



Title: EDUC 674 - Identifying and Teaching to Student Differences

Units: 3

Term—Day—Time: Term 2 - 2.5 weekly class time; 45min discussion group

Instructor: Kristen McGregor, Ed.D.

ZOOM Meeting Classroom:

Office Hours: by appointment/ as needed

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Course Descriptions of Seminar A consecutive coursework:

In Term 1, EDUC 671 - **Contexts for Educational Equity, Access and Agency**, students were introduced to the kinds of student variation and needs they will have in their classroom and different pedagogical and instructional choices that can meet those needs.

*Term 2, EDUC 674 - **Identifying and Teaching to Student Differences** proceeds with greater depth related to behavior, ability, and language and strategies to differentiate, scaffold, and assess fairly for high student outcomes.*

In Term 3 EDUC 678 - **Applying Knowledge and Strategies for Teaching All Students**, Candidates will apply what they have learned thus far in the program. Each week they will bring vignettes and videos from their classrooms to critique with peers. Each class time has repeating topics and content, and integrates the content from the previous two courses in the Seminar A continuum and other content and coursework from across the program.

Prerequisite(s) for full time students:

EDUC 670: Framing the Curricular and Instructional Dynamics of Schooling

EDUC 671: Contexts for Educational Access, Equity and Agency

EDUC 672: Integrated Language and Literacy Development Across the Curriculum

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Concurrent Enrollment:

EDUC 673: Applications of Curriculum and Instruction in High Needs Schools, Part A (3 units)

EDUC 675 or 676: Literacy Development and Instruction in Elem Elementary (or Secondary) Education (3 units)

Course Notes

This is one of three simultaneous and integrated classes presented in Term 2. It explores learning, differences in how students learn and how to address those differences in relation to school expectations and obstacles to equal access to learning. In a cylindrical curriculum, Term 2 builds upon Term 1 for greater depth of knowledge of student difference in inclusion classrooms. [The MAT Reflective Cycle](#) remains a critical tool for the content in this course.

COURSE OBJECTIVES

Upon completion of this course candidates will:

1. Demonstrate the utility of informal assessment in the monitoring of student progress:
TPE 5—Assessing Student Learning #s 1,2,3,5,6,8 ; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2,3.
2. Know the utility for establishing a classroom based assessment strategy for evaluating the quality of instruction and planning for instruction for ALL students:
TPE 1, #s 1,2,3,4,5,8; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5.

3. Know the role curricula and pedagogical choices play in creating effective classrooms for ALL students, (e.g. planning for instruction and selecting instructional activities:
TPE 2, 1-6; TPE 4, #s 3,5,7; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6.
4. Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities:
TPE 2, #s 3,4,5,6; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.
5. Know strategies for making curricula accessible for all learners, and providing evidence on their effectiveness:
TPE 1, #s 4,7,8; TPE 4, #s 1-7; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.
6. Know the pertinent laws that speak specifically to family – professional collaboration, family involvement, and family rights:
TPE 4, 2,5,6; EDUCATION SPECIALIST PROGRAM STANDARD 2,11.
7. Serve as an effective team member and/or case manager for the IEP/transition planning process, from pre-referral and assessment through developing appropriate IEP/transition planning goals based on standards:
TPE 4, #s 2,4,6; EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8 ; MILD/MODERATE SPECIALTY STANDARD 3, 6.
8. Create IEP goals and objectives based on continuous assessment procedures:
TPE 4, #s 2,5,6; EDUCATION SPECIALIST PROGRAM STANDARD 7, 8; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5, 6.

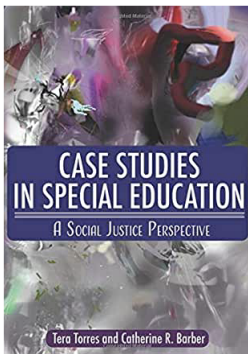
CTC STANDARDS: EDUCATION SPECIALIST

Special Education Standard	Unit	I or R	Description	Assessment
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 1, 2.	5	I	Candidate will know and demonstrate skills when using current formal assessment instruments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.	5	I	Demonstrate the utility of informal assessment in the monitoring of student progress	Action Research Assignment (3 Parts): Candidates will research instruments used in screening, diagnosing, to support any learning needs.

EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.	2-5	I	Know how to use classroom assessments to monitor student progress	Assessment Reviews: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.	1,2	I	Know the utility for establishing a classroom based assessment strategy for evaluating the quality of instruction and planning for instruction	Research Summaries #1 & 2: The summary will focus on a particular high incidence disability and how assessment and curriculum adaptations were used to meet their educational needs
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5; MSPS 3	2-5	I	Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities	Assessment Reviews & Action Research Assignment: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives. Research Summaries #1 & 2 (as described above)
EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6.	3,4	I	Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities	

By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

Required Readings and Supplementary Materials



Case Studies In Special Education: A Social Justice Perspective

by Terra Torres and [Catherine R. Barber](#) | Jun 1, 2017

★★★★★ < 2

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Ralabate, Patti Kelly (2016) *Your UDL Lesson Planner*. Paul H. Brookes Publishing Company

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Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students 1st Edition

by Zaretta L. Hammond (Author)
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PLEASE NOTE:

- All students are expected to complete all assignments, whether you are participating in Guided Practice or Observation. If you are observing, please let your professor know so they can assist you with access to family and student interactions that you will need.
- E-portfolios from EDUC 671 will be further developed in Terms 2 & 3. Please know where to find them. ***The Family Interview*** and ***FAB/BIP Assignments will be added to your e-Portfolio*** at the completion of this course under a tab labeled TERM 2. You can post other assignments (such as videos from SDG etc) of your choice, and may be asked to add assignments from other courses. This is a way for you to document the impact you have had on students from your K-12 classrooms, and is an excellent tool for job interviews and applications.

Assignments:

Shared Dialogue Groups: Up to 5 points will be earned for each unit meeting (Up to 25 points possible)

Collaboration, discussion and problem-solving, which integrate reflection, are critical skills to practice when learning to be a teacher. Active participation in one 45-60 minute **Shared Dialogue Group (SDG) is required for each unit.** Candidates will engage in a shared discussion related to the readings and videos, upcoming Class Time topics, and/or key questions presented as part of each unit. Each group will consist of 4-6 candidates.

During each Shared Discussion Group meeting **Candidates will add to the construction of a graphic organizer that builds upon concepts from the course. It is a good idea to begin to plan for this in meeting one. It serves as a conceptual organizer for the course, by unit and builds as the course progresses.** Examples of these will be posted on the class wall. At the conclusion of the course each group will share their conceptual organizer, with a 1-paragraph description of the concepts it represents.

During the course the instructor will assign each group class meetings to present an activity at the beginning of Class Time to facilitate a short discussion or activity, related to Class Time topic. Each group will be assigned this responsibility **ONCE or TWICE** during the 15-week session. **The goal of the activity is active involvement of all class members. It is not to re-hash the readings, as it is expected that Candidates will come to class having read them and are ready to discuss, analyze and apply them.**

The role of group Facilitator will rotate each unit. The Facilitator will be responsible for convening and leading the group by bringing discussion questions related to the pertinent readings/videos or topics for that unit. They are also responsible for recording the session and posting the link to the session on the course wall. This builds important professional and leadership skills. Dialogue groups will be pre-determined by the instructor. A candidate must remain in the same group for the duration of the course. In order to receive the full 25 points each Candidate will fulfill this role at least once. Professors watch the posted videos to determine individual scores.

Full points require attendance and participation.

Community Resource Map (10 points) Due in class, week 4.

Please post to the LMS

Candidates will identify FIVE (5) community resources in the neighborhood where they will be working. The resources should support the learning needs of students and the daily lives of families, especially families with children who have learning differences. These services might be related to learning support or additional challenge, counseling, trauma, gender orientation choices, homelessness, foster care, or families with an incarcerated member.

- Identify a 5- 10 mile radius around your placement site for these services, preferably accessible by public transportation if needed.
- Gather information related to resources/services/supports that are available to children and families within that 5-10 mile radius.

The finished product that you turn in will have these **three** sections:

1. A short paragraph describing your current placement site/geographic location/description and demographics of the immediate neighborhood.
2. A table describing the information you gathered for 3 resources. The table should have the following headings across the top:
 - Name of resource/service/support
 - Telephone
 - Website
 - Contact name(s)
(Most of us find it easier to seek assistance/help if we have a person to ask for rather than having to make a cold call.)
 - Description of what the resource/service/support can provide
3. A short paragraph describing your thoughts about/reactions to what you've found.

[Rubric for this assignment.](#)

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Collaborative Family Conversation (10 points, DUE WEEK 7, before class)

The purpose of this assignment is for Candidates to learn about students' families by conducting a collaborative conversation. This experience will provide information about the family's culture, their understanding of their child, and their views on the education of their child. Choose a family of any student with whom you have regular contact. Obtain approval to conduct a conversation with the family in the school setting, on the telephone or on ZOOM. The student may have any set of learning characteristics.

Below are some starter questions. Please develop 3 additional questions that would be valuable for you to know about the student in the context of their family. Make sure the questions are professional and learning/school/community related. However, during the interview you may ask the parents to elaborate on questions or you may have additional questions that you would like to ask the families. If you ask additional questions, be sure that you keep a record of these additions.

Take detailed notes or record the interview (specifically ask for permission to do this). Using your notes or recording, transcribe the interview into a word file. Use the transcript for your analysis and post it to an Appendix for your professor to review.

Even if you need a translator during the interview, you can turn your notes in in English. Your 5-7 page (approx.) paper will have two parts:

Part One: The Family's Story

Your summary of the family's answers to each of these questions:

- 1) Tell me a little about your child (age, likes, dislikes . . .);
- 2) Tell me a little about your family (spouse, children and ages, family in the area . . .);
- 3) Describe a "typical" day for your family;
- 4) Tell me about your community and where you find support and how it affects you and your family (this could be your parents, other parents you know, friends, neighbors, or organizations...)
- 5) Added question
- 6) Added question
- 7) Added question
- 8) What is the most important thing new teachers should know to teach their students well?

Part Two: The Impact of the Story on You

What surprises did you gain from the interview? 2) Based on the information you obtained, what additional information would support you building an effective relationship with this family? 3) What role does the child play in the family dynamics? 4) Were your perceptions about this child and their family changed by this conversation? 5) Based on what you learned from the family, what might you do differently as you meet other families in the future?

Align these points with two readings from Term 1 or Term 2

[Rubric for this assignment](#)

Functional Analysis of Behavior (10 points)

The initial data collection for the Functional Analysis of Behavior should be completed before class Week 8. The Behavior Implementation Plan, based upon this data is due before class Week 9. After consultation with peers and possibly one week's implementation with the student, all parts are due ***before class Week 10. It is a fluid process that you can revise, add to or take from during Weeks 8, 9 and up until class in 10. Please bring the completed template to class and post to the LMS for Week 10.***

In the week prior to Topic 8 choose one behavior in one student. Observe that student for 45min/1 hour, 3 days during the week. Use the **Data Collection Template which is provided in LMS Tool Kit. Bring phase 1 to class (Week 8 meeting) to share and discuss.**

Continuing with data collection strategies from Week 8, **before Week 9 class meeting Candidates will** complete the next 2 parts of the assignment:

1) Add to data by:

- conducting an interview with the student,
- reviewing academic records

- **OR** describing the classroom ecology to expand your understanding of student's behavior;
- 2) Review and **analyze both week's data**, by **identifying the whens, whys (proceeding events in class), and results of classroom student's behavior** (Page 2 of the Data Collection template) for the development of the upcoming Behavior Implementation Plan (BIP).
3. Consider the data you collected from the Family Interview as important information, if you are working with the same student.

Behavior Implementation Plan (10 points): This is the plan you will develop and implement to help change the student's behavior, BASED UPON the FAB findings.

Due with FAB before class, Week 10

Following the data collection and analyses of behavior, students will:

- develop an implementation plan that addresses how to address the behavior over a designed period of time.
- They will integrate:
 - the influences and/or effects of the chosen curriculum, Instruction, environment, and collaboration of services, the child receives.
 - Prior data from the parent interview and observed peer interactions are integrated into this plan, and
 - any outcomes from implementation they were able to accomplish.

[A template](#) is provided for this assignment.

[Rubric for this assignment.](#)

Case Study Analysis (10 points) Due before class, Week 12

Torres and Barber (2017), *Case Studies in Special Education* (This book must be purchased).

[A template](#) will be provided for this assignment.

All Candidates read the Introduction and Chapter 1. The Introduction provides you with information related to the history and legislation guiding Special Education. Chapter 1 provides additional information about specific Learning Disabilities, the highest incidence designation in General Education, Inclusion and Resource Specialist learning formats.

1. **In addition**, choose (at least) 1 case study to read closely.
2. Present a summary of the chosen case study, **analyzing it from the multiple points of view of the parents, students, teachers and administrators. Identify an overall theme or problem of practice this Case Study addresses.**
3. Choose 2 passages (a passage is a 3-4 line quotation) from the case study to support your analyses of the theme or problem of practice and how it is being addressed.

4. Also include a citation from the Introduction or the chapter you chose to identify how legislation has or has not addressed this topic.
5. Reference at least 2 outside sources (IDEA, NCLB, district statistics, published definitions of special characteristics, or scholarly (research-based) articles (neither Ormrod nor the standards are scholarly articles. Articles chosen must be outside those read for this course) to support written response.
6. **Compare the case study to a current or past observation** or teaching experience and what your feelings are about that experience.
7. Please consult with your SDG while doing this work. Parts 1-5 may be done collaboratively. Part 6 must be individual.

[Rubric for this assignment](#)

Inclass Activity Unit 5

Preparing and Participating for an IEP (points are awarded through In-class assignments rubric).

Before Week 12, your professor will provide a case study of a student for whom you will conduct an IEP. You may not have all of the needed information, and might need to improvise a bit. You will also receive a packet of support materials related to conducting an IEP. There will be three groups of participants in each IEP: 1) the District, 2) the family and family advocate, and 3) the observers. Two IEPs will be conducted, two weeks in a row. One will be focused on primarily an academic issue, the other primarily on a behavioral issue.

Week 12 - Research process of and participants in an IEP, to prepare to enact an IEP.

- What is my role? What do I do?
- Who else attends and what are their roles? What services do each of the professionals involved provide for the student? How are those services coordinated?
- How is an outcome determined?
- How can I make sure the parents have a voice?

Week 13 - Enact an IEP where each student has a role, have researched the questions above and are pressed to participate. Week 13 will be an IEP focusing on BEHAVIOR.

IEP will produce 5 goals for the student as a collaborative school/family effort

Week 14 - Enact an IEP where each student has a role, have researched the questions above and are pressed to participate. Week 13 will be an IEP focusing on ACADEMICS.

IEP will produce 5 goals for the student as a collaborative school/family effort

Week 15 - Debrief IEP. CANDIDATE WILL BRING A REFLECTION TO CLASS TO SHARE that addresses the following points:

- overall analysis of the entire process;
- next steps for the classroom,
- discussion of teacher responsibility and accountability.
 - How will I know how to do this?
 - How will I know how to use my data? What data will I need?
 - How will I collaborate with other teachers with resources to provide a cohesive program for my students on 504s or IEPs, etc.?

Candidates will plan to attend an IEP at their school once during these 3 weeks to add to their understanding of how an IEP is conducted.

By the end of Term 3, all dual credential Candidates are required to complete [a series of asynchronous modules](#), including a credit/non-credit assessment of work completed in these modules, in order to be recommended for the Education Specialist Credential. The modules will be open to all MAT candidates. They can be accessed through the MAT Learning Management System, in EDUC 674 and EDUC 678. Verification of completion will be confirmed by Education Specialist supervisors or professors and will be included in the Credential Verification Checklist as part of the recommendation package for dual credential candidates, as reviewed by the Credential Analyst.

Grading Breakdown

ASSIGNMENT	GRADING FORMAT	DUE DATE	% Of Grade
Community Services Map	Rubric in Tool Box	Before Class 4	10
Parent Interview using the Family Assessment Protocol	Rubric in Tool Box	Before Class 7	10
Shared Discussion Group (including the development and presentation of the Graphic Organizer).	Rubric	Per Unit (5 units) @ 5 pts. Per unit.	25
Functional Behavior Assessment/ Behavior Implementation Plan	Rubric 10 pts. per piece for a total of 20pts.	Before Class 10	20
Case Study Analysis	Rubric	Before Class 12	10
In class assignments by Unit (Including Preparing for and Participating for the IEP, Topic Meetings 12,13 & 14)	Rubric	Per Unit (5 units) @ 5 pts. Per unit.	25

100 pts. total

Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100	A-	90-94		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	59 and below				

Assignment Rubrics

Rubrics are in the TOOL BOX of the Learning Management System

Assignment Submission Policy/ Grading Timeline

Grading and feedback will be provided within a 2-week period. Due dates are provided on the weekly grid.

Additional Policies

Class attendance, preparation and participation are expected and critical. In-class discussions will bring meaning and understanding to readings and other resources. Please review how to have a successful Seminar A experience by reading the document “Tips for a Successful Seminar A Experience.”

Course Schedule: A Weekly Breakdown

Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Unit 1 – The range of Learner Needs and Family and Community Resources Available to Identify and Support Them.		
Please hold Unit 1 Shared Discussion Group (SDG) sometime during the unit. Facilitator please post a link to recording and dialogue summary on the SDG Forum on the LMS for Unit 1.		
<p>Week 1: Explore the resources in the school community that support children and families. <u>Goals:</u> Candidates will identify resources in the community where they are placed. The resources should support individual characteristics and/or academic and social learning goals. Read about and be prepared to discuss issues related to trauma, LGBT choices, homelessness, foster care, or incarceration in one of the reading choices for this week. <u>Connections to CPP:</u> Strengthens knowledge of formal and informal learning in the community; supports the concept of Culturally Relevant Pedagogy. <u>Connections to Seminar B:</u> same</p>	<p><u>Readings:</u> Sharma, S. <i>Girls Behind Bars: Reclaiming Education in Transformative Spaces</i> (2013). New York, NY: Bloomsbury. Selected chapters in ARES. OR</p> <p><i>Homeless Children: Are They Different from Other Low-Income Children?</i> <i>Carol Ziesemer, Louise Marcoux and Barbara E. Marwell. Source: Social Work, Vol. 39, No. 6 (November 1994), pp. 658-668 ARES</i></p>	<p><u>Questions:</u> How can we identify the range of student needs in a variety of urban and underserved communities? Who are the students most in need? What resources are available and what is the process for connecting students to those resources?</p> <p>In class assignment DUE Week 2: Sharing the Community Services Map and aligning these with the needs of students they will support.</p>
<p>Week 2: Putting Parents and Families on the team. What is the relationship between families/ teachers/students and school performance? What do students need from their families</p> <p>Goals: Candidates address the want and need to be partners with communities, parents and family networks, when addressing all learning needs of classroom students. <u>Connections to CPP:</u> Parents and Families as curriculum producers and teachers. <u>Connections to Seminar B:</u> Builds on families and communities as supports in literacy development</p>	<p>Oakes, Lipton, Anderson, & Stillman. (2018). <i>Teaching to Change the World, 5/e.</i> New York: Routledge, pp. x-36. CHAPTER 11 The Community: Engaging with Families and Neighborhoods.</p> <p>Video to Watch before class Week 2: VALENTINE ROAD https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_alexanderstreet_marcxml_TheDocuseek2CompleteCollection_UnitedStatesdoc00000346</p>	<p><u>Questions:</u> Who are students’ first teachers, socially and academically? How do they influence students’ attitudes towards social and academic learning? How does the family, within the community influence the social and academic learning dynamic?</p> <p><u>In class assignment:</u> Discuss the powerful effects of family and community on students seen in Valentine Road.</p> <p>Review of Family Assessment Protocol. Discuss concepts, purposes and value. See description above. DUE before class Week 4.</p>
Unit 2 – How Learning is affected by a range of student characteristics		

Please hold Unit 2 Shared Discussion Group (SDG) sometime during the unit. Facilitator please post a link to recording and dialogue summary on the SDG Forum on the LMS for Unit 2.

<p>Week 3: The Science of Learning I: Considering the Brain and Cognition when planning for Learning. <u>Goals:</u> Candidates understand how UDL connects learning to brain development for all learners. This varies from student to student in a variety of ways with a range of skills. <u>Connections to CPP:</u> Connect to UBD and other processes that integrate principles of intellectual function.</p>	<p><u>Readings:</u> Hammond, Culturally Relevant Teaching and the Brain (ARES) Part I, Chaps 1-4</p> <p>The Annenberg Learner Series: Neuroscience in the classroom – making connections http://www.learner.org/courses/neuroscience/</p>	<p><u>Questions:</u> Why are my students so different from each other? What do students need to be able to organize for and do to be successful in the classroom? What kind of environment choices will help students develop and grow cognitively?</p> <p><u>In class assignment:</u> Whole group watches an overview video discussion of brain function (as a puzzlement) and processes how it relates to learning, using illustrations and examples. Each student composes questions that would like to answer.</p> <p><u>In small group each SDG has reviewed a chapter during their Unit 2 Discussion.</u> This discussion is continued during class for a small group jigsaw presentation to answer the questions classmates have composed.</p>
<p>Week 4: The Science of Learning II: Risk Factors related to cognitive development <u>Goals:</u> Acquaint students with the concept that at-risk students are not necessarily always “at-risk learners.” Candidates will explore higher incidence and lower incidence learning differences and how to differentiate instruction for this range of students that Candidates will have in their classroom. Present the idea of learner strengths and weakness, rather than labels <u>Connections to CPP:</u> Relationship to Creativity and problem solving. Re-formatting learning for students with different brain patterns and learning. <u>Connections to Seminar B:</u> How we assess literacy and thinking.</p>	<p><u>Readings:</u> Hammond, Culturally Relevant Teaching and the Brain (ARES) Part 2, Chaps. 5-7</p> <p>Continued reference to Annenberg Learner Series from Week 3.</p>	<p><u>Questions:</u> What do we know about the risk trajectory? What does brain function difference look like in the classroom, across the range of function? Who is the intervention team? How can differences be addressed?</p> <p><u>In class assignment:</u> Reflect upon and discuss questions from Ralabate chapter 2, p.30: <i>10 Questions to ask about your learning goals</i> and how they address the needs of all students in your classroom.</p>
<p>Week 5: The Science of Learning III: Gender Orientation and connections to learning <u>Goals:</u> Students demonstrate through classroom action that they see gender orientation as a non-binary, but as individual set of characteristics that might have connections to learning. How teachers advocate for all learners. <u>Connections to CPP:</u> Respect and value of all gender orientations for engagement and motivation. <u>Connections to Seminar B:</u> Respect and value of all gender orientations for engagement and motivation.</p>	<p><u>Readings:</u> Hammond, Culturally Relevant Teaching and the Brain (ARES) Part 3, Chaps. 8 & 9</p> <p>(optional) Meeting the Needs of the Hidden Minority: Transition Planning Tips for LGBTQ Youth: Dykes and Thomas</p> <p>In Ares</p>	<p><u>Questions:</u> Why does gender orientation matter? To what degree should a teacher address this as part of the social landscape of the class? What are strategies for reducing bias and discrimination? How can different student characteristics enrich the classroom discussion?</p> <p><u>In class assignment:</u> Jigsaw the three resources. Connect back to ILearnAmerica. Share vignettes from the Drop Box.</p>

Unit 3 – Using Observation, Collaboration and Data Analysis to Address a Range of Student Learning Needs and Differences (FAB and BIP).

Please hold Unit 3 Shared Discussion Group (SDG) sometime during the unit. Facilitator please post link to recording and dialogue summary on the SDG Forum on the LMS for Unit 3.

<p>Week 6: Collaboration: Combining resources to meet the range of student needs. <u>Goals:</u> Students will build upon Week 2 interviews to demonstrate the ability to observe and interview students, family members and other teachers to gather data related to all students' needs and differences. How UDL can integrate with traditional learning models.</p> <p><u>Connections to CPP:</u> Candidates observe various models of teaching to see what formats connect with UDL and student needs. <u>Connections to Seminar B:</u> Candidates observe various models of teaching to see what formats connect with UDL and student needs.</p>	<p>Ralabate 1-3</p> <p><u>Readings:</u> In this unit use the IRIS Modules as a resource: http://iris.peabody.vanderbilt.edu.</p>	<p><u>Questions:</u> How can teachers work together to gather, observe and analyze student learning? What other school resources are available to support the instruction of students with mild to moderate learning differences? How can UDL strategies be integrated into traditional learning models? <u>In class assignment:</u> 1) Discuss observation and interview strategies. What is most effective with different individuals and groups? 2) <u>Identify</u> human and instructional resources at your school. <u>Interview</u> school personnel identified as resources to learn about how they see their role in helping students. <u>Develop a plan</u> for how you can collaborate to meet student needs. Collaborate with colleagues to <u>integrate</u> UDL into traditional learning models.</p>
<p>Week 7: Identifying, observing and describing how students act in the classroom; learning to use terms that encourage positive social and academic growth <u>Goals:</u> Identifying behaviors from the why level; having resources ready. Revisiting SWPBI, Restorative Justice. <u>Connections to CPP:</u> How SWPBI and Restorative Justice are used in a variety of learning models with more and less structure. <u>Connections to Seminar B:</u> Observe how students are (or are not) able to use language to begin problem-solving behavior.</p>	<p>Ralabate: Chaps 4 & 5.</p> <p><u>Readings: An Effective but Exhausting Alternative to High-School Suspensions:</u> When kids get into trouble at school, traditional forms of discipline often lead to more trouble. Is there a more productive way to change behavior? http://www.nytimes.com/2016/09/11/magazine/an-effective-but-exhausting-alternative-to-high-school-suspensions.html?smprod=nytcore-ipad&smid=nytcore-ipad-share Sept 2016</p> <p>or</p> <p>Jones, K.A, et al (2013). Exploring the Complexity of Classroom Management: 8 Components of Managing A Highly Productive, Safe, and Respectful Urban Environment. (ARES)</p> <p>FixSchoolDiscipline.org ARES</p>	<p><u>Questions:</u> Can behavior really be changed? How do parents participate? What does a systems approach look like?</p> <p><u>In class assignments:</u> IRIS 2 – Revisit the movies from Term 1; Discussion, analysis, draw conclusions and apply to the current classroom. Take a lesson recently taught in your classroom. In small groups revise that lesson to integrate UDL strategies.</p>

The initial data collection for the Functional Analysis of Behavior should be completed before class Week 8. The Behavior Implementation Plan, based upon this data is due before class Week 9. After consultation with peers and possibly one week's implementation with the student, all parts are due before class Week 10. **It is a fluid process that you can revise, add to or take from during Weeks 8, 9 and up until class in 10. Please bring the completed template to class and post to the LMS for Week 10.**

<p>Week 8: Using data to identify learning and behavioral needs. <u>Goals:</u> This would be related to perceived learning differences of students and monitoring student progress. How to use data to confirm learning differences of students and monitoring student progress. <u>Connections to CPP:</u> Using data to determine the best match for various learning models <u>Connections to Seminar B:</u> Connects to content from recent weeks</p>	<p>Ralabate: Chaps 4 & 5</p>	<p><u>Questions:</u> What works for various students, verified by data? Are there patterns? What are the instructional suggestions made by data trends?</p> <p><u>In class assignment:</u> In the week prior to <u>Week 8</u> choose one behavior in one student. Observe that student for 1 hour, 3 days during the week. Determine the degree to which the behavior occurs and what happens when it does. Data Collection Template will be provided. Bring to class to share and discuss.</p>
<p>Week 9: (FAB) Functional Behavior Assessment <u>Goals:</u> Continuing with data collection strategies from Week 8, Candidates will 1) add to data by further including an interview, academic records and influential ecological characteristics to expand their understanding of student’s behavior. Candidates will 2) review and analyze these data, by identifying the whens, whys (proceeding events in class), and results of classroom student’s behavior for the development of a Behavior Implementation Plan (BIP). <u>Connections to CPP:</u> Connections to how different pedagogies and instructional choices affect learning for students with varying types of behavior. How varying instructional choices can improve upon this. <u>Connections to Seminar B:</u> Connections to how different pedagogies, language abilities and instructional choices affect learning for students with varying types of behavior. How varying instructional choices can improve upon this.</p>	<p><u>Resources:</u> Revisit Ralabate, Chap 4 and discuss relevant topics for integration.</p> <p>Think back to teacher decisions made in the movie <i>the class</i> vs. <i>ILearnAmerica</i> and how this affected learning.</p>	<p><u>Questions:</u> How can my students' behavior best be described? How do I qualify and quantify it for analyses? How does the classroom physical and social environment affect the student behavior?</p> <p><u>In class Assignment:</u> 1) Candidates will bring FAB to class to share and discuss with peers. This assignment will also be posted to LMS, DUE before class Week 9. Same template may be used (from Week 8) for the second phase of data collection. Analysis must be in narrative form (see description above in syllabus). 2) Students describe their most difficult student; describe why this student is difficult, what behaviors are that impede learning and brainstorm with peers how they can be addressed; Students describe their most rewarding student, follow the same pattern and bring the <i>Finnan article from Term 1</i>.</p>
<p>Week 10: Behavior Implementation Plan (BIP) Following the data collection and analyses of behavior, students will develop an implementation plan that addresses resolution of behavior over a designed period of time. Instruction, environment, collaboration of services (Restorative Justice), parents and peer interactions are integrated into this plan. <u>Goals:</u> Students will have developed and will implement a plan aimed at improving learning and social behavior in the classroom. <u>Connections to CPP:</u> Show integration of how teaching, learning and behavior are interlocked. <u>Connections to Seminar B:</u> Understanding of how language and culture might influence teaching, learning and behavior in the classroom</p>	<p><u>Readings:</u> Ralabate Chaps 6 & 7.</p>	<p><u>Questions:</u> What short term and long changes will help my student improve in the classroom? How can data analyses help me address student behavior and measure change over time.</p> <p><u>In class Assignment:</u> Working in small groups, present the plan and get feedback from peers.</p>
<p>Unit 4 – Preparing for an IEP</p> <p>Please hold Unit 4 Shared Discussion Group (SDG) sometime during the unit. Facilitator please post a link to recording and dialogue summary on the SDG Forum on the LMS for Unit 4.</p>		

<p>Week 11: Case Studies in Special Education <u>Goals:</u> To identify and use learned strategies related to assessment, behavioral scaffolding, targeted change, physical and emotional environments, instruction and pedagogy to discuss and analyze placement and instruction of students with special needs. <u>Connections to CPP:</u> Conferencing is ONE strategy <u>Connection to Seminar B:</u> Using language and literacy for behavioral change and academic improvement.</p>	<p><u>Readings:</u> All Candidates read the <u>Introduction and Chapter 1</u>. The <u>Introduction</u> provides you with information related to the history and legislation guiding Special Education. <u>Chapter 1</u> provides additional information about specific Learning Disabilities, the highest incidence designation in General Education, Inclusion and Resource Specialist learning formats. In addition, choose (at least) 1 case study to read closely.</p>	<p><u>In class Assignment:</u> Discussion and analyses of historical and recent legislation related to special needs; how do they protect and provide for students and families?</p>
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Case Study Analysis (10 points) Due before class, Week 12
Torres and Barber (2017), *Case Studies in Special Education* (This book must be purchased).

<p>Week 12: Use information gathered to present an IEP for an appropriate student. What happens in an IEP? Who are the players; what are the expectations? <u>Goals:</u> To familiarize students with the IEP Process. <u>Connections to CPP:</u> Connection to law and policy. <u>Connections to Seminar B:</u> State and national parameters</p>	<p><u>Readings:</u> Reviewing multiple resources that can contribute to IEP development.</p>	<p><u>Questions:</u> What is my role? Who else attends and what are their roles? What should I expect as an outcome? How can I make sure the parents have a voice? <u>In class assignment:</u> research process of and participants in an IEP. Prepare to enact an IEP.</p>
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Unit 5– Enacting the IEP
OR
Please hold Unit 5 Shared Discussion Group (SDG) sometime during the unit. Facilitator please post link to recording and dialogue summary on the SDG Forum on the LMS for Unit 5.

<p>Week 13: Enact an IEP where each student has a role, which they will research and role-play. What happens in an IEP? Week 13 will be an IEP focusing on BEHAVIOR.</p> <p>IEP will produce 5 goals for the student as a collaborative school/family effort.</p> <p><u>Goals:</u> To familiarize students with the IEP Process <u>Connections to CPP:</u> Connection to law and policy. <u>Connections to Seminar B:</u> State and national parameters</p>	<p><u>Readings:</u> Multiple Resources related to the IEP process.</p>	<p><u>Questions:</u> Continue discussing: What is my role? Who else attends and what are their roles? What should I expect as an outcome? How can I make sure the parents have a voice?</p> <p><u>In class assignment:</u> Enact IEP's based upon a shared case study.</p>
<p>Week 14: Enact an IEP where each student has a role, which they will research and role-play.. What happens in an IEP? Week 14 will be an IEP focusing on ACADEMICS</p> <p><u>Goals:</u> To be able to conceptualize and participate in the IEP process, with more practice.</p> <p>IEP will produce 5 goals for the student as a collaborative school/family effort.</p> <p><u>Connections to CPP:</u> How this becomes a part of the inclusion classroom for a wide range of students <u>Connections to Seminar B:</u> How this becomes a part of the inclusion classroom for a wide range of students.</p>	<p><u>Resources:</u> video and experiential sources. Students will plan to attend an IEP during the third term.</p>	<p><u>Questions:</u> How will I know how to do this? How will I know how to use my data? How will I collaborate with other teachers and resources to provide a cohesive program for my students on 504s or IEPs, etc.?</p> <p><u>In class assignment:</u> Enact IEP's based upon a shared case study.</p>
<p>Week 15 - Debrief IEP. <u>CANDIDATE WILL BRING A REFLECTION TO CLASS TO SHARE</u> that addresses the following points:</p> <ul style="list-style-type: none"> ● overall analysis of the entire process; ● next steps for the classroom, ● discussion of teacher responsibility and accountability. <ul style="list-style-type: none"> ○ How will I know how to do this? ○ How will I know how to use my data? What data will I need? ○ How will I collaborate with other teachers with resources to provide a cohesive program for my students on 504s or IEPs, etc.? 		
<p>Week 15: Debrief IEP. Reflection and analysis of the entire process; next steps for the classroom, discussion of teacher responsibility and accountability.</p> <p>Candidates will plan to attend an IEP at their school once during these 3 weeks.</p>	<p><u>Resources:</u> Dialogue with peers, references to course readings and integration of course activities.</p>	<p><u>Discuss written reflections:</u> Be ready to share your views, and share your confidence to teach students who might have special needs. Reference 2 articles from class (or other MAT coursework).</p> <p>After discussion of reflections,, <u>SDG groups will present their concept map of topics/issues from the course.</u></p> <p>Both assignments will be part of your In-class activities points for Unit 5.</p>
<p>Week 16: FINALS ACTIVITY: Summative Assessment: Differentiation of two lessons from EDUC 673 Mini-Unit, Key Assessment 2.</p>	<p><u>Resources:</u> Dialogue with peers, references to course readings and integration of course activities.</p>	<p><u>In class</u> Candidates will <u>share and connect their Key Assessment 2</u> unit to EDUC 674 course readings, seminars, skills and learning experiences. This will be done in an in-class group activity, in a collaborative work-shopping format.</p> <p>Students are asked to bring two</p>

		sequential lessons from their EDUC 673, Week 8 mini-unit plan to workshop in class. Aligning with the concept of “ Process, Product and Assessment, ” as places to differentiate, they will work to integrate scaffolding and differentiation in these three areas for the lessons for 3 students with different learning characteristics.
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Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards”

<https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <https://titleix.usc.edu/reporting-options/> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community.

Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://studenthealth.usc.edu/sexual-assault/> provides 24/7 confidential support.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.