



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC Program
EDUC 221M Effective Teaching for Students with Disabilities (3 units)
Spring 2018**

Professor: Harold Jules Hoyle, Ph.D.

Course Meeting: Thursdays, 7:00-10:00 pm

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Classroom: Guadalupe Hall, Room 203

Office Hours: By appointment

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.

4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Preservice Pathway.)

Course Description

EDUC 221M *Effective Teaching for Students with Disabilities* provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery.

Course Objectives

This course will develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>		
		<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Engaging and supporting all students in learning using a variety of appropriate instructional strategies to promote academic, behavioral and social emotional achievement.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1.4
2	Creating effective learning environments that promote inclusiveness.	2, 3	1, 2, 3, 5, 6	2.1, 2.3, 2.4, 2.5
3	Understanding and organizing academic, behavioral and social emotional subject matter in ways that enable all students to succeed.	1, 2, 3, 4, 5	1, 2, 3, 5	3.5,3.6
4	Planning instruction and designing differentiated lessons for all students.	1, 2, 3	1, 2, 3, 4, 5, 6	4.1, 4.2, 4.4, 4.5
5	Assessing individual student learning to make data based decisions related to goals and interventions.	3	3	5.6, 5.8
* DG =Department Goals; PLG =Program Learning Goal; TPE =Teaching Performance Expectation Standard				

Required Texts

Student online environment for text: edge.sagepub.com/bryant

Other: Additional readings may be added in order to support students in attaining the learning outcomes of this course.

Recommended Texts for Improvement of Written Work for Graduate Students:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

Course Requirements/Assignments

Grades are based on a 500-point total. Distribution of points across assignments is as follows:

Course Requirements/Assignments		Points	TPEs Assessed
	Professional Conduct (40% of grade) Other Assignments (60% of grade)		
1	Professional Conduct	200-40%	1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8
2	Personal Experience with Diversity and Inclusion	16-15%	1.4, 2.1, 2.3
3	Weekly readings	9 @ 10 pts. = 90-10%	1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8
4	Differentiated Instruction: Maximizing the Learning of All Students Project	60-10%	1.4, 2.1, 2.4, 2.5, 3.5, 3.6, 4.4, 5.8
5	Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project (Signature Assignment)	125-28%	1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4 (Signature Assignment)

Assignment 1: Professional Conduct

TPEs: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8

DUE: Each class meeting **POINTS:** 20 per class meeting

The professional conduct requirement includes the six dimensions described below.

1. Attendance.

Attendance at all class meetings is a requirement of this course. For each class session you attend and participate in, 20 points will be entered for as part of your professional conduct grade.

Each of you will be granted one Emergency Release (ER) for the course. Your ER permits you to miss class and incur only half the grade penalty (loss of 10 points instead of 20). To use your ER you must notify the instructor by email or phone BEFORE the class session you will be missing. Good reasons for using an ER are for medical issues and family demands.

Students will be granted an excused absence to observe religious holidays that fall on our scheduled class day; please give the course instructor advance notice of these absences so that necessary accommodations can be made. Thank you.

2. Punctuality.

Coming to class on time and ready to learn is a course expectation. Please sign in on the class attendance record when you arrive for class to receive credit for your on time arrival for class. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please note this on the sign in sheet. Depending on the time of your arrival may impact whether or not you receive the full 20 points for your Professional Conduct grade.

3. Preparation.

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

4. Participation.

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities and the end of class “exit ticket” assessments at the end of each class session by responding to the survey.

5. Responsible use of technology.

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices may be used during class to support learning. Please note that:

There are times that you will be asked to close your laptop or put away some other form of technology during class; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning.

I strongly encourage all of you to assist each other in meeting these expectations for technology use. If someone sitting near you is using technology in an inappropriate manner during class, it is your responsibility to remind that classmate to stop.

If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

6. Communication.

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors.

Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout each quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me any time and I will be glad to share my assessment with you.

Assignment 2: Personal Experience with Diversity and Inclusion

TPEs: 1.4, 2.1, 2.3

DUE: April 30, 2018

POINTS: 20 points

This assignment requires you to identify, examine, and reflect upon an aspect of your personal identity that others have perceived as a “difference” or that may prevent you from fitting easily into typical social norms, expectations, or preferences. You will connect these reflections to your aspirations as a teacher. Assignment details, guidelines and a rubric are available on the EDUC 221M Camino Assignment 2 portal.

Assignment 3: Weekly Readings

TPEs: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8

Due: See Course Syllabus for Due Dates **POINTS:** 10 points for each action plan

SAGE Edge for students (edge.sagepub.com/Bryant) provides a personalized approach to help you accomplish your coursework goals for EDUC 221M in an easy to use learning environment. To assist you in preparing for in class learning activities, please complete a daily action plan (see edge.sagepub.com/Bryant) and the activities with the plan. Your action plan must include the following: Read the chapter, review the chapter learning objectives, prepare for the class discussions by answering at least two of the discussion questions, and choosing at least 2 of the other activities available (e.g., eflash cards, video resources, web activities, SAGE journal articles) and completing something in those activities (e.g., view a video, read a journal article). Submit your Daily Action Plans to the Camino Assignment 3 portal by each of the due dates.

Assignment 4: Differentiated Instruction - Maximizing the Learning of All Students Project

TPEs: 1.4, 2.1, 2.4, 2.5, 3.5, 3.6, 4.4, 5.8

DUE: June 11, 2018 **POINTS:** 60 points

Complete the IRIS Star Legacy Module on Differentiated Instruction. To view the module, go to <http://iris.peabody.vanderbilt.edu/di/chalcycle.htm>. Make two entries in the “Differentiated Instruction Discussion Board in Camino.” The entries are to reflect how you plan to integrate the differentiated instruction knowledge into designing lessons to meet the needs of your TK-12 students. Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 4 portal.

Assignment 5: Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project (Signature Assignment)

TPEs: 1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4

DUE: June 11, 2018 **POINTS:** 100 points

For Assignment 5, students will be expected to work collaboratively with a small group to 1) develop an instructional unit, and 2) prepare a series of universal design for learning lesson plans as part of the unit (<http://cast.org/udl/index.html>). Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 5 portal.

EDUC 221 M UDL Lesson Plan Presentation Rubric

<i>Level</i>	<i>UDL Principles & Guidelines</i>	<i>UDL Lesson Plan Elements</i>	<i>Organization & Language</i>	<i>Presentation</i>
Exceeds Expectations	<ul style="list-style-type: none"> Universal design for learning (UDL) principles and guidelines (Bryant et. al., 2017, p. 261) are clearly evident in the lesson plan presentation 	<ul style="list-style-type: none"> Presents <i>all</i> of the required UDL Lesson Plan elements (http://udlexchange.org/home) as well as other components clearly & concisely, allowing audience to follow line of reasoning 	<ul style="list-style-type: none"> Organization of ideas is clear and logical with smooth transitions Utilizes precise academic vocabulary appropriately (free of "likes") Elocution has clear authoritative & enthusiastic voice 	<ul style="list-style-type: none"> Free of spelling, punctuation, grammar, pronunciation errors Active/attentive participation Body language (eye contact, poise, movement) demonstrates self-confidence that holds attention of audience Uses audio/visual aids without trouble that enhances presentation
Meets Expectations	<ul style="list-style-type: none"> UDL principles and guidelines are <i>mostly</i> evident in the lesson plan presentation 	<ul style="list-style-type: none"> Presents <i>most</i> of the required elements clearly & concisely, allowing audience to follow line of reasoning 	<ul style="list-style-type: none"> Organization of ideas is logical Utilizes mostly precise academic vocabulary appropriately (few "likes") Elocution is clear and can be heard by most classmates 	<ul style="list-style-type: none"> Minor spelling, punctuation, grammar, pronunciation errors Mostly Active/attentive participation Body language demonstrates self-confidence Uses audio/visual aids without trouble
Approaching Expectations	<ul style="list-style-type: none"> UDL principles and guidelines are <i>somewhat</i> evident in the lesson plan presentation 	<ul style="list-style-type: none"> Presents <i>some</i> of the required elements clearly & concisely 	<ul style="list-style-type: none"> Organization of ideas is somewhat logical Utilizes mostly precise academic vocabulary appropriately (some "likes") Elocution is low and can be heard by some classmates 	<ul style="list-style-type: none"> Some spelling, punctuation, grammar, pronunciation errors Some Active/attentive participation Body language demonstrates some self-confidence Uses some audio/visual aids with trouble
Minimum Expectations	<ul style="list-style-type: none"> UDL principles and guidelines are <i>vaguely</i> evident in the lesson plan presentation 	<ul style="list-style-type: none"> Presents <i>few</i> of the required elements 	<ul style="list-style-type: none"> Logic to organization makes it difficult to follow Utilizes everyday vocabulary Elocution is low and cannot be heard by most classmates 	<ul style="list-style-type: none"> Several spelling, punctuation, grammar, pronunciation errors Off task behavior Body language demonstrates little self-confidence Doesn't use audio/visual aids

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. Written assignments are to be submitted at Microsoft Word or Pages documents so that feedback can be written in tracked changes and returned to you via the Camino assignment portal. Please attend to this feedback.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 500 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. When assignments are done in groups all members of the group will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates and submitted online to the Camino assignment portal. No other submission of assignment format is acceptable. Extensions of due dates for extenuating circumstances for individual students will be considered if discussed with the instructor in advance of the due dates.
7. You are welcome to revise and resubmit an assignment for which you receive a grade lower than a B- (i.e., < 80%). Revised assignments must reflect revisions based on the instructor's feedback to the original assignment and are to be submitted to the Camino portal for the assignment. Please discuss the assignment with the course instructor for any clarifications needed. **All resubmissions are due on July 24, 2017** with the exception of Assignment 5. If Assignment 5 is to be resubmitted, please resubmit no later than July 28.

Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas/Camino.

Course Outline & Class Schedule

**Course Plan Subject to Change*

Course Meeting	Course Topics	Course Readings (Complete before class)	Course Assignments and TPE Alignment
<p style="text-align: center;">Class Session 1 April 9</p>	<p>- Overview of Course - Foundations of Inclusive Education - What do general education teachers need to know about special education? - Every student. Every day. No exceptions.</p>	<ul style="list-style-type: none"> • Course Syllabus (See Camino – Course Materials Module) • Bryant, Bryant & Smith (2016) Chapter 1 • Edited version of Goldstein, L.S. (2004) (see Camino – Foundations of Inclusive Education Module) 	
<p style="text-align: center;">Session 2 April 16</p>	<p>- Historical Foundations - Foundations of Inclusive Education - Creating a Diverse Community of Learners</p>	<ul style="list-style-type: none"> • Camino 	<p style="text-align: right;">TPEs: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6; 4.1, 4.2, 4.4</p>
<p style="text-align: center;">Session 3 April 23</p>	<p>See Camino</p>		

<p>Session 4 April 30</p>	<ul style="list-style-type: none"> - Planning for Exceptional Learners - Managing instruction in an inclusive classroom: <ul style="list-style-type: none"> - Universal Design for Learning - ADAPT Framework - English Learners Differentiated Instruction 		<p>Assignment 2: Personal Experience with Diversity and Inclusion</p>
<p>Session 5 May 7</p>	<ul style="list-style-type: none"> - Planning for Exceptional Learners - Managing instruction in an inclusive classroom: <ul style="list-style-type: none"> - Individual Education Plan (IEP) - Collaborative partnership 	<p>ONLINE CLASS</p>	
<p>Session 6 May 14</p>	<ul style="list-style-type: none"> - Planning for Exceptional Learners - Managing instruction in an inclusive classroom: <ul style="list-style-type: none"> - Assessing and Reporting Student Performance - Multi-Tiered Systems of Support (MTSS) 		<p>Assignment 4: Differentiated Instruction - Maximizing the Learning of All Students Project</p>
<p>Session 7 May 21</p>	<ul style="list-style-type: none"> - Adaptations to Meet Individual Needs - Behavioral and Social Achievement 		

<p>Session 8 May 28</p>	<p>- Adaptations to Meet Individual Needs - Common Core and Performance Accountability: Literacy ONLINE CLASS</p>	<p>- Common Core Standards Initiative http://www.corestandards.org/the-standards - Applications of the Common Core Standards to Students with Disabilities http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf</p>	
<p>Session 9 June 4</p>	<p>- Adaptations to Meet Individual Needs - Common Core and Performance Accountability: Math; Content-Area Instruction and Study Skills</p>		
<p>Session 10 June 11</p>	<p>- Course Wrap Up - Group Presentations: Assignment 5</p>		<p>Assignment 5: Instructional Unit Plan and Universal Design for Learning (UDL) Lesson Plan Project</p>

Academic Integrity

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use according to the rules for citation in the *6th Edition of the Publication Manual of the American Psychological Association* (APA, 2010). A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017).

Additional Information

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Title IX

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>