

SPED 246

SPECIALIZED ACADEMIC INSTRUCTION FOR STUDENTS WITH MILD/MODERATE DISABILITIES

Course Description

Drawing upon research in the field, this course is designed to introduce appropriate methodology and an array of research-based strategies that address specialized academic instruction students for students with diverse learning needs, including students with mild-moderate disabilities and English Learners.

Candidates will gain an understanding of appropriate methodology for the development, monitoring, and coordination of the Individualized Education Program (IEP), the Individualized Family Service Program (IFSP), and transition planning for students with mild-moderate disabilities. An overview of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with mild-moderate disabilities will be addressed. Candidates will utilize an array of research-based strategies to address professionalism, ethical decision-making, case management, differentiated and accessible instruction, co-teaching, and confidentiality. 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.

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 175.

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.

MATERIALS and REQUIRED TEXTS

Materials:

This course is web-enhanced. Access to Blackboard will be required to fully participate in the course. Students are required to regularly (1) use their personal University email account and (2) access the CSUF Blackboard to download and print documents, formats and rubrics for assignments, class notes, readings, and resources. These materials will be placed in the "Course Documents" folder on Blackboard. The University provides free email accounts to all students. Students may sign up online at <https://zimmer.csufresno.edu/csuf/index.html>.

Required Texts:

Archer, A. L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

Pierangelo, R. & Giuliani, G. A. (2007). *Understanding, developing, and writing effective IEPs: A step-by-step guide for educators*. Thousand Oaks, CA: Corwin Press.

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

LEARNING OUTCOMES

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

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

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

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

- Professional, Legal and Ethical Practices (PS2)
- Effective Communication and Collaborative Partnerships (PS4)

Using Educational and Assistive Technology (PS6)
Transition and Transitional Planning (PS7)
Participating in ISFP/IEPs and Post-Secondary Transition Planning (PS8)
Curriculum and Instruction of Students with Disabilities (PS13)
Creating Healthy Learning Environments (PS14)

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

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

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

1. **Synthesize** his/her knowledge of state and federal mandates and legal requirements for Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. [Program Standard 2 | M/M Standards 3 and 6]
2. **Collaborate** with personnel from other educational and community agencies to **develop and plan** for successful transitions by students. [Program Standard 7]
3. **Effectively communicate and collaborate** to work in partnerships to **design, implement, and evaluate** appropriate, integrated services based on individual student needs. [Program Standard 4 | M/M Standards 3 and 5]
4. **Apply and synthesize** case management practices and strategies to coordinate the IEP process and service delivery and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities and for those referred for special education [M/M Standard 6]
5. **Participate effectively as a team member** and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. [Program Standard 8 | M/M Standard 6]
6. **Demonstrate** knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities and evaluate effectiveness. [Program Standard 6 | M/M Standard 5]
7. **Plan, implement, and evaluate** transitional life experiences for students with disabilities across the lifespan. [Program Standard 7 and 8 | M/M Standards 3 and 5]
8. **Teach** students appropriate self-determination and expression skills. [Program Standard 7 | M/M Standards 3 and 5]
9. **Develop and implement** differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments [Program Standard 13; M/M Standards, 3, 5, and 6].

SUPPLEMENTAL READINGS

- Cathcart, M., Bertando, S., and DeRuvo, S. Infusing IEPs with Content. *The Special Edge*, 23(1), Autumn 2009.
- CDE (2007). *Transition to adult living: an information and resource guide*. Available to download at no cost from <http://www.cde.ca.gov/sp/se/fp/documents>.
- Early Childhood Inclusion: What It Looks like, How It's Done. *The Special Edge*, 23(2). Winter-Spring 2010.
- Gibb & Dyches. (2007). *Guide to writing quality individualized education programs*, 2/e. Allyn & Bacon: New York, NY.
- Harmin, M. and Toth, M. (2006). *Inspiring active learning: A complete handbook for today's teachers 2e*. ASCD: Alexandria, VA.
- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing New Access to the General Curriculum: Universal Design for Learning. *Teaching Exceptional Children*, 35(2), 8-17.
- Kame'enui, E.J., & Carnine, D.W. et al. (2005). *Effective teaching strategies that accommodate diverse learners*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Karger, J. (2004). *Access to the general curriculum for students with disabilities: the role of the IEP*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved May 2010 from http://www.cast.org/publications/ncac/ncac_iep.html
- Marzano, R. Pickering, D. and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. ASCD: Alexandria, VA.
- McLaughlin, M. The IEP and Standards-Based Instruction. *The Special Edge*, 23(1), Autumn 2009.
- Payne, R. (2005). *A framework for understanding poverty*. Highland TX: Aha! Process, Inc.

Journals:

CARS+ Newsletter	Exceptional Children	Educational Leadership
Educational Technology	Journal of Learning Disabilities	Learning Disabilities Quarterly
The Special EDge	The Reading Teacher	Remedial and Special Education
CCBD Newsletter	Journal of School Psychology	Journal of Applied Behavioral Analysis

Web Resources:

<http://www.carsplus.org>.

California Association of Resource Specialists and Special Day Class Teachers website includes *Handbook of Goals and Objectives Related to Essential State of California Content Standards*.

<http://www.cde.ca.gov>

California Department of Education (CDE)

The state website for education includes *English Language Development Standards (K-12)*, CAPA Blueprints with released sample questions and STAR testing resources.

<http://ies.ed.gov/ncee/wwc/>

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

<http://www.k8accesscenter.org/>

Access Center includes information about TA (technical assistance) systems, states, districts, and schools, to help students with disabilities learn from the general education curriculum.

<http://www.naset.org>

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

<http://research.nichcy.org/>

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

<http://www.osepideasthatwork.org/toolkit/>

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

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 (10 points possible for each in-class assignment).
 - b. Any early departure, or tardy may also result in missed class points for that session (10 points possible for each in-class assignment).
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

Major Assignments

Date Due	Assignment/Activity	Points Possible	Learning Outcomes
Weekly (prior to class)	Online Assignments	10 points each (x 11) 110 points total	1, 2, 3, 4, 5, 6, 7, 8, 9
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	1, 2, 3, 4, 5, 6, 7, 8, 9
Session 6	IEP	50 points	1, 2, 3, 4, 5, 6
Session 7	Assistive Technology Evaluation	15 points	6
Sessions 14 & 15	Transition Collaborative Project	50 points	2, 3, 5, 7
Part 1: Session 5 Part 2: Session 9 Part 3: Session 15 Parts 4 & 5: Session 16	Special Education Teaching Sample Project: Intervention Plan	25 points per section 125 points total	1, 2, 3, 5, 6, 8, 9
TOTAL		450 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*.

ASSISTIVE TECHNOLOGY SURVEY AND EVALUATION

[TPE 4 | PS 6 | MM 5]

Teacher candidates will survey the AT instructional software and devices provided at their school site that facilitate communication, curriculum access, and skill development for students with mild-moderate disabilities. Using the rubric provided in class, students will evaluate an additional AT tool that has the potential to benefit students at their school site. Students will write a summary and evaluation (2-5 pages) that includes a description of the existing AT and the 'new' AT software or device and its potential for use as an educational tool. Candidate Dispositions Addressed: *Reflection, Professional Ethics, Valuing Diversity, Lifelong Learning*

INDIVIDUALIZED EDUCATION PROGRAM

[TPE 4, 12, 13 | PS 2, 4, 7, 8, 13 | MM 3, 5]

Teacher candidates will analyze and synthesize student assessment and observation data to develop and write an IEP or IFSP from a case study that incorporates legal mandates, state and federal regulations, transition planning, self-determination strategies, coordination of services, and ethical decision-making. The IEP will be written on the assigned web-based statewide IEP forms adopted by the University. Candidate Dispositions Addressed: *Reflection, Professional Ethics, Valuing Diversity, Collaboration, and Lifelong Learning*

TRANSITION COLLABORATIVE PROJECT

[TPE 6, 7, 8 | PS 2, 7, 13 | MM 3, 5]

Teacher candidates will form collaborative teams to research and address transitions for a selected grade level and disability. Each team will research transition practices and community resources. Candidates will collaborate and create (1) a multi-media presentation that integrates transition supports, resources, and programs with strategies presented in class/course resources and (2) an activity or lesson to prepare students to transition. Candidate Dispositions Addressed: *Reflection, Professional Ethics, Valuing Diversity, Collaboration, and Lifelong Learning*

1. Part 1: PowerPoint (25 points)

- Characteristics of target students' mild to moderate disabilities, including the special education supports and services typically received
- Essential skills needed by students to make the transition to the next grade successful
- Transition activities teachers can do in the classroom to support a successful transition
- Websites, books, handouts, or other resources that support the successful transition
- Supports and resources at school or provided by the district that support the transition
- Transition programs through the community, agencies, colleges, etc. that are available to the student
- Recommendations for additional needed supports, programs, etc. that should be available to students

2. Part 2: Transition activity or lesson (25 points)

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

SPECIAL EDUCATION TEACHING SAMPLE PROJECT

Candidate Dispositions Addressed: *Reflection, Professional Ethics, Valuing Diversity, Collaboration, and Lifelong Learning*

Part 1: Student(s) Receiving Special Education Services

[TPE 8, 10, 11 | M/M Standard 1 | Program Standard 15]

In this section you will choose one or a small group of students with identified disabilities in language arts and/or mathematics. Identify one or more of the categories under which the student(s) qualify for special education services as defined by IDEA. You will choose to address the students' instructional needs/IEP Objectives in mathematics or language arts. Identify any processing disorder(s) and discuss how you will tailor instruction to meet the needs of the learner. Based upon the information collected, develop a plan for behavior management/motivation including expectations, accountability, and positive reinforcement.

Part 2: Design for Instruction

[TPE 7, 8, 9 | M/M Standard 3 | Program Standard 13]

In this section you will develop measureable, attainable, short-term goals and a series of lesson objectives, including the CA Essential Standards addressed, based upon the chosen deficits/IEP Objective(s). You will deliver 8-15 days of research-based intervention matched to student skill deficit or 8-15 days of differentiated instruction using State Board of Education (SBE) core curriculum. You will include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice.

Part 3: Curriculum-Based Measurement

[TPE 1A, 2, 3 | M/M Standard 2 | Program Standards 5 & 9]

In this section you will administer curriculum-based measurements for the purposes of evaluating the efficacy of your instruction. You will administer 3 CBMs to establish a baseline, then 3 more throughout the intervention, to track student progress. Copies of dated, scored probes are to be included in the project. You will demonstrate your ability to analyze and interpret the curriculum-based measurement to plan effective and differentiated instruction and interventions.

Part 4: Instructional Decision-Making

[TPE 2,9 | Program Standard 3 | M/M Standard 3]

In this section you will describe examples of instructional decisions made during the project based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation.

Part 5: Reflection and Self-Evaluation

[TPE 12, 13]

In this section you will: Reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Develop professional development goals based upon the experience of the project.

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/>) 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 246 Course Outline

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

Date	Topic	Online Assignment	Class Assignment
Session 1	Course Overview and Expectations		
Session 2	Standards-based IEPs: Best Practices	STAR Legacy Module: Related Services: Common Supports for Students with Disabilities	<p>READING:</p> <p>Pierangelo & Giuliani: Ch. 1-4</p> <p>Holbrook, M. (2007). <i>Standards-Based IEP Examples; and A Seven-Step Process to Creating Standards-based IEPs</i></p> <p>Dept. of Special Education and Rehabilitative Services, USDE. (2000). A Guide to the Individualized Education Program.</p>
Session 3	Developing and Writing Effective IEPs Web-based IEP Program	STAR Legacy Module: Collaborating with Families	<p>READING:</p> <p>Pierangelo & Giuliani: Ch. 5</p> <p>Heitin, R. (2011). Writing IEP Goals http://www.ldonline.org/article/Writing_IEP_Goals</p>
Session 4	Assistive Technology	Assistive Technology Planner National Assistive Technology Research Institute http://natri.uky.edu/atPlannermenu.html CITEd TechMatrix http://www.techmatrix.org/	<p>READING:</p> <p>Family Center on Technology and Disability. (2010). Assistive Technology and the IEP http://www.ldonline.org/article/Assistive_Technology_and_the_IEP</p>

Date	Topic	Online Assignment	Class Assignment
Session 5	Transitions/Transition Planning [ONLINE]	<p>NICHCY Transition Resources http://nichcy.org/schoolage/transitionadult/starters#professionals</p> <p>NICHCY Students Get Involved! http://nichcy.org/schoolage/transitionadult/students/</p> <p>STAR Legacy Module: School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings</p>	<p>ASSIGNMENT: TSP Part 1</p> <p>READING: Pierangelo & Giuliani: Ch. 5 Transition Planning http://nichcy.org/schoolage/iep/iepcontents/transition</p> <p>PACER Center Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself (.pdf)</p>
Session 6	IEP Meeting Role Play	<p>An IEP Map: Navigating Your Way Through the Maze http://www.schooltube.com/video/6d476df2ef7d4abfa02f/An-IEP-Map-Navigating-Your-Way-through-the-Maze</p> <p>Blackboard Discussion Board Response</p>	<p>ASSIGNMENT: IEP</p> <p>READING: Hammar & Malatchi (2004). Seven Habits of Highly Effective IEP Teams http://www.ldonline.org/article/Seven_Habits_of_Highly_Effective_IEP_Teams</p> <p>IEP Meeting Conversation Stoppers http://www.ncl.org/at-school/your-childs-rights/iep-aamp-504-plan/iep-meeting-conversation-stoppers</p>

Date	Topic	Online Assignment	Class Assignment
Session 7	Explicit Instruction <ul style="list-style-type: none"> • Overview • Designing Lessons: Skills & Strategies 	STAR Legacy Module: RTI (Part 5): A Closer Look at Tier 3 Lesson Plan – Skills & Strategies	ASSIGNMENT: Assistive Technology Survey and Evaluation READING: Archer & Hughes: Ch 1-2 Stanberry & Swanson. (2009). Effective Reading Interventions for Students with Learning Disabilities http://www.idonline.org/article/Effective_Reading_Interventions_for_Kids_With_Learning_Disabilities
Session 8	Explicit Instruction <ul style="list-style-type: none"> • Designing Lessons: Vocabulary and Concepts 	Vocabulary Development – A UDL Approach http://www.cast.org/teachingeverystudent/toolkits/tk_modellesson.cfm?tk_id=21&tkl_id=282&disp=udlapproach Lesson Plan – Vocabulary/Concept Development	READING: Archer & Hughes: Ch 3 IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices (p. 1-37) Beck, McKeown, & Kucan. (2010). Choosing Words to Teach. http://www.readingrockets.org/article/40304/
Session 9	Explicit Instruction <ul style="list-style-type: none"> • Designing Lessons: Rules 	Lesson Plan – Rules	ASSIGNMENT: TSP Part 2 READING: Archer & Hughes: Ch 4 Hasselbring, Lott, Zydney. (2006). Technology-Supported Math Instruction for Students with Disabilities: Two Decades of Research and Development http://www.idonline.org/article/6291/

Date	Topic	Online Assignment	Class Assignment
Session 10	Explicit Instruction <ul style="list-style-type: none"> • Delivering Instruction: Eliciting Responses 	Blackboard Discussion Board Response	READING: Archer & Hughes: Ch 6 What Works Clearinghouse. (2008). Best practice for RTI: Small Group Instruction for Students Making Minimal Progress (Tier 3). http://www.readingrockets.org/article/30676/
Session 11	Explicit Instruction <ul style="list-style-type: none"> • Delivering Instruction: Other Critical Delivery Skills 	[None – work on Group Presentation]	READING: Archer & Hughes: Ch 7 Jamgochian, Harn, & Parisi. (2008). Characteristics of Students who Don't Respond to Research-Based Interventions. Johnson & Rudolph. (2001). Beyond Social Promotion and Retention – Five Strategies to Help Students Succeed. http://www.readingrockets.org/article/24423/
Session 12	Explicit Instruction <ul style="list-style-type: none"> • Independent Practice 	STAR Legacy Module: Helping Students Become Independent Learners Classroom Strategies http://www.readingrockets.org/strategies/22092/	READING: Archer & Hughes: Ch 8

Date	Topic	Online Assignment	Class Assignment
Session 13	Peer Assisted Learning [Online]	Selected Videos: http://kc.vanderbilt.edu/pals/teachmat/ Choose one of the following: STAR Legacy Module: PALS: A Reading Strategy for Grades K-1 STAR Legacy Module: PALS: A Reading Strategy for Grades 2-6 STAR Legacy Module: PALS: A Reading Strategy for High School	READING: The Access Center. (2004). Using Peer Tutoring to Facilitate Access. http://www.readingrockets.org/article/22029/
Session 14	Transition Collaborative Projects	Blackboard Discussion Board: Post Resources [Groups presenting this week]	<u>ASSIGNMENT:</u> Group Presentations <u>READING:</u> Resources provided by groups presenting
Session 15	Transition Collaborative Projects	Blackboard Discussion Board: Post Resources [Groups presenting this week]	<u>ASSIGNMENT:</u> TSP Part 3 Group Presentations <u>READING:</u> Resources provided by groups presenting
Session 16	Final		<u>ASSIGNMENT:</u> TSP Parts 4 & 5

Individualized Education Program
[TPE 4, 12, 13 | PS 2, 4, 7, 8, 13 | MM 3, 5]

Teacher candidates will develop and write an IEP or IFSP from a case study that incorporates legal mandates, state and federal regulations, transition planning, self-determination strategies, coordination of services, and ethical decision-making. The IEP will be written on the assigned web-based statewide IEP forms adopted by the University. [50 points possible]

Participants	List participants (titles; e.g., parent, principal, general education teacher, etc.) <u>and</u> describe each participant's role in the meeting	5 points
Present levels of performance	Summarize the student's current academic performance. What types of assessments were used to determine skills and knowledge? How is the student performing relative to his/her peers and grade level expectations? Narrative description of student's skills, strengths, and needs, based on observation and assessed need, is written in specific, observable, measurable terms in positive language. Explanation, reflection, and input from parents and other professionals are provided. Grades, schedules, and irrelevant data not related to skills or assessed needs are excluded.	5 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. Eligibility matches identified and assessed needs and is consistent throughout IEP. Services are listed in specific, measurable, and observable terms w/ timelines.	5 points
Proficiency Standards	Grading and diploma/alternative proficiency standards are noted in clear, specific terms.	5 points
Goals and Objectives	Describe the student's goals and objectives. Goals address ALL assessed needs and are written in specific, observable, measurable terms. Benchmark/ objectives are aligned with goals and are written in specific, observable, measurable terms and state timelines/ reporting periods. Goals and objectives are aligned with grade level standards and extend the student's current academic/ behavioral performance.	10 points
Supplemental Aids/Services	Supplemental aids/services address needed strategies, accommodations, modifications, and supports as identified on assessment reports/present levels of performance and are written in specific, observable, measurable terms.	5 points
Accommodations/ Modifications	Describe the classroom and test accommodations and/or modifications the student will receive. Accommodations/modifications reflect the identified needs addressed in assessment reports and/or present levels of performance, and are documents across educational settings.	5 points
Special Factors	All special factors (Transition, English Learner, Low Incidence, Bilingual Support) needed by student are considered and provided. Special factors are written in specific, observable, measurable terms with timelines.	5 points
Behavior Support	Behavior supports needed by student are considered and provided through IEP goals/ benchmarks and/or Behavior Support Plan (BSP). Behavior supports are written in specific, observable, measurable terms with timelines.	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

Assistive Technology Survey And Evaluation

[TPE 4 | PS 6 | MM 5]

Teacher candidates will survey the AT instructional software and devices provided at their school site that facilitate communication, curriculum access, and skill development for students with mild-moderate disabilities. Using the rubric provided in class, students will evaluate an additional AT tool that has the potential to benefit students at their school site. Students will write a summary and evaluation (2-5 pages) that includes a description of the existing AT and the 'new' AT software or device and its potential for use as an educational tool. [15 points]

Survey of existing AT	
Completed AT Evaluation Rubric	5 points
Narrative summary and evaluation that includes: <ul style="list-style-type: none">• Description of the existing AT• Description of 'new' AT software or device (purpose, accessibility, ease of use, etc.)• Description of potential for use as an educational tool (Would you use this AT or recommend it 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

Transition Collaborative Project

[TPE 6, 7, 8 | PS 2, 13 | MM 3, 5]

Teacher candidates will form collaborative teams to research and address transitions for a selected grade level and disability. Each team will research transition practices and community resources. Candidates will collaborate and create (1) a multi-media presentation that integrates transition supports, resources, and programs with strategies presented in class/course resources and (2) an activity or lesson to prepare students to transition. [50 points]

Presentation	
<ul style="list-style-type: none"> • Characteristics of the mild to moderate target learners including the special education supports and services typically received • Essential skills needed by students to make the transition to the next grade successful • Transition activities teachers can do in the classroom to support a successful transition • Websites, books, handouts, or other resources that support the successful transition • Supports and resources at school or provided by the district that support the transition • Transition programs through the community, agencies, colleges, etc. that are available to the student • Recommendations for additional needed supports, programs, etc. that should be available to students 	25 points
Transition Activity or Lesson	
<ul style="list-style-type: none"> • Present an interactive lesson or activity that can be utilized with your classroom students to prepare them for transition into the next grade or into postsecondary transition. Incorporate engagement strategies from the text and class discussions into your presentation. Include citations/discussion of the instructional practices from the text and research-based strategies that will be utilized in the lesson/activity. • Bring realia, program materials, software, etc. to enhance your presentation. 	25 points
Structure	
Organization and preparation	-1 to -3 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_TransK-1.doc) and submitted to Blackboard.	-1 to -3 points

TSP: Part 1
Students Receiving Special Education Services
[TPE 8, 10, 11 | M/M Standard 1 | Program Standard 15]

In this section you will choose one or a small group of students with identified disabilities in language arts and/or mathematics. Identify one or more of the categories under which the student(s) qualify for special education services as defined by IDEA. You will choose to address the students' instructional needs/IEP Objectives in mathematics or language arts. Identify any processing disorder(s) and discuss how you will tailor instruction to meet the needs of the learner. Based upon the information collected, develop a plan for behavior management/motivation including expectations, accountability, and positive reinforcement. [25 points possible]

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For example: TSP1_Jamgochian.doc

Please include the rubric below with your paper.

Description of Student(s)		
Narrative description of student(s) (age, grade, gender, amount of time spent in general and special education, Special Education/support services). Identify category/categories under which student qualifies for special education services, as well as any processing disorders/difficulties. Identify student strengths and needs in mathematics and/or language arts.		5 points
Implications for Instruction		
Narrative description of implications for instruction How will you tailor instruction to meet student needs?	Each factor is specifically relevant to the students described above Implications are appropriate to instruction in mathematics or language arts for students with diverse learning needs	8 points
Behavior Management Plan		
Narrative description of expectations, accountability, and positive reinforcement	Include <u>at least</u> 3 expectations for student behavior that will support student learning. Include 1 expectation that encourages students to take responsibility for and ownership of their learning. For each expectation, include an example of how you will respond when students do and do not meet the expectations (i.e., what are the positive reinforcers and consequences?).	12 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
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP1_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 2
Design for Instruction

[TPE 7, 8, 9 | M/M Standard 3 | Program Standard 13]

In this section you will develop measureable, attainable, short-term goals and a series of lesson objectives, including the CA Essential Standards addressed, based upon the chosen deficits/IEP Objective(s). You will deliver 8-15 days [2-3 weeks] of intervention matched to student skill deficit or 8-15 days of differentiated instruction using State Board of Education (SBE) core curriculum. You will include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice. [25 points possible]

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For example: TSP2_Jamgochian.doc

Please include the rubric below with your paper.

Short-Term 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 in TSP: Part 1.	<p>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).</p> <p>CA standard related to each outcome is included; outcomes are explicitly aligned with content standards</p> <p>*May be presented in a table or outline format.</p>	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		
Lesson Descriptions (3 lessons)	<p>Include:</p> <ul style="list-style-type: none"> • Lesson objective(s) • Materials needed • Sequence of lesson (Model, guided and independent practice) • Examples of research-based instructional strategies/activities for each step (Model, guided and independent practice); demonstrate a variety of strategies and activities across lessons 	15 points (5 per lesson)
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
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP2_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 3
Curriculum-Based Measurement

[TPE 1A, 2, 3 | M/M Standard 2 | Program Standards 5 & 9]

In this section you will administer curriculum-based measurements for the purposes of evaluating the efficacy of your instruction. You will administer 3 CBMs to establish a baseline, then 3 more throughout the intervention, to track student progress. Copies of dated, scored probes are to be included in the project. You will demonstrate your ability to analyze and interpret the curriculum-based measurement to plan effective and differentiated instruction and interventions. [25 points possible]

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 For example: TSP3_Jamgochian.doc

Please include the rubric below with your paper.

Description of CBMs		
Describe the assessment, scoring, and evaluation criteria for your CBM	Provide a description of the CBM: <ol style="list-style-type: none"> a. exact tasks, items, questions, or methods used (can be a copy of the assessment) b. exact wording for oral and/or written directions for students (may be included on assessment copy) c. assessment adaptations for the student(s) in your intervention d. scoring criteria, including correct/ appropriate responses e. criteria for determining student learning Comment on: <ol style="list-style-type: none"> a. the relationship between the CBMs and short-term intervention goal(s) b. the importance of collecting that particular evidence c. how the results will help inform your instruction 	5 points
Establish a Baseline		
Administer 3 equivalent forms of the CBM to establish a baseline (median) score	Include copies of dated, scored probes. Present baseline data in a table.	5 points
Monitor Student Progress		
Administer 3 additional probes (e.g., days 3, 6, and 10 of the intervention)	Include copies of dated, scored probes. Present data (including baseline median) in a table and graph.	5 points

Analyze Data		
<p>Draw conclusions about your intervention planning, instruction, and assessment based on the data.</p> <p>Describe the degree to which you were able to meet students' needs and the evidence you used to draw your conclusions.</p>	<p>Align analysis with learning outcomes and standards and highlight the learning of students in the intervention.</p> <p>Interpretation is meaningful and supported by evidence of student learning.</p> <p>Conclusion recognizes teacher's role in and responsibility for student learning, based on student success.</p>	10 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
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP3_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 4
Instructional Decision-Making
 [TPE 2 & 9 | Program Standard 3 | M/M Standard 3]

In this section you will describe examples of instructional decisions made during the project based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation. [25 points possible]

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 For example: TSP4_Jamgochian.doc

Please include the rubric below with your paper.

Instructional Decision #1		
<p>Describe <u>what caused you to rethink</u> your instructional plans.</p> <p>Describe <u>what you changed</u> and explain why you thought this would improve students' progress toward the learning outcome(s).</p>	<p>Instructional decision focuses on learning</p> <p>Strategies for assessing students learning are identified (CBM, observation, student response to instruction, etc.)</p> <p>Instructional changes address students' needs (i.e., they are aligned with the student responses that initiated the change in plans) <u>and</u> are aligned with your learning outcomes</p> <p>Reasons are provided for the instructional change, as is a description of how the change improves student progress toward the learning objectives</p>	12.5 points
Instructional Decision #2		
<p>Describe <u>what caused you to rethink</u> your instructional plans.</p> <p>Describe <u>what you changed</u> and explain why you thought this would improve students' progress toward the learning outcome(s).</p>	<p>Instructional decision focuses on learning</p> <p>Strategies for assessing students learning are identified (CBM, observation, student response to instruction, etc.)</p> <p>Instructional changes address students' needs (i.e., they are aligned with the student responses that initiated the change in plans) <u>and</u> are aligned with your learning outcomes</p> <p>Reasons are provided for the instructional change, as is a description of how the change improves student progress toward the learning objectives</p>	12.5 points
Structure [Deductions only]		
<p>All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.</p>		-1 to -3 points
<p>Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP4_Jamgochian.doc) and submitted to Blackboard.</p>		-1 to -3 points

TSP: Part 5
Reflection & Self-Evaluation
 [TPE 12 & 13]

In this section you will reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Develop professional development goals based upon the experience of the project. [25 points]

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 For example: TSP5_Jamgochian.doc

Please include the rubric below with your paper.

Reflection & Self-Evaluation	
<p><i>EFFECTIVE INSTRUCTION</i></p> <p>Identify successful activities and assessments and provide plausible reasons for success.</p> <p>Include references to research-based instructional techniques for students with diverse learning needs.</p> <p>Demonstrate a connection between learning outcomes, instruction, assessment, and your personal subject matter knowledge.</p>	10 points
<p><i>CHANGES TO IMPROVE STUDENT LEARNING</i></p> <p>Provide at least two suggestions for redesigning learning outcomes, instruction, or assessment and explain why these changes would improve student learning</p>	7 points
<p><i>PROFESSIONAL DEVELOPMENT GOALS</i></p> <p>Identify two professional goals that emerged from your insights & experiences teaching the intervention.</p> <p>Describe 2 concrete steps you will take to achieve the professional goals you identified (professional organizations, classes, etc.)</p>	8 points
Structure [Deductions only]	
<p>All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.</p>	-1 to -3 points
<p>Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP5_Jamgochian.doc) and submitted to Blackboard.</p>	-1 to -3 points