

EDSP 375P/575P
Evidence Based Inclusive Practices
(3 units)

INSTRUCTOR: Dr. Suzanne Stolz
Phone: 619-260-2707
USD E-Mail: [sstolz@sandiego.edu](mailto:ssolz@sandiego.edu)
Office Hours: Thursday 2:00-4:30 and other days by appointment

Spring 2018: Feb. 1 – May
Thursday: 4:40 – 7:30 pm
Class: MRH 127

COURSE DESCRIPTION

This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the California Common Core State Standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate Common Core Standards and expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, and close examination of individual and class-wide student work. Focus centers upon research grounded methods that address the learning needs of at-risk students, students with disabilities, 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. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization.

FIELD EXPERIENCE

While enrolled in this course candidates will concurrently complete a required Practicum.

TEXTBOOKS/READINGS

REQUIRED: Valle, J. & Connor, D. (2010). *Rethinking Disability: A Disability Studies Approach to Inclusive Practices (A Practical Guide) 1st Edition.* McGraw-Hill Education.

RECOMMENDED (and available as e-book through Copley Library): Baglieri, S. & Shapiro, (2012). *Disability Studies and the Inclusive Classroom: Critical Practices for Creating Least Restrictive Attitudes.* Routledge.

COURSE STRUCTURE

Each class session will engage candidates in a variety of different learning modalities. Classes will typically include a combination of: short lectures, collaborative work in pairs, triads, and groups, student presentations of learning, Socratic Seminars, structured discussion protocols, and guest speakers. The class is structured around student participation and dialogue about course materials. The instructor relies heavily on students to make meaning of the material and to encourage critical ideas and reflection. All coursework is designed to authentically tie-in to the practicum hours that students are concurrently completing. Thus, the majority of assignments will require that students apply their learning in the context of their practicum by working with individual students and small groups, and by collaborating with site-based instructors.

NORMS

The following norms (adapted from the National Equity Project) will ground all work in this course:

- Be Present
- Take an Inquiry Stance
- Stay Open to Multiple Perspectives
- Share the Air (Step-Up, Step-Back)

COURSE OBJECTIVES (CANDIDATE OUTCOMES)

“Inclusive Practice” is a term that is often invoked lightly in education, but it is in fact a highly complex and challenging notion. “Inclusion” does not simply mean placing students with disabilities in the general education classroom. Instead, “inclusive practice” represents a fundamental shift in the way practitioners address the individual needs of a diverse group of learners, by focusing on positive academic, behavioral, and social-emotional outcomes for *all*. In this course, candidates will confront their own biases and explore the academic mindsets that beget effective, inclusive learning environments (Farrington, 2011). Candidates will have multiple opportunities to put-to-practice the evidence-based best practices they learn in the course, including: instructional strategies, lesson/unit design, data-driven decision making, and Individualized Education Program (IEP) development.

This course meets part of CCTC Preliminary Education Specialist Credential Standards for Mild to Moderate Authorization for USD’s teacher certification in special education. This course specifically addresses general education methods for California Common Core Standards. Candidates who take EDUC 375P/575P along with either EDSP 375P/575P meet the multiple subject requirements for EDUC 385/585 credential requirement.

This course is aligned with the following standards:

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
7. Instructional Planning
8. Assessment

CTC EDUCATION SPECIALIST PRELIMINARY CREDENTIAL COMMON STANDARDS MEETING:

2. Educating Diverse Learners
10. Preparation to Teach English Language Learners
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
5. Specific Instructional Strategies for Students with Mild/Moderate Disabilities

CA TEACHER PERFORMANCE ASSESSMENT DOMAINS WITH CA TEACHING PERFORMANCE EXPECTATIONS:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

*TPE 3: Understanding and Organizing Subject Matter for Student Learning
Content Specific Pedagogy*

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

MASTER'S DEGREE LEARNING OUTCOMES (MDCCA ASSIGNMENTS):

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

REQUIRED WEB-BASED RESOURCES

Blackboard

ASSESSMENTS AND GRADING

Overview of Course Assignments:

1. Active Engagement and Attendance - 100 pts
2. Lit Review and Strategy Notes - Ongoing -75 pts
3. Differentiated Instruction Online Module- IRIS - P/No Pass [*Embedded Signature Assignment (ESA)*]
4. Practicum Reflections
 - a. "Exploring Potential" Interview with student - 25 pts
 - b. Differentiation Written Reflection - 25 pts
 - c. Assessment Adaptation Artifact - 25 pts
5. MIDTERM ASSIGNMENT: Evidence-Based Practice Spotlight - Presentations- 75 pts
6. CURRICULUM SET PLANNING - 100 pts
 - a. 1 Common Core-Aligned IEP Goal (20 pts)
 - b. Corresponding UbD (Understanding By Design) unit *overview* (40 pts)
 - c. Detailed UDL lesson plan (for a learning episode within the unit) (40 pts)
[Embedded Signature Assignment (ESA)]
7. Co-Teaching Project - 75 pts - DUE

DESCRIPTIONS OF COURSE ASSIGNMENTS

1. Active Engagement and Attendance - Ongoing - 100 pts

You are responsible for being active learners and participants in our classroom community. We must support one another as we learn, question, and engage with one another. All are expected to come to class prepared to engage in dialogue with one another based on the course assignments. **Participation includes class discussions, Blackboard activities, group activities, guest speakers--any opportunity in the class that requires collective, critical thinking and contribution.** If there is an absence, you are responsible for informing the instructor ahead of time (unless in emergency situation) and obtaining notes, handouts, etc. from classmates.

2. Lit Review and Strategy Notes - Ongoing -75 pts

As you read and view materials, you will keep your own hand-written or online journal of what you have read, main points, the important theories, questions raised, and tips for strategies you can use.

3. Practicum Reflections

- Exploring Potential Interview - 25 pts - **DUE 2/15/18** During our first class session, we will create an interview protocol designed to understand one student's experience as a learner in school. After the first class session, candidates will interview one student and bring their interview notes to class as evidence that the interview was conducted. The information learned during the interview will be referenced throughout the course when planning instruction.
- Differentiation Reflection - 25 pts - **DUE 3/8/15** This assignment will put-to-practice learnings from different readings: Baglieri and Shapiro Chapter 9, Valle & Connor Chapter 5 and 6, and the Differentiated Instruction Online Module. After learning specific strategies and approaches to effectively differentiate instruction, candidates will choose one learning episode they observed at their practicum site, and re-design it to better differentiate for the students in the class. This redesign will be in the form of a written reflection, outlining:
 - The original learning episode that was observed
 - A detailed plan for how the learning episode could be further or better differentiated to meet the needs of the class, including a plan for differentiated CONTENT, PROCESS, and PRODUCT.
- Assessment Re-Design Artifact - 25 pts - **DUE 4/5/18** Candidates will re-design an assessment tool that they observe in use at their practicum site. They will re-design the tool specifically for one focus student. Based on everything that is known about the focus student (eligibility for Special Ed, academic strengths and challenges, accommodations/modifications student is eligible for, etc) candidates will create a NEW assessment tool designed to assess the same learning objectives *in a different way*. This could include adapting the assessment so that it is performance-based, re-wording questions, re-formatting the the assessment tool, etc. In addition to the artifact of the assessment re-design itself, candidates will submit a short written description (no more than one page) explaining their reasoning for their re-design, citing appropriate evidence (information from student's IEP, observations, interview(s) with teachers or other service providers, interview w/ parent, etc).

4. Differentiated Instruction Online Module- IRIS - P/No Pass [Embedded Signature Assignment (ESA)] **DUE 3/1/18**

5. MIDTERM ASSIGNMENT - 75 PTS -DUE 3/15/18

A) Evidence Based Practice Spotlight - 50 pts

Candidates will research an evidence-based inclusive practice that is effective for making content accessible to a diverse group of learners. Recommended resources for researching and selecting practices will be provided in class. After choosing an inclusive practice, candidates will design a 10 minute learning experience to demonstrate the practice, and will implement it in class with peers. This assignment will also include either a written reflection OR a slide presentation (Google Slides, Prezi, or Powerpoint) that outlines:

- The research in support of the practice
- An overview of the practice or strategy
- At least two examples of how it might be applied (one of these examples can include what is implemented with peers in class)
- Extra-credit (10 pts) will be awarded to candidates who identify a digital tool that would enhance the learning experience by increasing access for students.

6. Curriculum Planning Set - 100 pts - DUE 4/19/18

Early in the course candidates will practice writing and revising an IEP goal and a corresponding "mini-lesson" for a student at their practicum site. Candidates will receive instructor and peer feedback on both of these exercises. The final exam requires students to put-to-practice their learning from these earlier exercises, by:

- Writing **one common-core aligned IEP goal** including present levels of performance - 20 pts
- Writing **a unit overview** using the UbD (Backwards Design) framework. The unit overview must contain an essential question, understandings and objectives, CA Common Core standards addressed, and an outline of the scope/sequence of learning experiences. It must also clearly align with student objectives and learning needs. - 40 pts
- Writing **one lesson plan using the UDL lesson planning template** - *this is an Embedded Signature Assignment*. The lesson plan must clearly cite CA Common Core Standard(s) that are addressed. It must contain an evidence-based strategy or practice to maximize access and student learning outcomes. 40 pts

7. Co-Teaching In-Class Project - 75 pts - DUE 5/10/18

With a partner, you will consider what you have learned about actively challenging normalcy and promoting least restrictive attitudes. Using the cooperative strategies you have gained, create a lesson plan with those goals in mind. Choose any content area and grade level you would like to design for. Together, you will teach a 10-minute portion of the lesson to colleagues at the final class.

Letter Grade Assignment

A = 94 – 100 A- = 90 – 93 87 – 89 = B+ 83 – 86 = B 80 – 82 = B-

77 – 79 = C+ 73 – 76 = C 70 – 72 = C- 67 – 69 = D+ 63 – 66 = D

60 – 62 = D- < 60 = F

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

WEEKLY OVERVIEW

DATE	FOCUS	ASSIGNMENTS AND READINGS DUE
2/1	<p>INTRO AND COURSE PURPOSE</p> <ul style="list-style-type: none"> • Norm setting • Goal-setting, outcomes, dreams • What are students reaching for? • What is our purpose? • Strength-based interviewing • SSI budgeting 	<p>Read: Valle & Connor Chapter 1 and 2</p> <p>Preview event: http://www.sandiego.edu/cee/detail.php?focus=65403</p>
2/8	<p>CONFRONTING THE FALLACY OF THE NORM</p> <ul style="list-style-type: none"> • Confronting Bias • School-to-Prison pipeline • On Campus Field Trip: Film Screening: The 13th (6-8:30pm) 	<p>Read: Valle & Connor Chapter 3</p> <p>5. "It was just like a piece of gum": Using an Intersectional Approach to Understand Criminalizing Young Women of Color With Disabilities in the School-to-Prison Pipeline</p>
2/15	<p>CONCEPTUALIZING DISABILITY</p> <ul style="list-style-type: none"> • Film Debrief • Interview Debrief • IDEIA Definitions/"soft disability" • IEP Process Overview (locating present levels/goals within the broader IEP context) • Identifying Present Levels of Performance <ul style="list-style-type: none"> ◦ Formal and Informal Data • Writing measurable, actionable IEP goals • Goal Analysis of redacted IEP, with before/after revision 	<p>Reflection #1: "Exploring Potential" Interview</p> <p>Read: Valle & Connor Chapter 4</p> <p>6 Conceptualizing Disability in Schools</p> <p>7 Collaborative Practice</p>
2/22	<p>4. FOUNDATIONS OF INSTRUCTIONAL DESIGN -</p> <ul style="list-style-type: none"> • Common Core State Standards • Teacher As Designer: UDL, Backwards Planning, Differentiation • IEP Goal Analysis/Unpacking the Common Core • Student Voice/Choice • Disability Experience & Responses 	<p>Read: Valle & Connor Chapter 5</p> <p>8 Disabilities and Initial Approaches for Creating Inclusive Environments</p>

3/1	<p>5. LESSON PLANNING FOR INCLUSIVE ENVIRONMENTS</p> <ul style="list-style-type: none"> ● Developing Essential Questions ● Bloom's Overview ● 5 Habits of Mind ● Understanding by Design ● Lesson Planning with IEP objectives at the forefront 	<p>Differentiated Instruction Online Module- IRIS - P/No Pass [<i>Embedded Signature Assignment (ESA)</i>]</p> <p>Read: Valle & Connor Chapter 6</p> <hr/> <p>9 Curriculum Planning for Inclusive Teaching</p> <hr/>
3/8	<p>EVIDENCED-BASED INSTRUCTIONAL PRACTICES</p> <ul style="list-style-type: none"> ● Differentiation ● Gradual Release ● Peer assess mini-lesson and IEP goal for ALIGNMENT (practice for the final) ● Assistive Technology ● Implementing IEP goals through instruction ● 	<p>Reflection #2: Differentiation</p> <p>Read: TBA</p>
3/15	<p>SUPPORTING AND INCLUDING ENGLISH LEARNERS</p> <ul style="list-style-type: none"> ● Instructional strategies for including EL students ● Active Learning and Rigorous Questioning (Video Playlist, debrief) 	<p>Midterm Presentations</p> <p>Read: TBA</p>
3/22	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ● Formative Assessment ● Summative Assessment ● Rubrics - Co-construct rubric for UbD Unit assignment ● Peer Critique ● Adapting assessments for students with IEPs ● Self Assessment ● Performance-Based Assessment ● Digital Portfolios ● Flexible Teaching and Assessment Practices 	<p>Read: Valle & Connor Chapter 7</p>
Spring Break		

4/5	CULTURALLY RESPONSIVE TEACHING <ul style="list-style-type: none"> • Ableism • Silence • Representation • Self-Advocacy • Analyzing Curriculum • Disability Awareness 	Reflection #3: Assessment Re-Design Artifact Read: Valle & Connor Chapter 9 and 10 10 Designing Curriculum to Cultivate Least Restrictive Attitudes
4/12	CO-TEACHING <ul style="list-style-type: none"> • Collaboration • Push-In • 6 Models of Co-teaching • Student-Led IEP 	Read: Valle & Connor Chapter 8
4/19	CURRICULUM AND INTERSECTIONALITY <ul style="list-style-type: none"> • Race, Class, and Ability • Opportunity Gap • Over-representation 	Due: Curriculum Planning Set Read: DisCrit chapter: TBA
4/26	DISABILITY POLITICS AT SCHOOL <ul style="list-style-type: none"> • More Than Being There • Project Work Time 	Read: Beyond Ramps chapter: TBA
5/3	DISABILITY STUDIES AND COMMUNITY <ul style="list-style-type: none"> • Book Launch Event: 5-7 	Read: Global Politics chapter: TBA
5/10	FULFILLING THE COMMITMENT <ul style="list-style-type: none"> • Advocacy • Nurturing Our Practice 	Due: Co-Teaching Project Presentations

COURSE POLICIES

Class Readings: Please bring a laptop (or other electronic device) OR hard copies of readings to each class. This is needed to ensure interaction with the content.

Attendance: You should attend every class. I understand that circumstances arise that may cause you to miss class. Please let me know ahead of time if possible.

Missed Exams or Assignments: Should an illness, death in the family, or other traumatic event occur, a make up or assignment alternative date will be given if you contact me within 24 hours.

Electronic Devices: We will use technology as a tool to catalyze our learning in class - if you notice that you are using it as a distraction, please refer back to our class norm "be present."

Academic Integrity: I take your individual work seriously and carefully read your papers and assignments. Plagiarism will not be tolerated. If you need help, please ask me or seek the Writing Center for support. I will pursue proper USD procedures for students who turn in work that is suspected of Plagiarism. Please view University guidelines here:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

Citing Format: Please use APA format.

Students with Disabilities or Special Needs: Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements can identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified.

Grade of Incomplete: The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F." A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education. *taken from SOLES handbook

SOLES Online Course Evaluations: Evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course. *taken from SOLES handbook

Learning Resources for Students: I am here to support you. Please do not hesitate to set up an appointment if you feel you need some additional support with any component of the course. Advocating for yourself as a learner is one of the most important skills you can learn in your academic career.

GENERAL EXPECTATIONS

Students

- Attending class sessions
- Arriving to class in a timely manner
- Doing the reading before class
- Arriving prepared for class
- Asking questions and actively engaging the material in class
- Doing the assignments required in the class
- Doing one's own work
- Turning in assignments on time
- Bring a laptop or hard copies of the assigned readings

Instructor

- Maintaining knowledge of the material
- Clearly communicating expectations for the course from the first day of class
- Encouraging questions in class
- Organizing class to fulfill the learning requirements
- Being prepared for class
- Providing feedback on assignments and additional resources whenever possible

RESOURCES

What Works Clearing House: <https://ies.ed.gov/ncee/wwc/FWW>

Evidence Based Practice Summaries: http://iris.peabody.vanderbilt.edu/ebp_summaries/

OSEP Ideas that Work: <https://www.osepideasthatwork.org/>

IRIS Resource Center Learning Modules: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

Autism Internet Modules: <http://www.autisminternetmodules.org/>

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