EDUC 375P/575P
Inclusive Practices (2 units)

Mr. Larry Alvarado
Cell phone (619) 890-9009
USD E-Mail: lalvarad@sandiego.edu

January 29 to May 7 2015 • Final May 14
Class: MRH 137
Office Hours: 1 hour after class.

NOTE: Key Program Policies and Procedures are Included in Syllabi

OFFICIAL USD INFORMATION: ALL STUDENTS MUST HAVE A USD INTERNET ACCOUNT. THE PORTAL HTTP://MY.SANDIEGO.EDU IS THE OFFICIAL INFORMATION EXCHANGE FOR THE UNIVERSITY. ALL STUDENTS ARE RESPONSIBLE FOR MONITORING THIS SITE AND ITS CONTENT. YOU WILL BE HELD RESPONSIBLE FOR ALL POSTING REGARDING POLICIES, PROCEDURES AND THE USD ACADEMIC CALENDAR.

USD INDIVIDUAL INTERNET ACCOUNT: The free ‘name’@sandiego.edu user account is mandatory. The instructor and the program are not responsible for contacting you via any other e-mail address.

COURSE DESCRIPTION

This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic K-12 content standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching; response-to-intervention, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate California k-12 content standards expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, close examination of individual and class-wide student work, and classroom, individual and curriculum management. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education & ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. Candidates will learn to design and provide ongoing assessment of the principles of transference and generalization to facilitate learners’ readiness at key transition points between 5 to 22 years of age educational opportunities. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization.

Field Experience: The course requires 20-hours of structured practicum experience. Field experience is evenly divided in an elementary and a secondary setting. The practicum sites must be in an inclusive classroom setting that includes students with IEPs and English Language Learners. The field sites provide the settings for designing, delivery and assessment of the mandatory course embedded signature assignments. Candidates complete both an elementary and secondary subject matter focused PAC-T aligned project. An intern candidate may complete all or some of the components of this field experience in his or her contract classroom, providing the setting allow the intern to complete all components of the centerpiece assignment.

Interns: Intern candidates are responsible for centerpiece artifacts at both the course and student teaching Preliminary Education Specialist instructional stage (Practicum EDSP490P/590P). The course-based artifacts meet an emerging readiness level of knowledge, understanding and skills indicating readiness to undertake a supervised student teaching assignment. The intern setting centerpiece artifacts provide district support providers, university field supervisor, and final point special education faculty summative evaluative evidence of the knowledge, understanding and skill level of competency in alignment with state (CTC), professional (CEC) and national (NCATE) professional standards.

Textbooks/Readings:

USD BOOKSTORE:


RECOMMENDED TEXT:
Course Purpose
Meets part of CCTC Preliminary Education Specialist Credential Standards for Mild to Moderate Authorization USD teacher certification in special education. Specifically addresses general education methods for CA Content Standards Subject Matter. Candidates who take EDUC 375P/575P along with either EDSP 375P/575P meet the multiple subject requirements for EDUC 385/585 credential requirement.

Initial Preliminary Education Specialist Credential Mild to Moderate Authorization:

CEC Initial Content Standards Meeting:
1. Foundations
2. Development and Characteristics of Learning
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Communication
7. Instructional Planning
8. Assessment
9. Professional & Ethical Practice
10. Collaboration

CTC Education Specialist Preliminary Credential Common Standards Meeting:
1. Professional, Legal & Ethical Practices
2. Educating Diverse Learners
7. Transition & Transitional Planning
9. Preparation to Teach Reading/Language Arts
10. Preparation to Teach English Language Learners
11. Typical & Atypical Development
13. Curriculums and Instruction of Students with Disabilities
14. Creating Healthy Learning Environments
15. Field Experience in a Broad Range of Service Delivery Options
16. Assessment of Candidate Performance

CTC Mild/Moderate Authorization Standards Meeting:
2. Assessments and Evaluation of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction
4. Positive Behavior Support
5. Specific Instructional Strategies for Students with Mild/Moderate Disabilities
6. Case Management

CA Teacher Performance Assessment Domains with CA Teaching Performance Expectations including Education Specialist Addendum

A. Making Subject Matter Comprehensible to Students
   TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing Student Learning
   TPE 2. Monitoring Student Learning During Instruction
   TPE 3. Interpretation & Use of Assessment

C. Engaging & Supporting Students in Learning
   TPE 4. Making Content Assessable
   TPE 5. Student Engagement
   TPE 6. Developmentally Appropriate Teaching Practices
   TPE 7. Teaching English Learners

D. Planning Instruction & Designing Learning Experiences for Students
   TPE 8. Learning About Students
   TPE 9. Instructional Planning

E. Creating & Maintaining Effective Learning Experiences for Students
   10. Instructional Time
   TPE 11. Social Environment

---

1 Refer to the Standard Match Matrix in your Education Specialist Candidate Manual for complete title of standards. You can also use TaskStream Standard Generator to find the detailed descriptions of each standard domain and factors.
F. Developing as a Professional Educator

TPE 12. Professional, Legal & Ethical Obligations
TPE 13. Professional Growth

MASTER’S DEGREE LEARNING OUTCOMES (MDCCA ASSIGNMENTS)²:

1. Theoretical grounding in foundational disciplines
2. Synthesize and apply contemporary research

Course Objectives – Aligned with Candidate Unit & Program Outcomes’

The SOE Unit: The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D) demonstrated throughout course and field experience.

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome A: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Demonstrate knowledge of the state frameworks, standards and assessments related to the teaching of mathematics, science, history/social science, the visual and performing arts and physical education (TPE 1, 3, 4) (K)
- Demonstrate uses of a variety of subject-specific pedagogical approaches to the teaching of mathematics, science, history/social science, the visual and performing arts and physical education (TPE 1, 4) (S)
- Demonstrate an understanding of lesson plan development, implementation and evaluation. (TPE 5, 6, 9, 10, 13) (K, S)
- Demonstrate awareness of and ability to evaluate the material and community resources available in the teaching of mathematics, science, history/social science, the visual and performing arts and physical education (TPE 4) (K, S)
- Know and apply strategies for supporting reading in the content areas (TPE 1A) (K, S)
- Apply knowledge of lesson plan development to an integrated unit of study. (TPE 9) (S)
- Demonstrate an understanding of appropriate use of a variety of assessments, including norm referenced and criterion referenced tests and alternative measures such as formative and summative evaluations, works samples, observation, portfolios, and standards-based (TPE 3) (K, S)
- Demonstrate ability to cultivate critical thinking and problem solving skills in students (TPE 1, 6) (S)
- Design, administer and interpret a variety of assessments in content subject areas. (TPE 3) (S)
- Demonstrate competence in the use of electronic teacher management resources (TPE 13) (S)
- Demonstrate competence in examining and evaluating internet and software resources for mathematics, science, history/social science, the visual and performing arts and physical education (TPE 1, 4) (S)
- Demonstrate ability to engage in cycles of self-evaluation of planning and teaching practices, alone and in collaborative groups (TPE 9, 13) (S, D)
- Knows and can demonstrate specific pedagogical skills for subject matter instruction (TPE 1)(K,)
- Monitors student learning during instruction (TPE 2) (S)
- Utilizes and interprets a variety of assessments (TPE 3)(S)
- Makes content assessable for students (TPE 4) (S)
- Engages students in the learning process (TPE 3)(S)
- Knows and can demonstrate developmentally appropriate teaching practices (TPE 6) (K, S)
- Plans comprehensive instruction in accordance with content standards (TPE 9) (S)
- Allocates, manages and reflects on the use of instructional time (TPE 10) (S)
- Utilizes technology in professional practices (S)
- Utilizes effective oral and written communication (S)
- Values, reflects upon, and evaluates growth as a professional (TPE 13) (S, D)

Outcome B: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Understand the purpose for establishing classroom meetings as a way of fostering a democratic classroom environment. (TPE 11) (K)
- Know and apply strategies for creating a positive learning environment (TPE 11) (K, S)
- Creates and maintains positive social environments for student learning (TPE 11) (S, D)
- Engages with others in productive learning communities (D)
- Understands the historical and social foundations of community service in a democracy (K)
- Values and engages in service learning activities in the community (S, D)

² Graduate Degree Candidate additional assignments to validate MEd performance outcomes are listed with a (MDCCA, #). Since graduate work is embedded in all assignments, the # represents the additional requirement as it will be evaluated in the MDCCA Electronic Centerpiece Folder in TaskStream.
Outcome C: Ethics, Values and Diversity
Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Demonstrate an understanding of assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. (TPE 8) (K, S)
- Know and apply strategies for learning that meet the learning styles, interests and cognitive abilities of all students. (TPE 8) (K, S)
- Demonstrate competence in the use of electronic research tools, Internet services and the ability to use technology as a support to student learning. (TPE 8) (K, S)
- Demonstrating an awareness of privacy issues and confidentiality concerns related to electronic record keeping (TPE 12) (K)
- Understands and can apply theories, principles, and instructional practices for comprehensive instruction of English learners (TPE 7) (K, S)
- Understands and can apply child and adolescent development theories, principles and instructional practices for student learning (TPE 8) (K, S)
- Understands and honor professional, legal and ethical obligations (TPE 12) (K, D)
- Understands his/her own values and biases how they affect student learning (TPE 12) (D)
- Demonstrates respect for all individuals and their cultures, communities and differences (S, D)

*Based on CCTC 2042 Standards for Teacher Preparation that meet the requirements in the area of general education methods for Mild/Moderate and Moderate/Severe Education Specialist Candidates

**REQUIRED WEB-BASED RESOURCES**
Two web-based systems are mandatory for this course. Specifics and procedure for enrolling will be discussed in class and is included in CE6 website for this course.

- **BLACKBOARD**: Course Delivery & Assignment Submission: Most of the readings, assignments and discussion [including grading] will occur via Blackboard. You are responsible for checking the Course Pacing Guide in Course Content folder prior to each class. [http://ole.sandiego.edu](http://ole.sandiego.edu)
- **TaskStream** Special Ed Credential & Master Degree Folio: [https://www.taskstream.com](https://www.taskstream.com), The self enrollment code to access the special education folio
  - Self-Enrollment Code: **X3TSD5**

**IF AN INSTRUCTOR DOES NOT STRESS THE SIGNATURE ASSIGNMENT – YOU MUST PRODUCE THE ASSIGNMENT TO MEET CREDENTIAL &/OR DEGREE REQUIREMENTS.**

Remember:

- No goldmine is better than peer collaboration and sharing. Keep in touch with your classmates.
- There is no such thing as a stupid question. If you need clarity ask and more information and direction will be provided.

**Supporting Guidelines**: The following supplements are designed to assist in developing your Centerpiece (Embedded Signature Assignment) to ensure compliance with all required elements. In addition to course handouts, the guidelines are posted in TaskStream [http://www.taskstream.com](http://www.taskstream.com) on the top level of each of the 10 CEC Standard descriptions located in the **Special Education E-Portfolio**, Blackboard 6 EDUC 375/575, &the **Special Education Candidate Manual**.

- Internet-Based Required Course Access Guidelines
- Differential Instruction Thematic Unit Centerpiece Guidelines
- Differential Instruction Lesson Plan Design Template – (embedding the academic language & learning support strategies for students with Special Education Needs and English Learners)
- Centerpiece Thematic Unit/Lesson Plan Rubric for students with Special Needs and English Language Learners

**Instructor Specific Assignments**: The Embedded Signature Assignment is mandatory across all sections and instructors. Individual instructors may add their own course performance evidence criteria as part of the grading process. A candidate is personally responsible for uploading Centerpiece (Embedded Signature Assignments) artifacts to the Special Education E-Portfolio in TaskStream ([http://www.TaskStream.com](http://www.TaskStream.com)). Each and every Centerpiece identified in the Special Education Candidate Manual must be completed and integrated into the e-portfolio before the midpoint and final point evaluation can be completed. If a required course has been waived or transferred the candidate must still complete all 10 CEC Standards Centerpieces. A compact disc version of this manual is provided at new student orientation. It is available from the special education program coordinator, and it is downloadable from the SOLES website handbook page. Your program advisor, practicum seminar class instructor and program coordinator help candidates prepare and submit the Centerpiece artifacts at the midpoint and final point.

**Course Requirements**

**Attendance and Class Participation**
A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or unexcused absences.

**BREAKDOWN OF COURSE ASSIGNMENTS & POINTS TOWARDS FINAL GRADE**
Your **Embedded Signature Assignments** will be part of the course grade and also reviewed by the special education faculty as part of your **Reflective Professional Special Education Electronic Portfolio in TaskStream**.

<table>
<thead>
<tr>
<th><strong>Embedded Signature Assignment (ESAs)</strong></th>
<th>50 points – Master Degree Candidates 40 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Universal Design of Learning (UDL) Project</strong></td>
<td>**Based on the Performance Assessment for California Teachers (PACT) – <strong>SCIENCE-ELEMENTARY</strong></td>
</tr>
<tr>
<td>1. Context for Learning (PACT Aligned) - <em>Context for Learning Setting Diversity Narrative Rubric</em></td>
<td>Observational Analysis of Learning Community</td>
</tr>
<tr>
<td>2. Curriculum Framing (PACT Aligned) - <em>Planning Instruction &amp; Assessment Narrative Rubric</em></td>
<td>California Academic Content Standards</td>
</tr>
<tr>
<td></td>
<td>Unit Organizer from Content Enhancement Routines</td>
</tr>
<tr>
<td>3. <strong>Sequential UDL Lesson Plans (Science-Elementary): Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</strong></td>
<td>Lesson Organizer from Content Enhancement Routines Templates</td>
</tr>
<tr>
<td></td>
<td>Universal Design of Learning Lesson Plan (Science Elementary)</td>
</tr>
<tr>
<td>4. Assessment of Individual Learners and Curriculum Objectives</td>
<td>Sample Student Performance-based Assignment</td>
</tr>
<tr>
<td></td>
<td>Breakdown of class performance based on Performance Based Assessment</td>
</tr>
<tr>
<td>5. Reflective Analysis of Instructional Delivery and Learning Outcomes</td>
<td>Self-Analysis Lesson Delivery and attention to Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>Implications for additional focus during student teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comprehensive Universal Design of Learning (UDL) Project</strong></th>
<th><strong>Based on the Performance Assessment for California Teachers (PACT) – HISTORY/SOCIAL STUDIES HIGH SCHOOL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context for Learning (PACT Aligned) - <em>Context for Learning Setting Diversity Narrative Rubric</em></td>
<td>Observational Analysis of Learning Community</td>
</tr>
<tr>
<td>2. Curriculum Framing (PACT Aligned) - <em>Planning Instruction &amp; Assessment Narrative Rubric</em></td>
<td>California Academic Content Standards</td>
</tr>
<tr>
<td></td>
<td>Unit Organizer from Content Enhancement Routines</td>
</tr>
<tr>
<td>3. <strong>Sequential UDL Lesson Plans (History/Social Studies High School): Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</strong></td>
<td>Universal Design of Learning Lesson Plan (History/Social Studies High School)</td>
</tr>
<tr>
<td>4. Assessment of Individual Learners and Curriculum Objectives</td>
<td>Sample Student Performance-based Assignment</td>
</tr>
<tr>
<td></td>
<td>Breakdown of class performance based on Performance Based Assessment</td>
</tr>
<tr>
<td>5. Reflective Analysis of Instructional Delivery and Learning Outcomes</td>
<td>Self-Analysis Lesson Delivery and attention to Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>Implications for additional focus during student teaching</td>
</tr>
</tbody>
</table>

**Technology Resource Kit – Application of High/Low Technology Tools into Learning and Instruction (5 points)**

Developing and putting into practice a teaching and learning Technology Skill Set is a specific standard within the California Commission on Teacher Credentialing. This applies to education specialist, multiple subject & single subject credential candidates. Therefore several assignments will be integrated throughout the semester to provide opportunities to explore and put into practice a variety of technology resources. These include such things as identifying, demonstrating and adding technology resources for teachers and students into the Blackboard Wiki, use of the Discussion, Group & Chat tools, effective use of search engines and infusion of specific technology resources in course assigned lesson and unit plans.

**Evaluation:** Technology Learning/Instruction Resource Toolkit Rubric

**IRIS STAR Legacy Module:**

1. Complete the STAR Module
2. Go to the Differentiated Instruction Blog in Blackboard and make two entries
3. Clearly demonstrate how the differentiated instruction knowledge is being integrated into the lesson design for ESA Assignment One. Minimum of one paragraph in-depth reflection of how the IRIS information informed your planning.

**Evaluation:** Pass/Fail

### Lesson Plan Universal Design for Learning – CA Content Standards Framework K to 12

You must prepare a series of universal design for learning ([http://cast.org/udl/index.html](http://cast.org/udl/index.html)) lesson plans. The required eight subject areas are listed in the chart below. Each lesson must identify the specific grade appropriate framework and standards as delineated by the California Department of Education. ¹

- At least one of your lessons must be designed for each of the grade level spread listed in the chart.
- Your lesson must list the specific California K-12 Academic Content Standard (TaskStream.com provides an easy method for drilling down to the specifics. Click on the Standards tab and select the California K-12 Academic Content Standard)
  - Subject (Common Core Subject Area)
  - Grade (Specific Age/Grade Appropriate Learning)
  - Area (Content Concept Mastery)
  - Sub-Strand (Outcome Statement Application of Knowledge, Understanding & Skills)

**TaskStream Standards Listing:** The California and National Content Standards are available for inclusion in your lesson plans under the Standards Tab.

- CA – California K-12 Academic Content Standards - Found under View State Standards tab
- USA – Common Core State Standards (June 2010) – found under View US National Standards tab

**Lesson Builder TaskStream Template:** ELD/SDAIE Lesson Format

- Note: You must use the Lesson Plan UDI Spec Ed Required Template that describes what is required in each section of the ELD/SDAIE Lesson Format. (All prompt sections must be completed to receive a passing score!)

**Learning/Teaching Pedagogy of Practice Lessons:** Each of the evidence-based instructional/learning approaches listed in the second part of the chart must be embedded in at least one of your subject matter lessons.

2. Co-Teaching Model of Instruction (supportive, parallel, complementary or team teaching model)
3. A Collaborative Peer-to-Peer Activity

**Upload for Grading:**

- Course Grade ole.sandiego.edu
- Program Evaluation TaskStream.com – Special Ed Credential & Master Degree Folio – EDUC 375/575 Inclusive 5-22 (Inclusive Curricula for Learners 5-22)

**Evaluation:** Lesson Design CA Framework Grades K to 12 Rubric

### Building Community of Learners Projects - total of 6 points possible

**TASK:** Working with a classmate each team of two will act in the role of both a biographer and autobiographer. The task is to get to know more about your own diversity so that you can understand the diversity found in others. The project builds upon the concept of creating a classroom learning community described in the course text, integrated in the online instructor learning module concepts and elaborated upon in class.

**PROJECT COMPONENTS:** There are two products created as part of this assignment. Assignments and dates will be posted on Course Pacing Schedule Guide located in the course content folder in Blackboard. Look regularly for these postings.

³The specific grade appropriate subject matter framework and standards content can be found at the California Department of Education website: [http://www.cde.ca.gov/be/ss/](http://www.cde.ca.gov/be/ss/)
1. Life Map Project In-Class Presentation (3 points)
2. Life Map Project Photo Uploaded into Blackboard (met/no met assignment)
3. Reflection Statement Regarding You Class Community Building Activity. Uploaded into Blackboard. (3 points)

Pedagogy of Practice Statement

The project starts with your admissions philosophy of education that is refined in EDUC 375P/575P and EDSP 375P/575P. A final version of the project is submitted as part of the evaluation procedures for recommendation for a master’s degree.

**TASK:** The Self-Reflection Research Evidenced Pedagogy Practices Critique is a blend of philosophy, social justice grounded principles and research evidenced instructional/learning practices articulated in a statement of one’s own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school setting. The essay must incorporate the overarching “ACE” themes threaded throughout the Learning and Teaching Department programs of study. As a special educator your critique must integrate the Council for Exceptional Children Profession Code of Ethics into your personal philosophy of education statement.

**Self-Reflection Research Evidenced Pedagogy Practices Critique**

Self-reflection on what it means to be a teacher is an important artifact throughout the USD Special Education degree and credential program of study. As a scholarly master degree program of study, insight into the grounding of beliefs, values and attitudes also plays a vital role in review of a candidate’s progress towards becoming a life long professional educator. As a degree candidate your emerging philosophy of education must also incorporate ideas and reflections that build upon your growing awareness of *global perspectives* of pedagogy practice. The USD special education program faculty and students frame their pedagogy of practice within a social justice foundation that builds upon the following ideas:

- ACE overarching themes and dispositions espoused by the faculty and students in SOLES,
- The Council for Exceptional Children Professional Code of Ethical Practices,
- Research grounded principles of practice,
- Exploration of global perspective of variance within grounded principles of practice, and
- Experiential interaction with the diversity of students and teachers across the California education spectrum

Most importantly, no philosophy or pedagogy paradigm can withstand the test of time unless it is grounded in practical experience. These ideas, values and ethical practices combined within a historical perspective of the foundations and philosophy of education come together to provide a candidate with an opportunity to reflect and build upon personal habits of practice. As a “living self-reflection” of one’s personal evolution of pedagogy of practice, the Self-Reflection Research Evidenced Pedagogy of Practices Critique shares a candidate’s professional growth with others.

A master degree student is required to cite evidence-based resources from the required readings and additional readings completed as part of personal expansion of graduate level knowledge and skills.

**Submission:** The project is submitted in the appropriate folder in the Master Degree Candidate Centerpiece Assignments (MDCCAs) in TaskStream.

- EDUC 375P/575P
- EDSP 375P/575P
- Final Point Evaluation Master’s Degree

**Evaluation:** *Action Researcher’s Reflective Research Evidenced Pedagogy of Practice*

---

### Master Degree Candidate Centerpiece Assignment

**Master Degree Candidates 20 points**

**Citation and Scholarly Research and Writing**

**Reflective Research Evidenced Pedagogy of Practices Critique (Personal Grounded Philosophy of Education)**

The **Self-Reflection Research Evidenced Pedagogy Practices Critique** is a blend of philosophy, social justice grounded principles and research evidenced instructional/learning practices articulated in a statement of one’s own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school setting. The essay must incorporate the overarching “ACE” themes threaded throughout the Learning and Teaching Department programs of study. As a special educator your critique must integrate the Council for Exceptional Children Profession Code of Ethics into your personal philosophy of education statement. See the assignment support document *Reflective Research Evidenced Pedagogy of Practices Critique* for additional assignment information. A copy of this document is included in the Course Content folder in Blackboard.

---

**Performance Evaluation Criteria Rubric and the Course Level Grade**
Embedded Signature Assignments for Credential and Master Degree Centerpiece Evaluation: The Embedded Signature Assignment &/or Centerpiece Master Degree Level of Competency are different than the course assignment grade weight. Note: The primary purpose for using TaskStream is to inform you as a teaching candidate or a master degree candidate of your present level of knowledge, understanding and skills in relationship to mandated and master degree conformance requirements. The Rubrics used to evaluate Centerpieces and/or Embedded Signature Assignments is a progress indicator of qualifying for the next step or the final recommendation. Like in a marathon this qualifier says you are deemed ready for the passage to the next level. You cannot translate a Rubric Level of Performance directly into a letter grade for a course where the assignment was completed. The 4 Levels of Competency are:

- Level 1: Unacceptable (Beginning)
- Level 2: Meets Expectations (Developing)
- Level 3: Exceeds Expectations (Apprentice)
- Level 4: Exemplary (Master Teacher)

Remember we are all life long professional learners striving to advance our level of expertise and competency. We never reach the end of the journey. The one absolute is you may not pass to the next step if you have any scores at the Level 1 performance evaluations. If you have questions discuss them with your Program Advisor and/or the Special Education Program Coordinator.

Course Grade: The grade for the course is posted in the Blackboard 6 folder for this course. Your individual and cumulative grade at

<table>
<thead>
<tr>
<th>Grade Required for Credential &amp; Degree Course</th>
<th>Unacceptable Grade for Professional Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A    96 - 100</td>
<td>C+  C+78 – 82.9</td>
</tr>
<tr>
<td>A-   93 - 95.9</td>
<td>C   75 - 77.9</td>
</tr>
<tr>
<td>B+   88 - 92.9</td>
<td>C-  73 - 74.9</td>
</tr>
<tr>
<td>B    85 - 87.9</td>
<td>F   BELOW 73.0</td>
</tr>
<tr>
<td>B-   83 – 84.9</td>
<td></td>
</tr>
</tbody>
</table>

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Course Modules/Thematic Unit Big Idea Outline

This course is delivered in a module format. Themes are threaded throughout the course around a predetermined set of big idea thematic units. Text readings, assigned articles and course assignments draw from the thematic unit interface. Session readings, Internet explorations, and written assignments are posted in the Course Session Pacer Guide EDUC 375/575 in the Course Content folder in Blackboard.

As the themes emerge for this course the details of each module will be further expanded in the Learning Modules in Blackboard. Students are responsible for checking Blackboard throughout the course for new research, global snapshots, and information and assignment clarification.

### PREQUEL – PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Resources</th>
<th>Discussed this Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Part 1: Overview Program of Study</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Candidate Handbook: Special Education</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Handbooks &amp; Supplements Special Education</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Global Emergence Recognition of Characteristics &amp; Needs of individuals with high incidence disabilities – At-risk Variance Amongst Individual &amp; Across the World</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Similarities, differences and uniqueness instructional strategies and learning skill development for English language learners with and without mild to moderate special needs</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

|         | □         | □ Part 2: Overview EDUC 375P/575P Assignments & Field Experience |
|         | □         | □ Syllabus |
|         | □         | □ Blackboard |
|         | □         | □ TaskStream.com |
|         | □         | □ Embedded Signature Assignments (ESAs) |
|         | □         | □ https://ole.sandiego.edu |
|         | □         | □ Special Education Credential & Master Degree Folio X3TSD5 |

### MODULE ONE: HISTORICAL FOUNDATIONS GROUNDING PEDAGOGY OF PRACTICE CREATING A DIVERSE COMMUNITY OF LEARNERS UNIVERSAL DESIGN FOR LEARNING

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme</th>
<th>Discussed this Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□ Part 1: Teaching &amp; Learning in Today’s Classroom</td>
</tr>
</tbody>
</table>
2. Similarities, differences and uniqueness instructional strategies and learning skill development for English language learners with and without mild to moderate special needs
3. CEC Ethical Principles
4. Ace & 6 Disposition Overarching Themes of Professional Practice USD & CEC
|
| □ CH 1 The Teacher as a Decision Maker (Burden & Byrd) |

| Sept 18  | CH 2 Knowing Your Students (B&B) □ ESA Getting to Know Self & Others (Life Map) |
|          | CH 4 Creating Contexts for Instruction (Heflin & Alaimo, 2007) |
| Online Task 2nd half class | Knowing Self and Others
- Teaching & Academic Diversity Life Map Activity
- Getting to Know Self and Others
  1.2.1 Diversity
  1.2.2 Biography
  1.2.3 Sample Life Maps
- Practicing Code of Teaching Ethics
- Communicating and collaborating with paraeducators, teachers, parents and individuals with special needs
- Getting to know self and others to create community of learners
- Working with IEP, education specialist and school psychologist/behavior intervention specialist to gain an understanding of and ability to, apply and monitor a modified individualized, proactive and comprehensive behavior plan
- Using Technology and assistive technology to communicate with families and individuals with special needs

---

### Module Two: Planning Instruction and Learning

**Content Enhancement • Universal Design for Learning • Differentiated Learning**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
<th>Discussed this Session</th>
</tr>
</thead>
</table>
| 5 Oct 2 | CH 4 Planning Lessons & Units (B&B) | Content Enhancement SMARTER Plan  
2.1 SMARTER Planning for Academic Diversity  
2.1.1 CH 3 Prt 1 SMARTER Planning & Academic Diversity  
2.1.2 Handout CH 3 Prt 1  
2.1.3 CH 3 Prt 2 Exploring Curriculum  
2.1.4 Handout Ch. 3 Prt 2  
2.1.5 CH 3 Prt 3 SMARTER Planning and Teaching Principles  
2.1.6 Handouts CH 3 Prt 3  
2.1.7 SMARTER Planning CRL KU PowerPoint  
2.1.8 Handouts SMARTER Planning KU  
   - IEP/ITP and district computerized learning objectives  
   - Analysis IEP Learning Objectives and Grade Appropriate CA Content Standards using TaskStream e-standards  
   - Response to Intervention Legal Procedures using charting and reporting via internet and technology  
   - Differentiated Instruction relevant to typical and atypical development associated with various disabilities and at-risk conditions of individuals with specific disability (primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area)  
Attention to Transition Stages within K-12 Experience  
   - ITP interface with IEP  
   - Differentiated Instruction monitoring transition stages of k-12 education  
   - Transition preparation evidence-based teaching strategies  
   - Changing Technology and assistive technology for learning and teaching at emerging stages of life including needs students with special needs and English learners  
   - Evidence based teaching practices for mild/moderate and ELL across K-12 cognitive, behavioral, social and physical stages  
   - Identity, interpret and citing supporting research on transition and transition planning in inclusive society  
| 6 Oct 9 | CH 8 Managing Lesson Delivery (B&B) |   - Course Planning for an Academically Diverse Class  
   - Appendix D Checklist for Textbook Diversity Differential Instruction (Go to CARS Plus & ACSA Handbook on Goals and Objectives Related to Essential CA Content Standards [http://www.carsplus.org](http://www.carsplus.org))  
   - Evidence based teaching practices for students with mild/moderate and ELL risk needs  
   - Course Planning: Establishing a Classroom Learning Community  
   - Presentation of 5 step lesson plan from Differential Instruction Thematic Unit  
   - Assignment to collaborative team members for feedback and critique  
   - Developing a Unit Planning Routine  
   - Group Share-out: Technology in the Curriculum Action Planner for Diverse Class (Students with special needs and English learners)  
Readings:  
   - Challenge of Diversity & Systemic Reform Standards Based Learning Outcomes 5-Step Lesson Planner  
   - Checklist for Considering Text Characteristics for Students with Learning Disabilities and English Learners.  

**Module Three: Assessing & Reporting Student Performance**  
**Common Core • High Stakes Testing • Transition Across Life Cycles • Response to Intervention**  
<table>
<thead>
<tr>
<th>Session</th>
<th>Readings &amp; Theme</th>
<th>Discussed this Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discussed this Session</td>
</tr>
</tbody>
</table>

EDUC 375P/575P  
2013 Fall  
Page 10 of 16
| 7 Oct 16 | CH 11 Assessing Student Performance (B&B) | Learning Performance Outcomes:  
- Analysis IEP & ITP Learning Objectives and Grade Appropriate CA Content Standards for students with mild to moderate disabilities and English learners with ongoing formal and informal attention to academic language, listening, speaking, reading and writing skills relevant to subject matter  
- Evidence based educational practices in relation to theories of pedagogy, including core academic curricula using state-adopted texts that ensure inclusive learning opportunities for students with mild to moderate needs &/or English learners  
- General and special educator collaboration development IEP/ITP for students with mild to moderate disabilities  
- Deep understanding and practicing evidence based pedagogy that provides teaching skills in reading, speaking, listening, written language and mathematics that insures access to general education curriculum across settings by students with mild to moderate disabilities and English learners  
Identification English Learner Proficiency  
CELDT Proficiency Levels [Appendix D: Centerpiece Assignments (PACT: Embedded Signature Assignment) Performance-Based Outcome Documentation]  
Identification English Learner Proficiency  
1.4.1 CELDT Interpreting  
1.4.2 CELDT Proficiency Information Translate to Instruction  
1.4.3 Identification Placement Flowchart  
RICA Linked CELDT English Learner  
- Exploration and understanding application adopted instructional practices, materials and resources for effective evidence based teaching and support for English language learners and students with mild to moderate needs with reading and language needs across 5-22 instructional span.  
Readings Literacy:  
- Visits to the San Diego County Linda Vista Regional Office of Education Curriculum and Technology Center and the San Diego Unified Instructional Media Center Libraries to explore the State Board of Education (SBE) – adopted core instructional materials for instruction and intervention.  
- Evidence based teaching practices for mild/moderate and ELL including identification, planning and instruction of content specific academic language  
Readings:  
| 8 Oct 23 | CH 12 Grading Systems, Marking, & Report (B&B) | Response to Intervention (RtI)  
- Discussion “Big Ideas” Emerging from Course  
  o Content Enhancement – Center for Research on Learning  
  o [http://www.kucrl.org/sim/content.shtml](http://www.kucrl.org/sim/content.shtml)  
- Using formal and informal assessment data to align IEP/ITP with inclusive education Common Core Standards  
- Assessment of Differentiated Instruction  
- Design and monitoring of Response to Intervention Legal Procedures  
- Formal and informal analysis of technology and assistive technology needs for students with mild/moderate disabilities for learning and teaching  
- Interpreting CELDT performance to identify, plan and assess evidence based teaching practices for students with mild/moderate and ELL  
- Communicating practices and results of use of Response to Intervention with at-risk student  
- IEP/ITP measurement, understanding, planning and implementation instructional delivery to ensure learning outcome objectives in academic domains.  
- Evaluating readiness of students with mild/moderate disabilities to pass high stake exit exams  
-
Readings Content Standards
- Subject/Grade Specific Academic Language and Comprehension Embedding reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework in Visual & Performing Arts
- Tinning, R., (2012). A socially critical HPE (aka Physical Education) and the Challenge for Teacher Education. Explorations of Educational Purpose, 22 (1) 223-238.
- Content Standards and the Reading/Language Arts Framework in Visual & Performing Arts

### Module Four: The Common Core • Performance Accountability • Life Cycle Transition

**Individual Education Plan Learning Outcomes Common Core**

**English Learners Engagement in Common Core**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
</tr>
</thead>
</table>
| 9 Oct 30 | Maxim, G., (2003). Dynamic social studies for elementary classrooms. Upper Saddle River, NJ: Merrill Prentice Hall. Subject/Grade Specific Academic Language and Comprehension Embedding reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework in History & Social Studies Elliot, Ian. (1998). Music, dance, drama and learning. Teaching K-8, October 65-69. Overarching Course Delivery K-12 CA Framework and National Standards. Movement Overarching Framework for K-12 delivery of subject matter - Understanding and planning for typical and atypical human development variance at different stages of life for individuals with mild to moderate disabilities and class as a whole - Identification and classroom planning and observations relevant to varying cultural factors and practices in relationship to typical and atypical observation of age appropriate engagement in academics, behavior, socialization and school community - Exploration and understanding application adopted instructional practices, materials and resources for effective evidence based teaching and support for English language learners and/or students with mild to moderate disabilities across 5-22 instructional span IEP & ITP: - Analysis IEP & ITP Learning Objectives and Grade Appropriate CA Content Standards for students with mild to moderate disabilities and English learners with ongoing formal and informal attention to academic language, listening, speaking, reading and writing skills relevant to subject matter - Evidence based educational practices in relation to theories of pedagogy, including core academic curricula using state-adopted texts that ensure inclusive learning opportunities for students with mild to moderate needs & or English learners - General and special educator collaboration development IEP/ITP for students with mild to moderate disabilities - Deep understanding and practicing evidence based pedagogy that provides teaching skills in reading, speaking, listening, written language and mathematics that insures access to general education curriculum across settings by students with mild to moderate disabilities and English learners - Visual & Performing Arts kindergarten, grades 1 to 12 - Subject/Grade Specific Academic Language and Comprehension Embedding reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework in Visual & Performing Arts - The ISTE NETS (http://www.iste.org/standards.aspx) guide for development of teacher and students ethical standards of practice with technology - Analysis IEP Learning Objectives and Grade Appropriate CA Content Standards using TaskStream e-standards California Core Content Subject Standards (http://www.cde.ca.gov/ci/) - Science (http://www.cde.ca.gov/ci/sc/) - Mathematics (http://www.cde.ca.gov/ci/ma/) - History-Social Science (http://www.cde.ca.gov/ci/hss/) - Physical Education (http://www.cde.ca.gov/ci/pe/) - Reading/Language Arts (http://www.cde.ca.gov/ci/rl/) - Reading/Language Arts Compare English Language Learner (http://www.cde.ca.gov/ci/rl/im/elaedmatrixlinks.asp) - Visual & Performing Arts (http://www.cde.ca.gov/ci/vp/) - Health (http://www.cde.ca.gov/ci/he/) 4 ISTE International Society for Technology in Education (http://www.iste.org/)

EDUC 375P/575P 2013 Fall Page 12 of 16
### Module Five: Managing Instruction & the Classroom

- **Role as Case Manager**
- **Self Determination**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
<th>Differentiating Behavior Disorder and Frustration Inappropriate Behaviors Related to Non-Behavior Disorder Special Need</th>
</tr>
</thead>
</table>
| 10 Nov 6 | CH 9 Classroom Management (B&B) | - Creating and maintaining an educational environment that is free from coercion and punishment  
- Inclusive learning engagement supported by positive and proactive behavior management that is respectful of all students  
- Understanding and implementation of school wide behavior support process  
- Recognizing escalating levels of problem behavior and evidence grounded positive behavior interventions to maintain mild to moderate student with behavior issues in inclusive general education setting.  
- Response to Intervention Legal Procedures using charting and reporting via internet and technology  
- Teaming to understand, implement and monitor positive behavioral support plans and interventions based on functional behavior assessment and IEP/ITP goals relevant to behavior in variety of learning environments  
- Evidence-based teaching strategies search engine locator  
- Professional e-journals and e-books  
- Using CTC web resources [http://www.ctc.ca.gov/credentials/default-current.html](http://www.ctc.ca.gov/credentials/default-current.html)  
- Violence and Unintentional Injury  
- Bullying, Suicide and School Violence [http://www.cde.ca.gov/ls/ss/se/bullyres.asp](http://www.cde.ca.gov/ls/ss/se/bullyres.asp)  
- Bullying Health Requirement [http://www.cde.ca.gov/ls/ss/se/bullingprev.asp](http://www.cde.ca.gov/ls/ss/se/bullingprev.asp)  
- California Health Standards Injury Prevention and Safety 1.7.S Recognizing the Characteristics of Bullying [http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf](http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf)  
- CH 10 Classroom Discipline (B&B) | - Working with IEP, education specialist and school psychologist/behavior intervention specialist to gain an understanding of and ability to, apply and monitor a modified individualized, proactive and comprehensive behavior plans |

### Module Six: Teacher Centered Transmission Models of Instructional Strategies

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
<th>Effective Instruction</th>
</tr>
</thead>
</table>
| 11 Nov 13 | CH 5 Teacher Centered Instructional Strategies (B&B) | Cue-Do-Review  
Pyramid – HALO  
Differentiated Instruction  
Evidence Based and IEP/ITP aligned differentiated instruction, learning and assessment multiple and single subject settings for students with mild to moderate disabilities |
| CH 10 Promoting Academic Skill Acquisition (Helfin & Alaimo, 2007) | Co-Teaching partnership planning (Villa et al)^5 sample unit and lesson differential instruction and alternative assessment planning for student with special needs and English learners (present weeks 10 -12)  
- Coteaching and collaborative planning Differentiated Instruction for students with mild to moderate disabilities in inclusive general education age appropriate learning experiences  
- Team teaching best practices knowing when and how to apply  
  - One Teach, One Observe  
  - Station Teaching  
  - Parallel Teaching |
| Coteaching Connection Marilyn Friend. | |

---

http://www.marilynfriend.com/approaches.htm

- Alternative Teaching
- Teaming
- One Teach, One Assist

- Patterns of Co-Teaching
  - Special Education and Paraeducator Unified Partnership in Learning
  - General Educator and Special Educator Collaborating for Instructional Success
  - General Educator Working in Tandem with Paraeducator Double Dip Support for SPED student & English Language Learner in Inclusive Setting
  - Teacher & Parent Seamless Home-School Setting for Enriching Learning and Generalization

- Autism Spectrum Disorder Discrete Trial & Positive Behavior Learning Strategies
- Technology and assistive technology for learning and teaching high/low instructional decisions special focus for students with mild to moderate disabilities.

**MODULE SEVEN: LEARNER-CENTERED CONSTRUCTIVIST MODEL**

**Cognitive Engagement Focus**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
</tr>
</thead>
</table>
| 12 Nov 20 | CH 6 Student Centered Instructional Strategies (B&B)  
  - Communicating practices and results of use of Response to Intervention with at-risk student  
  - Collaborative learning, peer to peer, peer coaching, peer mediated student to student learning  
  - Problem Based, Project Based Learning  
  - WebQuest as Project Based Learning  
  - Instructional, Frustration & Independent Levels of Support for class as whole and students with mild to moderate disabilities (whole group instruction, independent learning structures, ensuring active engagement in team and problem based learning)  
  - Similarities and variance when applying collaborative, small group, individual and team problem based learning in special education learning and inclusive general education environments |

Nov 27 -- Thanks Giving Holiday --

| 13 Dec 4 | CH 7 Strategies that Promote Understanding, Thinking and Engagement (B&B)  
  - Differentiated Instruction using IRIS e-learning resources  
    http://iris.peabody.vanderbilt.edu/  
  - Evidence based teaching practices for mild/moderate and ELL  
    http://www.slideshare.net/chauerramazami/keynoteecengage-english-language-learners-through-technology |

  | SADIE English Learner Differentiated Instruction  
  - Discussion Specifically Designed Academic Instruction in English (SDAIE) Strategies (see in Blackboard 6 A Glossary of Instructional Strategies)  
  - Presentation Lecture by Elba Ortiz: Distinguishing Linguistic & Cultural Differences English-Learners, Language Development Delays or Learning Disabilities – Distinguished Lecture Series Presentation Council for Exceptional Children International Conference (see lecture notes in Blackboard 6)  
  - How it all fits together: Making ELL Instructional Support Decisions and Strategy Planning based on CELDT proficiency level analysis, SDAIE and Ortiz language differences information  
  - Practicum Guide Teaching Credential Candidate: Embedded Signature Assignment Skill Demonstration Alignment with CA Reading & Language Arts Standards. [Appendix D: Centerpiece Assignment Resource Documents • PACT: Embedded Signature Assignments) Performance-Based Outcomes Documentation]  
  - Sharing ideas and strategies for collaborative analysis of IEP Learning Objectives and Grade Appropriate CA Content Standards  
    CANDIDATE TOOLKIT English Language Learner • Educator Instructional/Learning Methods & Strategies Bibliography: Starter Instructional Practice Recourses Resources [Appendix D: Centerpiece Assignment Resource Documents • PACT: Embedded Signature Assignments) Performance-Based Outcomes Documentation]  
  - See Reference list ELL methods strategies at end of syllabus  
  - Group Share Inclusive Content Enhancement Lesson Organizer for Differential Instruction in Special Education and English Learner Instructional Setting |
<table>
<thead>
<tr>
<th>SESSION</th>
<th>Readings &amp; Theme Discussed this Session</th>
<th>Educated in this Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Dec 11</td>
<td>CH 13 Collaborating with Colleagues &amp; Families (B&amp;B)</td>
<td>Class Presentations - 2 lesson science content - 2 lesson social studies/history content - Thematic Unit Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>Physical Education kindergarten, grades 1 to 12</td>
<td>Readings: - Tinning, R., (2012). A socially critical HPE (aka Physical Education) and the Challenge for Teacher Education. Explorations of Educational Purpose, 22 (1) 223-238.</td>
</tr>
<tr>
<td>15 Dec 18</td>
<td>All Assignments Must Be Posted By 11:59 p.m. Sunday Dec 22nd</td>
<td>Final Class Exam - Blackboard Assignments EDUC 375P/575P - TaskStream Assignments EDUC 375P/575P Credential EDUC 575 Master Degree</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**


Tinning, R., (2012). A socially critical HPE (aka Physical Education) and the Challenge for Teacher Education. Explorations of Educational Purpose, 22 (1) 223-238.


