

EDUC 337 – Introduction to Special Education for PreK-12th Grade

COURSE SYLLABUS

Mondays and Wednesdays 10:30 – 12:20
Evelyn M Stevenson Building Room 114
Winter Quarter – 2017
Credits: 5

Instructor: Ann Stone
Office Hours: Mondays and Wednesdays
1:00 – 3:00
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REQUIRED MATERIALS

Novak, Katie. (2014) *UDL NOW! A teacher's Monday-morning guide to implementing Common Core Standards using Universal Design for Learning*. Wakefield, MA: CAST, Inc. (ISBN 978-0-989-86743-6)

Kluth, Paula & Danaher, Sheila. (2014). *From text maps to memory caps: 100 more ways to differentiate instruction in k-12 classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co. (ISBN 978-1-59857-360-2)

Handouts available from the instructor
Check Moodle for weekly reading assignments

DESCRIPTION

EDUC 337 – Introduction to Special Education is designed to provide an historical and contemporary overview of the special education process while focusing on various types of learners with special needs including students with disabilities, gifted learners, and children at risk. Topics include: legal requirements and laws, partnering with parents/families, categories of exceptionality, identification and intervention, collaboration, and research-based best practices, including Response to Intervention (RTI) and Universal Design for Learning (UDL). This course requires a ten hour embedded field experience working with diverse learners in preschool to 12th grade classrooms.

COURSE OBJECTIVES

Upon successful completion of this course, candidates will:

- Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.
- Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language and risk factors affect students with special needs.
- Develop lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individuals and groups of learners.
- Develop environmental, curricular, and management strategies that will assist students with learning differences in all areas.
- Apply knowledge of the processes (Evaluation, IEP, Transitions, etc.) that are outlined in IDEA to insure that all students identified with disabilities have their individual rights met.
- Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, and students.
- Utilize effective technology with the curriculum to meet the needs of students with

- learning differences.
- Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.

RELATION TO THE CONCEPTUAL FRAMEWORK

To be an effective teacher with students with disabilities, one needs to look at all areas of student diversity. Students have their strengths and weaknesses. You will be constructing your philosophy of inclusion through exercises and experiences in this course, so that you may take a leadership role in meeting the needs of students of diverse backgrounds and abilities in your classroom.

The Conceptual Framework: Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d'Oreille and Kootenai people.

- Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity.
- Learning communities foster the construction of knowledge.
- Reflective practice leads to professional development.
- The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.
- Effective communication, critical thinking, cultural understanding, citizenship, and strong content knowledge are essential to effective teaching.

COURSE RATIONALE

Today students with all levels of abilities are included in all classes. No longer are all children in a given community similar in background and experience. Thus, every teacher will need to adapt to those differences. Students with disabilities are included in all classrooms. Teachers will be a part of the special education team for those students in their classroom that are identified with disabilities. This class prepares you to meet the challenges and opportunities of being an active participant in the school life of students with disabilities.

OTHER COURSE INFORMATION

Attendance expectations: Although no attendance points will be given, you will be expected to be in class at all times. There will be many activities and in-class assignments that you will not be able to make up. This is a professional education course and you are training to be a teacher. Teachers are required to be in school at all times. By being consistent with attendance, you are beginning to act and think like a teacher. This is professional responsibility. Poor attendance will result in missed information, missed assignments, and possible failure of the course. Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class.

Students must keep smartphones silent and develop an educational philosophy and practice that realizes the potential of smartphones as a tool in the classroom and not a distraction.

ACADEMIC HONOR CODE

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work.

Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite

your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

COURSE RESPONSIBILITIES

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes in writing.

INSTRUCTIONAL METHODOLOGIES

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. There may be guest speakers and/or films. **Students are responsible for coming prepared to class.**

REASONABLE ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete, or consult the SKC web page for Students with Disabilities for more information.

SKC RETENTION

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). *James Steele, Jr., SKC Retention Coordinator* (Bookstore Annex, 275-4712, Email: retention@skc.edu).

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered "**Responsible Employees**" which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

CULTURAL RELEVANCY

This course is founded on the diversity of abilities and learning capabilities of students with disabilities as defined by IDEA 2004. Those disabilities will also be discussed in terms of ethnicity, gender, rural vs. urban, socio-economic status, and race. Sensitivity to all types of diversity is the key to developing positive attitudes and dispositions within the course. Cultural relevancy is addressed in this course through the teaching methods and strategies modeled and utilized by the instructor. Salish Kootenai College defines culture as the awareness of one's own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d'Oreille and Kootenai People.

Candidate Objectives:

- Candidates will examine how children with special needs have been typically educated within their cultural group;
- Candidates will participate in discussions, activities and reflective writings about cultural relevancy in course topics;
- Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

CRITICAL THINKING

At SKC, critical thinking describes a structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (Spu'us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance, and fairness.

Candidate Objectives:

- Candidates will analyze the process of including all students in learning;
- Candidates will differentiate lesson plans to individualize for each student's needs;
- Candidates will apply information learned in class to improve their work with parents, students and other professionals;
- Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

CITIZENSHIP

Salish Kootenai College defines citizenship as informed and committed participation in the life of one's community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

Candidate Objectives:

- Candidates will demonstrate through reflective writing and group discussion their understanding that Citizenship includes the integration of cultural and community diversity.

- Candidates will demonstrate sensitivity to cultural diversity and seek to understand the perspectives of others.
- Candidates will describe a well-grounded framework for understanding cultural and community diversity and demonstrate how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

COMMUNICATION

Salish Kootenai College defines communication as an exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful human connections.

Candidate Objectives:

- Candidates will communicate in ways that demonstrate sensitivity to differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
- Candidates will define terminology in the field of special education.
- Candidates will communicate clearly with students, colleagues and professionals.

CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 5 credit course, delivered over a 10 week term will approximate: 4 hours/week classroom or direct faculty instruction plus a 10 hour (one hour/week) field practicum in a Pre-K-12th grade classroom with diverse learners for a total of 50 hours of seat time. In addition out-of-class student work will approximate a minimum of 10 hours each week (2 hours per credit).

ASSIGNMENTS AND GRADING

An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

1. Assessment using IRIS modules

50 points

2 assessments that cover the content in IRIS modules each worth 25 points

Two of the following IRIS Modules are required as out-of-class assignments:

- 1) Classroom Diversity: An Introduction to Student Differences
- 2) Differentiated Instruction: Maximizing the Learning of All Students.

2. Case Study and Special Education File

50 points

- Each candidate will develop a case study about a fictional student with a disability.
- The case study must describe this student's learning needs, strengths and family/community life.
- A special education process file for the student will include IEP or IFSP goals, a modified evaluation report, and parent involvement strategies.
- This case study will be included in the TEP portfolio for some TEP students.

3. Lesson plan using differentiated instruction

50 points

- Each candidate will modify a lesson plan that follows the guidelines of differentiated instruction and Universal Design for Learning.
- Your lesson plan will be based on the needs of the student in your case study.
- **This lesson plan will be included in the TEP portfolio.**

4. 5 examples of differentiation

50 points

- You may write up a summary or create a sample using the book, *From Text Maps to Memory Caps*. Your summary needs to include a brief description of the strategy and when/how you would use it. For one strategy, you must create a sample and present it to the class. Questions? Ask me!

5. A short review, critique, and presentation of a non-fiction book on a special needs topic and a creative representation

150 points

- Present your book review and creative project to the class from a book you select dealing with children with special needs. These presentations can be role-play presentations, art or creative expressions or another type of presentation in which the major concepts of the research are portrayed to the class. For this project, you must provide the class with a handout of the major points and at least 3 discussion questions and your reference sources (journal article, book, magazine essay, internet source). You will be graded according to the following criteria:
 - The handout contained the major points, 3 discussion questions and source citation: 25 points
 - The presentation was clear, organized and well presented: 25 points
 - The presentation gave accurate information covering the research: 25 points
 - The presentation and project was creative and original: 25 points
 - The book review was a one-page well written essay on your opinions (positive and negative, if any) about the book, including how it impacted your future teaching: 50 points

6. Two reading reflections on the textbook *UDL Now!*

50 points

- Requirements for the 2 reading reflections will be provided

7. Self-evaluation assessing skills and abilities working with students with special needs

50 points

- A template will be provided.
- **This self-assessment will be included in the TEP Portfolio.**

8. Observation of an educational professional in a special education setting

50 points

- An observation form will be provided.

9. Documentation of at least 10 hours of field experience time

100 points

- Candidates will observe and assist in a classroom or other setting with students with special needs. Sites for field experience will be approved by the instructor.

Evaluation

Assessments in IRIS modules (25 x 2)	= 50 pts	600-540 = A
Case Study and Special Education File	= 50 pts	539-480 = B
Differentiated Lesson plan	= 50 pts	479-420 = C
Differentiated examples and presentation	= 50 pts	419-300 = D
Book report and presentation	=150 pts	Below 300 = F
Reading Reflections (2 x 25)	= 50 pts	
Self-assessment	= 50 pts	
Observation of an educational specialist	= 50 pts	
Documentation of 10 hours of field experience	=100 pts	

Total points: 600 PTS

STANDARDS OF EFFECTIVE PRACTICE

PEPP STANDARD 10-58-531

(d) Candidates understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children

National Association for the Education of Young Children (NAEYC) Standards supported in this course

Standard 1. Promoting child development and learning: Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 2. Building family and community relationships: Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Standard 4. Using developmentally effective approaches to connect with children and families: Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as foundation for their work with young children and families. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Standard 5. Using content knowledge to build meaningful curriculum: Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources that deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula and promote comprehensive developmental and learning outcomes for every young child.

Standard 6. Becoming a professional: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Interstate Teacher Assessment Support Consortium (InTASC) Standards supported in this course

<p>InTASC Principle 2. Learning Differences: Candidates use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
<p>InTASC Principle 3. Learning Environments: Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p>InTASC Principle 7. Planning for Instruction: Candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>InTASC Principle 9. Professional Learning and Ethical Practice: Candidates engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>
<p>InTASC Principle 10. Leadership and Collaboration: Candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Council for Exceptional Children (CEC) Standards supported in this course

<p>Standard 1. Learner Development and Individual Learning Differences: Candidates understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>
<p>Standard 2. Learning Environments: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>
<p>Standard 3. Curricular Content Knowledge: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>
<p>Standard 5. Instructional Planning and Strategies: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>
<p>Standard 6: Professional Learning and Ethical Practice: Candidates use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>
<p>Standard 7. Collaboration: Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>

Course Objectives and Standards/Framework Overview					
Objectives	CAEP	CEC	InTASC	NAEYC	Conceptual Framework

1. Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.	1.1	1	2	1, 4	A, D
2. Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language, and risk factors affect students with special needs.	1.1	1	2	1, 4, 5	A, D
3. Develop or modify lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individual and groups of learners based upon Universal Design for Learning (UDL).	1.2 1.3	3, 5	7	4, 5	A, D
4. Develop environmental, curricular, and management strategies that will assist students with learning differences in all areas.	1.4	2, 3, 5	3, 7	1, 4	A, D
5. Apply knowledge of the processes (IFSP, IEP, Transitions, RTI, etc.) that are outlined in IDEA to ensure that all students identified with disabilities have their individual rights met.	1.4	3, 5	7	4	A, D
6. Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, specialists, and students.	1.1	7	10	2	E
7. Utilize effective technology with the curriculum to meet the needs of students with learning differences.	1.5	5	5	4, 5	E
8. Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.	1.2	6	9	6	C