

San Jose State University
College of Education
Department of Special Education

EDSE 192A-Including and Supporting Students
Fall 2014

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Class: Sat 9:00am – 4:00pm
8/30, 9/27, 10/25, 11/8

College of Education Mission Statement

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global economy.

Department of Special Education Mission Statement

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally. .

Course Description

This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course is designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities. The goal of this course is to enable regular education teachers to make effective decisions regarding meeting the special learning needs of their students.

Knowledge Base

The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides a familiarity with the various disabling conditions, as well as a familiarity with non-disabled students who learn differently. The importance of teaching to all children in the general education class is emphasized. This includes strategies for behavior management, curricular and instructional modifications/adaptations. The course presents options for designing effective instructional programs and evaluating student achievement. The importance of working with other professionals is highlighted.

Prerequisites:

Upper division standing or instructor consent

CTC Standards:

This course meets the California requirements for professional preparation in teaching diverse populations of students in the mainstream setting. These are required of each applicant for a clear multiple or single subject teaching credential, administrative services credential, and the mild/moderate or moderate/severe specialist credentials.

Standard 10

Professional, Legal and Ethical Practices

Knowledge of ethical standards, professional practices, and laws/regulations related to the provision of services to individuals with disabilities and their families. Apply the highest standards to professional conduct.

Standard 11

Educational Policy and Perspectives

Develop a professional perspective by examining educational policies and existing emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

Standard 12

Educating Diverse Learners with Disabilities

Understanding and sensitivity towards heritage, family, and community values. Information about individual and group differences, including culture, ethnicity, gender, age, language, religion, socioeconomic status, lifestyle and ability of diverse individuals served. Apply principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families.

Standard 14:

Differentiated Instruction

Each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Standard 15

Managing Learning Environments

Knowledge and skills in managing learning environments for diverse learners that are safe and effective, and that facilitate positive self-esteem and self-advocacy. Knowledge of behavioral management strategies, varied communication styles that impact learning, and laws/regulations for promoting behavior that is positive and self-regulatory.

Standard 16

Effective Communication and Collaborative Partnerships

Demonstrate the ability to collaborate and communicate effectively with 1) individuals with disabilities and their parents/caregivers; 2) school administrators, general and special education teachers, specialists and paraprofessionals; 3) community agency and related service personnel. Work in partnerships to design, implement, and evaluate integrated services that reflect transitional stages across the lifespan.

For all specialist and services credentials:

Standard 17

Assessment, Curriculum and Instruction

Knowledge of basic principles and strategies of assessment, curriculum, and instruction that is appropriate for individuals with diverse backgrounds, varying language and cognitive abilities and special needs. Appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

For mild/moderate and moderate/severe specialist credentials:

Standard 22

Assessment and Evaluation of Students

Knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, social/behavioral performance-based, social, communication, vocational, and community life skill needs of students, and the outcomes of instruction.

Standard 23

Planning and Implementing Curriculum and Instruction

Knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. The instructional plans are responsive to the unique needs of the students, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Standard 24

Positive Behavior Support

Demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of all students. Demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

For mild/moderate specialist credentials:

Standard 25

Characteristics and Needs of Individuals with Mild to Moderate Disabilities

Able to identify the characteristics of students with mild to moderate disabilities, including students identified as seriously emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Course Competencies: The student will be able to:

1. Assess the characteristics and behaviors of exceptional students in terms of program and developmental needs
2. Recognize the differences and similarities of students with disabilities, their non-disabled peers, and students from culturally and linguistically diverse backgrounds
3. Identify and illustrate the formation and function of a Student Study Team
4. Demonstrate understanding of *Response to Instruction and Intervention (RtI²)*
5. Define and explain the admission, review, and dismissal processes of special education
6. Evaluate the concept of Least Restrictive Environment and its implications for the instructional process
7. Explain individual protections of special education legislation as they pertain to parents, teachers, and students
8. Demonstrate understanding of key elements of an IEP, and the role appropriate support personnel and parents of individuals with exceptional needs
9. Identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts and math
10. Analyze non-discriminatory assessment, including sensitivity to cultural and linguistic factors
11. Identify and teach non-academic areas: e.g., socialization, career, and vocational education
12. Discuss interpersonal relationships and human relations problems with students and parents
13. Communicate information in a positive manner to teachers and parents, including those from culturally and linguistically diverse backgrounds
14. Acquire the knowledge, skills and strategies necessary to work collaboratively with special education teachers, related service personnel, and parents in meeting the needs of students who are receiving special education services.

Required Text:

1. Friend, M. and Bursuck, W. (2015). 7th Edition. Including Students with Special Needs: A Practical Guide for Classroom Teachers. Boston: Pearson ISBN 978013374402

Course Requirements:

1. In-Class Joint Production Activities (JPAs). Full credit will be given for participation. JPAs can only be fulfilled during class sessions (no “make-ups”)
1. Course Project: Special Education Observation and Interview. Observe a student (PreK-12th) with an IEP in a special education program. Interview the special education professional working with the student. Write up your observation and interview. A rubric provides the allocation of points for scoring this course project, and should be used to guide the interview and observation. Course Project must be written on a word processor.
2. Reflections: For each chapter of the text, and for the FAT City Workshop <https://www.youtube.com/watch?v=uYg8sX2fv90> video, a brief reflection addressing three big ideas from the reading/video is required. Reflections should be written directly into Canvas.
3. MTSS Certificate: The certificate received upon completion of the Mutli-Tiered System of Supports module should be uploaded into Canvas. The Brokers of Expertise site: <http://www.myboe.org/portal/default/Content/ContentBrowser?action=2&view=main>
4. UDL Presentation: A 3-5 minute presentation in class on an application of Universal Design for Learning. This should have a visual/media component (e.g. Voki, Prezi, PPT, etc).

Course Grading:

JPAs	75 points (3 x 25 points)
Course Project	50 points
Reflections	130 points (13 x 10 points)
MTSS Certificate	20 points
UDL Presentation	25 points

Total Possible: 300 points

Late submission of any course requirement will automatically result is a ½ point reduction. Final grades will be awarded on the following basis:

Points	Percentage	Grade
285-300	95% - 100%	A
270-284	90%-94%	A-
255-269	85%-89%	B+
240-254	80%-84%	B
225-239	75%-79%	B-
210-224	70%-74%	C+
195-209	65%-69%	C
180-194	60%-64%	C-
165-179	55%-59%	D
< 164	<54%	F

The Department of Special Education and the Office of Graduate Studies require that students maintain a grade point average (GPA) of 3.0 or better. Grades of C or lower will jeopardize your continuation in the program. Students whose GPA drops below 3.0 will be disqualified and dropped from the unit's programs.

Grievance Procedure:

If you have questions regarding grading policies or any other aspect of the course, please make an appointment with me. For information about grievance policies/procedures, you can consult the university catalog or the University ombudsperson. For Student Conduct Code, visit http://www.sa.sjsu.edu/judicial_affairs/index.html

Accommodations:

If you need course adaptations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disabilities Resource Center (DRC) to establish a record of their disability.

Academic Integrity:

University regulations require that instructors report any instance of academic dishonesty to the Judicial Affairs Officer. One form of academic dishonesty is plagiarism – taking ideas, writing, or work from another person or source and representing them as one's own. Plagiarism includes both having someone else write your papers and cutting/pasting from the Internet. For advice on how to avoid plagiarism, consult the following website:

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

San Jose State University policy forbids students

- to submit the same projects in two different courses, except by permission of the instructor, and
- to plagiarize previously written material (not giving credit to the origin or authors)

Consequences include an "F" in the course, dismissal from credential and/or M.A. program that you are in. Please review university policy on academic integrity to avoid any difficulties with cheating, plagiarism, etc. at <http://www2.sjsu.edu/senate/S04-12.htm>

Course Project: Special Education Observation and Interview.*Instructions*

Observe a student (PreK-12th) with an IEP in a special education program. Interview the special education professional working with the student. Write up your observation, to include reference to LRE. Write up your interview, to include information about academic training, caseload, challenges, and impact with students. The following rubrics will be used for grading, and should guide your work on the project:

Observation Rubric

Observation Criteria	1 point	3 points	5 points
1. Describe school and classroom	Location, school size, grade level of classroom	Location, school size, grade level configuration, demographics, grade level of classroom	Location, school size, grade level configuration, demographics, grade level of classroom, appearance of classroom
2. Describe student	Disability, gender, general appearance	Disability, gender, general appearance, behaviors observed	Disability, gender, general appearance, behaviors observed, overall health & well-being
3. Describe instruction	Content area covered	Content area covered, instructional strategies	Content area covered, instructional strategies, adaptations and/or modifications observed, degree of engagement (for observed student)
4. Provide LRE information	Identify special education placement	Identify special education placement, indicate general education experiences	Identify special education placement, indicate general education experiences, indicate placement on LRE continuum
5. Provide comments and additional observations	Discuss perceived educational benefit	Discuss perceived educational benefit, indicate observed cultural and/or linguistic variables	Discuss perceived educational benefit, indicate observed cultural and/or linguistic variables, discuss interactions with other students

Interview Rubric

Interview Criteria	1 point	3 points	5 points
1. Describe special educator's training & background	Degree(s)	Degree(s), student teaching experience, years in current position	Degree(s), student teaching experience, years in current position, other training/experiences that contribute to current position
2. Describe special educator's caseload	Number of students served	Number of students served, disabling condition(s)	Number of students served, disabling condition(s), service delivery model, weekly schedule
3. Describe special educator's challenges	State challenges of position	State challenges of position, state strategies used to overcome challenges	State challenges of position, state strategies used to overcome challenges, state support received from colleagues, administration, parents, and/or students to overcome challenges
4. Describe special educator's successes	State successes of position	State successes of position, state frequency of these successes	State successes of position, state frequency of these successes, state what is done to replicate successes
5. Provide comments and additional observations	Discuss satisfaction with position	Discuss satisfaction and expected longevity with position	Discuss satisfaction and expected longevity with position, discuss future plans, discuss what motivated this line of work

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Calendar

<u>Date</u>	<u>Topics</u>	<u>Reading</u>
8/30	Introductions, Course Overview	
	The Foundation for Educating Students with Special Needs	Ch 1
	Special Education Procedures and Services	Ch 2
	Building Partnerships through Collaboration	Ch 3
	Assessing Student Needs	Ch 4
	Joint Production Activities	
9/27	Planning Instruction by Analyzing Classroom & Student Needs	Ch 5
	Differentiating Instruction	Ch 9
	Response to Instruction & Intervention (RtI2)	
	Multi-Tiered Systems for Support (MTSS)	
	Universal Design for Learning (UDL)	
	Joint Production Activities	
	<i>Reflections Due: Ch 1-5 & 9</i>	
10/25	Students with Low-Incidence Disabilities	Ch 6
	Students with High-Incidence Disabilities	Ch 7
	FAT City – Learning Disabilities	
	Other Students with Special Needs Other Than Disabilities	Ch 8
	<i>Reflections Due: Ch 6-8 & FAT City</i>	
	<i>MTSS Certificate Due</i>	
11/8	Strategies for Independent Learning	Ch 10
	Evaluating Student Learning	Ch 11
	Responding to Student Behavior	Ch 12
	Joint Production Activities	
	UDL Presentations	
	<i>Reflections Due: Ch 10-12</i>	
	<i>Course Project Due</i>	