. J. (2007). Five assessment myths and their consequences. *Education Week*, 27(8), 28–29.

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

PRIMARY LEARNING OUTCOMES

Education Specialists grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession (CSTPs) and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted Academic Content Standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Induction Plan [Clear Credential Standards 4 and 7 (Formative Assessment)]

The Education Specialist will:

- Implement the individualized program of studies (IIP) developed in SPED 235, 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 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.
- Continue to develop an E- Portfolio to provide evidence of competency in required Professional Clear standards in special education.

Pedagogy [Clear Credential Standard 5]

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 [Clear Credential Standard 6]
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 if 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 [Clear Credential Standard 6a]
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 [Clear Credential Standard 6b]
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, participating teachers 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.
- Participating teachers 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.

Role of the University Supervisor [Clear Credential Standards 2 & 3]

- 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.

GRADING/MAJOR ASSIGNMENTS

Assignment	Points	Percent of Total
Learning Community Participation	40	20%
FACT: Inquiry into Teaching and Learning Module	50	25%
FACT: Summary of Teaching and Learning Module	50	25%
Induction Plan Assessment and Reflection	40	20%
E-Portfolio	20	10%
Total	**200**	**100%**

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

YOU MUST RECEIVE A 'B' OR BETTER TO BE RECOMMENDED FOR THE PROFESSIONAL CLEAR EDUCATION SPECIALIST CREDENTIAL.

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.

Completion of FACT Modules | 100 points

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 required for this course are described below.

- *Inquiry into Teaching and Learning Module | 50/100 points*

An inquiry-based system guides and informs participating teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards, in relation to the state-adopted Academic Content Standards and performance levels for students. In collaboration with a support provider, participating teachers assess their practice with a set of specific criteria. They gather information, collaborate with (and/or observe) a colleague, develop an action plan, implement the action plan, reflect on collected evidence and apply new learning to future practice. The results of this process are used by participating teachers and support providers to explore the impact of instruction on student achievement while guiding the participating teacher's future professional development.

- *Summary of Teaching and Learning Module | 50/100 points*

The formative assessment process provides the opportunity to systematically focus on developing as a professional educator (CSTP Standard 6) in all aspects of teaching. The Summary of Teaching and Learning Module is a holistic reflection on your teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning Modules.
This reflection captures your progress related to the California Standards for the Teaching Profession, the state-adopted Academic Content Standards for students, and the Induction Program Standards.

Induction Plan Assessment and Reflection | 40 points

Each candidate will self-assess and reflect upon their Individualized Induction Plan (IIP) and professional development goals. 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 includes 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 evaluate progress toward goals identified in the IIP.

E-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.**

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.

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).**

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.

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 Madden Library 1049 (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.

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

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

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://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

For copyright Questions & Answers:
http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf

TENTATIVE COURSE SCHEDULE
Subject to change

Seminar Session	Topic	Reading	Assignment
	SPED 236 **COURSE OUTLINE**		
Session 1	FACT: Inquiry into Teaching and Learning **** Meet with Learning Community at scheduled time***		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Inquiry into Teaching and Learning (Form C-1; cells 1-4); Action Plan (C-1; cells 5-6)
Session 2	Research-based Approaches to Assessment	1. Individualized Education Plans: Legal Requirements and Research Findings (C. A. Christle & M. L. Yell) 2. Using Assessments to Determine the Least Restrictive Environment for Students with Disabilities (R. Brigham & J. Crockett) 3. Curriculum-based Assessment (J. Venn) 4. Accommodations and Modifications for Assessment (M. Thurlow, S. Lazarus, & L. Christensen)	Read assigned book chapter Post summary to Learning Community
Session 3	Research-based Approaches to Assessment FACT: Inquiry into Teaching and Learning		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Inquiry into Teaching and Learning (Forms C-2, C-3, C-4, C-5)

Seminar Session	Topic	Reading	Assignment
Session 4	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Assessment of Teaching and Learning	1. Research-based Practices in Early Childhood Special Education (M. J. Noonan & P. Sheehey) 2. Teaching Students with High Incidence Disabilities (T. Scruggs & M. Mastropieri) 3. Teaching Individuals with Severe Intellectual Disability: Effective Instructional Practices (S. R. Copeland & K. Osborn) 4. Effective Reading Interventions for English Language Learners Who Are Struggling Readers or Identified with Learning Disabilities (K. King, A. Artiles, & A. Sullivan)	Read assigned book chapter Post summary to Learning Community FACT: Assessment of Teaching and Learning: Pre-Observation Form (B-2) Schedule site visit with University Supervisor
Session 5 *Site Visits*	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Assessment of Teaching and Learning		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions') FACT: Assessment of Teaching and Learning: Site Visit (Form B-3)
Session 6	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners FACT: Inquiry into Teaching and Learning	1. Teaching Students with Language Disorders (L. M. Justice, S. Gillam, & A. McGinty) 2. Teaching Students with Autism Spectrum Disorders (R. Iovannone) 3. Effective Practices for Promoting Literacy with Individuals who have Physical Disabilities (M. B. Coleman & K. W. Heller) 4. Teaching for Transition to Adulthood (D. W. Test, K. R. Kelley, & D. A. Rowe)	Read assigned book chapter Post summary to Learning Community FACT: Inquiry into Teaching and Learning: Reflection (Forms C-1 [cells 7-10], C-6, C-7, C-8)
Session 7	Research-based Strategies for Improving Outcomes of Targeted Groups of Learners		Read Summaries Post Learning Community Peer Response (Respond to all 'Deep Questions')
Session 8	FACT: Summary of Teaching and Learning		FACT: Summary of Teaching and Learning: Self-Assessments (Forms: E-2-5 – E-2-7)

Seminar Session	Topic	Reading	Assignment
Session 9	FACT: Summary of Teaching and Learning *** Meet with Learning Community at scheduled time***		FACT: Summary of Teaching and Learning: Reflection/Question Guide (Form D-1)