

CALIFORNIA STATE UNIVERSITY, FRESNO
DEPARTMENT OF COUNSELING, SPECIAL EDUCATION, & REHABILITATION

Leadership for Diverse Communities

**Syllabus for: SPED 121 - Teaching Students with Special Needs in the
Secondary General Education Setting (2 units)**

**Monday, 8:00-10:50am
Fall, 2010**

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Office hours are by appointment with the Instructor. Office: ED 350.

Course Description: Prerequisite: Concurrent enrollment in EHD 155A. This course provides an introduction to identification of differentiating characteristics in exceptional students and an overview to theories, programs, curriculum, and instructional strategies applicable to students with mild, moderate, or severe disabilities; to federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education. The course addresses the roles of classroom teachers, special educators, and other support personnel in the delivery of special education services in secondary general education classes. Assignments include 15 hours of observation.

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

Required Texts:

1. Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. (2nd ed.). Alexandria, Va.: ASCD Publication.
2. SPED 121 Course Packet (available in Kennel Bookstore)
3. Schurr, S. (2008). *Curriculum and Project Planner for Integrating Multiple Intelligences, Thinking Skills, and Authentic Instruction*. Nashville: Incentive Publications.

Recommended Text:

Smith, T.E., Polloway, E.A., Patton, J.R., & Dowdy, C.A. (2008) *Teaching Students with Special Needs in Inclusive Settings*. (5thed.). Boston: Allyn & Bacon.

Course Expectations, Exams and Major Assignments

1. **ATTENDANCE/PARTICIPATION:** Because of the participatory nature of this course, attendance is essential. Attendance is arriving on time and staying for the entire class session. This class is required and was developed to be held during your 155 A assignment. Each date is agreed upon by the program and absences and tardies will cause a loss of points. Three points will be deducted for each absence and one point for each tardy or early departure, unless pre-approved by the Instructor.
2. **READINGS:** Students are responsible for completing assigned readings in advance of each class meeting and for actively participating in discussions, activities, and instructional presentations.
3. **GRAMMAR AND SPELLING:** You are beginning your career as an educator and will be viewed by the public as an educated person. Your written work needs to be easily readable and free of misspelled words and grammatical errors. **Please type all assignments unless you make other arrangements with the instructor. Please use a spell check and proofread your papers. Assignments that have numerous spelling/grammatical errors may be returned for revisions.**
4. **PROFESSIONALISM:** Students are to follow the tenets of professional courtesy while in this class. Please display respect for the Instructor and your classmates with regard to cell phones and any activity not directly related to course objectives.
5. **ASSIGNMENTS:** Students are responsible for turning in assignments on time. Assignments received after the due date will lose 10% of the possible points unless cleared by the instructor. **Assignments are to be typed, double spaced, and in 12 point font.**

Each student will be responsible for:

- a. **15 Hours of work with or observation of special ed. students at any school or program.**
- b. Reading and reviewing all assigned texts, handouts, and power points, regardless of whether they are discussed in class.
- c. Two Quizzes (40 pts. total)
Two Exams (100 pts. total)
- d. General Education Classroom Experience Report (75 pts.)
- e. Special Education Teacher (or Parent) Interview (20 pts.)
- f. Lesson Plan and 4 Scenarios for Accommodations (30 pts.)
- g. SST or IEP or 504 Meeting Reflection Paper (15 pts.)
- h. Group Presentation (30 pts.)
- i. SPED 121 Notebook (15 pts.)
- j. Five Reflections (25 pts. total)

Descriptions of Exams and Assignments

A. FIELDWORK EXPERIENCE: Work with or observe special ed. students for 15 hours, in any school setting. *Ten of these hours may be completed in the student teaching assignment provided there are students with disabilities (IEP or 504 plans). Document these hours on the Field Experience form, found in the Course Packet .(15 pts.)*

B. EXAMS & QUIZZES: (Formative Assessment: TPE 12) There will be two quizzes (20 points each) and two exams (50 points each) given, as indicated on the schedule. These will cover material presented in the text as well as in class and through presentations (guest speakers, videos, etc.) Exams will require practical application of concepts covered. Candidate dispositions addressed: Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity.

Make-up Policy for missing an exam or quiz: Students must notify the Instructor on or before the date of the exam or quiz and make arrangements to make-up the missed assignment.

C. GENERAL EDUCATION CLASSROOM EXPERIENCE REPORT: (TPE 4 and 9) Utilize your Initial Student Teaching (155A) placement to obtain the following information. Organize a written report in the following manner:

1. Describe School: Name of school, address, director / principal, supervising teacher, school enrollment, number of Special Education students, ethnic breakdown, free-reduced lunch percentage, and English learner percentage. Search out this demographic information.

2. What subjects are you teaching?

3. Describe the classroom: grade level, number of students (general education and students with special needs) Identify the exceptionality of each student with special needs.

4. Choose one student with special needs and obtain the following information:

- Hypothetical name, age, gender, ethnicity
- Disability and Special Ed. placement, if any
- General appearance (apparent physical handicaps, general appearance)
- Behavior (active, shy...)
- Responsiveness (attentive, impulsive...)
- Motivation (eager, indifferent...)
- Mobility (wheelchair, balance, gait...)
- Verbalization (talkative, non-verbal...)
- Student's strengths and weaknesses
- Student interests
- Friendships

5. Review the student's IEP for emphasis areas (long-term goals) and accommodations.

Note: *It is Not required that you see the child's records. These are confidential, and you might be denied permission to see them. This is perfectly OK, and will not affect your grade. Ask your Master Teacher for these areas so that you are prepared to teach the students. Keep all information about the child confidential; it's the LAW. Do NOT use the child's real name. Type, " For the purposes of this paper, the student will be called..." , utilizing a one-name pseudonym.*

6. Include three lesson plans from the time that you were solely responsible for instruction in the classroom. Indicate what accommodations and/or modifications you made/ will make to meet the needs of students with disabilities.

7. Reflect on the information and lessons you have and state your opinion as to the appropriateness of the special services provided to the student. Please make suggestions.

** Final report must be four to five pages in length, not including the 3 lesson plans. It must follow the outline described, be typed, double-spaced, with lesson plans attached. This assignment is worth **75 points**. Candidate dispositions addressed: Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity. (Rubric provided.)

D. SPECIAL EDUCATION TEACHER OR PARENT INTERVIEW: (NCATE 1.4) An interview form is included in the Course Packet, for both interviews. **Please type.** This assignment is worth **20 points**. Candidate dispositions addressed: Reflection, Critical Thinking, Collaboration, and Life-long Learning.

E. LESSON PLAN AND 4 SCENARIOS: (NCATE 1.3, 1.7, 4.1) You will write a formal lesson plan for a lesson in your content area. Subsequently, you will be given 4 different disability scenarios, describing students you may have, and you will enhance your original lesson plan to accommodate these students. The original lesson plan is worth 10 pts., and each response to a scenario is worth 5 pts. Total=30 points. Candidate dispositions addressed: Reflection, Critical Thinking, and Valuing Diversity.

F. IEP/504/SST REFLECTION PAPER: (CCTC 4b, 10a, 10d, 14b) You will attend an IEP, 504 or SST meeting, at any school, and write a 1-2 page reflection paper describing (1) the purpose of the meeting, (2) the attendees, (3) their roles, (4) the meeting process, (5) the results, and (6) your opinion of the meeting. Please type. This assignment is worth 15 points. Candidate dispositions addressed: Reflection, Critical Thinking, Collaboration, and Valuing Diversity.

G. PRESENTATION: (CTC 14d, 14e) In an assigned group, you will develop an in-class presentation. The presentation will address the instruction of students with disabilities in a general ed. classroom. During the presentation, you will teach a portion of a **155A Site Visitation Lesson** of your group's choosing, and you will demonstrate one or more creative instructional strategies/ accommodations for teaching this lesson to students with disabilities. You will also provide a resource handout for each member of the class. List on it any books, articles, organizations, or websites that you recommend. Again, you are to present a creative way(s) in which to make your specific lesson comprehensible to students with disabilities. Saying you will "give the student more time" is not sufficient. Appropriate examples to use include games, skits, songs, raps, poems, etc. The presentation will be only 10 minutes long. **Please reference the disabilities which you are accommodating, but please do not teach about the disabilities.** This is worth **30 points**. Candidate dispositions addressed: Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity. (Rubric provided.)

H. SPED 121 NOTEBOOK: Each student will keep a notebook including Field Experience form, class notes, assignments, handouts, and applicable information from your field site. Be creative.

You will place your Course Packet in the notebook, using dividers. Refer to the rubric in the Course Packet for requirements and scoring of the notebook. This is worth **15 points**. Candidate dispositions: Life-long learning. (Rubric provided.)

I. REFLECTIONS: Five reflections, 1-2 pages in length (double spaced), will be required of each student. Each reflection is worth 5 points, for a total of 25 points. Three reflections may be about guest speakers, articles you have read, textbook material, videos, etc. One must be about a professional article which you locate relative to your subject matter and instructing students with disabilities. The fifth one must be a response to classroom management questions that will be provided by your Instructor. Candidate dispositions addressed: Reflection, Critical Thinking, Collaboration, and Valuing Diversity

NOTICE: Assignments for this class are expected to be your own work. If you are absent from class, it is your responsibility to ensure that any assignments that are due are turned in.

Primary Learning Outcomes:

The learning outcomes are aligned with the standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE), 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 student will:

1. Complete 15 hours of contact with students with disabilities in a school or community setting (NCATE 3, 4) This may include 10 hrs. in your student teaching classes and 5 hrs. in a special ed. setting. Master Teachers must sign the "Fieldwork Form," page one in Course Packet.
2. Demonstrate awareness of differences and similarities of exceptional and non-exceptional students, and the teaching implications of diversity, including culture, language, ethnicity, socioeconomic, gender, religion, and lifestyle orientation factors. (TPE 8)
3. Demonstrate knowledge of current legislation pertaining to exceptional students and their families, as well as ethical standards related to professional practices in the field. (TPE 8 & 12; NCATE 1.6, 4.1)
4. Discuss significant philosophical and historical aspects of special education, as well as emerging issues, practices, and research in the field.)
5. Demonstrate knowledge of the general education teacher's and special education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. (TPE 8 & 12)
6. Demonstrate knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs. (TPE 2 & 12; NCATE 4.1)
7. Demonstrate skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented and provide these students access to the core curriculum. (TPE 4 & 9; NCATE 1.3, 1.6)

8. Demonstrate knowledge and skill to select and use appropriate instructional materials and technologies, including assertive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. (TPE 9; NCATE 1.3, 1.7, 4.1)
9. Demonstrate awareness of effective communication strategies with parents, teachers, and professionals from other disciplines and community resources useful for those working with the exceptional student. (NCATE 1.4)
10. Work collaboratively to design and deliver effective, coordinated instruction to advance each student's academic achievement (IEP goals, content matter, curriculum based) and social integration. (TPE 4 & 9)
11. Reflect on personal beliefs and create a positive classroom environment which promotes acceptance and provides an equitable classroom community and minimizes bias (safe, gender-fair...). (TPE 11)
12. Study, learn and apply concepts and strategies that contribute to respectful and productive teacher relationships with families and the community.
13. Demonstrate knowledge concerning movement, mobility, sensory and health care needs for learners to participate fully in schools and community.

Summary of Points/Grade Distribution

Quiz on the course syllabus	5 points
15 Hours Field Experience	15 points
Participation in class	30 points
5 Reflections	25 points
2 Quizzes	40 points
2 Exams	100 points
General Education Classroom Experience Report	75 points
Special Education Teacher or Parent Interview	20 points
Lesson Plan (10 pts.) & 4 scenarios (5 each)	30 points
SST/IEP Reflection Paper	15 points
Group Presentation	30 points
SPED 121 Notebook	<u>15 points</u>
Total Points	400 points

Grading Range:

A= 90-100%	B=80-89%	C=70-79%	D=60-69%	F=below 60%
360-400	320-359	280-319	240-279	0-239

Services for Students with Disabilities

The University is committed to providing reasonable accommodations to students with disabilities. Services for Students with Disabilities provide university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by Americans With Disabilities Act (ADA) should contact Services for Students with Disabilities for information regarding accommodations. If you have special needs as addressed by the ADA and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Plagiarism Detection

The campus subscribes to the Turnitin.com plagiarism prevention service. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of the work. Turnitin.com Originality Reports **WILL/WILL NOT be available for your viewing, at faculty discretion.**

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 an understanding of 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.

Cell phones and other portable media devices must be turned off when class is in session.

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 lines to the University's information resources.

Required syllabus policy statements are found at:

<http://www.csufresno.edu/aps/forms-policies/opm/documents/241-004.pdf>

University Policies are available at: www.csufresno.edu/academics/policies/forms/instruction/RequiredSyllabusPolicyStatements.htm

Fall, 2010 Sp. Ed. 121 Course Schedule (Subject to Change).
Readings & assignments are to be completed by the date listed.

Date	Topics	Readings	Assignments Due/ Comments
August 27	Review Syllabus; SPED History; Law		
August 30	Family's Role in Educating Students with Disabilities	Course Packet (CP): Parents Section	Syllabus Quiz Due <i>Guest Speakers- Parents of students with disabilities</i>
September 13	Referral process; IEP; Differentiating Instruction; "Accommodation" v. "Modification"; Multiple Intelligences	Tomlinson, Ch. 1-4; CP: IDEA / IEP; Accommodations & Inclusion; Disability Etiquette	Guest Speaker #2 Donna Sirimarco Lesson Plan Due (2cc)
September 20	Classroom Management; Collaboration Breaking Barriers	Tomlinson: Ch. 6	Guest Speaker #3 Elizabeth Alfheim Guest Speaker #4 Deby Hergenrader; Quiz # 1 Class Rules Due
September 27	Attention Deficit Disorder; Section 504; At-Risk Students; Exam Review; Assign ADHD Scenario	CP: Attention Deficit Hyperactivity Disorder; Section 504	Guest Speaker #5 Kristine Splan; Sp.Ed. Teacher or Parent Interview Due
October 4	Learning Disabilities; "FAT City" Video; Assign LD Scenario	Tomlinson: Ch. 11- 13 CP: LD Section	Exam 1; ADHD Accommodations Due
October 11	Emotionally Disturbed; Behavior Disordered; GATE	CP: ED and GATE	Guest Speaker #6 Andrea Smith; LD Accommodations Due
October 18	Mental Retardation; Hearing Impaired; Visually Impaired; Orthopedically Impaired; Other Health Impaired; TBI/ ABI	CP: MR; Deaf & Hard of Hearing; Blind & Partially Sighted;OI, OHI, TBI,	Guest Speaker #7 Christy Wilson; IEP, 504, or SST Reflection Due

October 25	Autism; Communication Disorders; Assign Presentations	CP: Autism; Communication Disorders	Guest Speaker #8 Mike Fletcher; Quiz #2 O.I.Accommodations Due
November 1-29: No Class Meetings			5 Reflections and Autism Accommodations due by 5:00 pm on November 19, in your instructor's mailbox in ED 350. No papers will be accepted for credit after this date.
December 6	Group Presentations		General Education Experience Reports Due. Notebooks Due Take home final is distributed
December 13	Group Presentations		Final Exam Due Group Presentations

Guest Speakers

<u>Name</u>	<u>Title/Role</u>	<u>School</u>
Michelle Smith Amy Lopez Elizabeth Susan Kalpakoff	Parent Parent Daughter Parent & District Autism Specialist	Fresno U.S.D. Fresno U.S.D. Bullard H.S Fresno U.S.D.
Donna Sirimarco	Sped. Chairperson and SDC Teacher	McLane H.S. FUSD
Mike Fletcher	Autism Teacher	Bullard H.S. FUSD
Elizabeth Alfheim	English and History Teacher	Reyburn M.S., Clovis U.S.D.
Christy Wilson	Functional Skills Teacher	Reyburn M.S., Clovis U.S.D.
Andrea Smith	E.D. Teacher	Clovis West H.S.
Deby Hergenrader	Co-Founder and Director of "Break the Barriers"	This center is located 8555 N. Cedar, Fresno 93720 (432-6292)