



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

**Department of Education**  
**MATTC Program**  
**EDUC 221M Effective Teaching for Students with Disabilities (3 units)**  
**Term Year**

*Professor:* Harold Jules Hoyle, Ph.D.  
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*Course Meeting:* Tues-Thurs, 4:30-7:30 pm  
*Classroom:* Virtual  
*Phone:* 408-551-6010

**Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

**MS/SS Teaching Credential Program Learning Goals (PLGs)**

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Preservice Pathway.)

## **Course Description**

EDUC 221M *Effective Teaching for Students with Disabilities* provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery.

Course Objectives		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
This course will develop students' knowledge of or skills with...					
1	Engaging and supporting all students, including those with atypical development, linguistic, cultural, socio-economic differences, and students with identified disabilities in learning using a variety of appropriate instructional strategies to promote academic, behavioral and social emotional achievement.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1.4	1.7, 2.1, 2.4, 2.8-2.11, 3.1, 3.3
2	Demonstrate the ability to develop and implement Individualized Education Programs (IEP), Individual Transition Plans (ITP) including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	2, 3	1, 2, 3, 5, 6	2.1, 2.3, 2.4, 2.5	1.1, 1.2, 1.4, 1.5, 2.7, 6.1, 6.2, 7.2, 7.3
3	Understanding and organizing academic, behavioral and social emotional subject matter in ways that enable all students to succeed. Introducing strategies to support positive psychosocial development, self-determined behavior, and functional analysis of behavior of students with linguistic, cultural, socio-economic differences, and students with identified disabilities.	1, 2, 3, 4, 5	1, 2, 3, 5	3.5, 3.6	1.6, 1.7, 2.4, 2.5, 2.8-2.11, 6, 4.3
4	Planning instruction and designing differentiated lessons for all students, including students with linguistic, cultural, socio-economic differences, and students with identified disabilities and Traumatic Brain Injury and accompanying physical limitations.	1, 2, 3	1, 2, 3, 4, 5, 6	4.1, 4.2, 4.4, 4.5, 7.1, 7.2, 7.3, 7.4	4.3, 4.4, 4.5, 4.6, 6.1, 7.2, 7.4
5	Introduced to the requirements of IDEA and Special Education assessments including those used for decisions in IEP meetings. Assessing individual student learning to make data-based decisions related to goals and interventions <u>for those with linguistic, cultural, socio-economic differences, and students with identified disabilities, including students on the autism spectrum disorders.</u>	3	3	5.6, 5.8	5.3, 5.5, 6.3, 6.4, 7.1
6	Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	3	3		2.2, 2.3, 6.5, 6.6
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

## Required Texts

Student online environment for text: [edge.sagepub.com/bryant](http://edge.sagepub.com/bryant)

Other: Additional readings may be added in order to support students in attaining the learning outcomes of this course.

**Recommended Texts for Improvement of Written Work for Graduate Students:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York, NY: Longman.

**Course Requirements/Assignments**

Grades are based on a 500-point total. Distribution of points across assignments is as follows:

	<b>Course Requirements/Assignments</b> <b>Professional Conduct (40% of grade)</b> <b>Other Assignments (60% of grade)</b>	<b>Points</b>	<b>TPEs Assessed</b>	<b>MMSN TPE #</b>
1	Professional Conduct	200-20%	1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8	1.1, 1.2, 6.1
2	Personal Experience with Diversity and Inclusion	16-20%	1.4, 2.1, 2.3	1.6, 1.7, 4.7, 4.8, 6.6
3	Weekly Participation	10 @ 20 pts. = 90-20%	1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8	1.6, 1.7, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.3, 4.6, 5.3, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
4	Differentiated Instruction: Maximizing the Learning of All Students Project	60-20%	1.4, 2.1, 2.4, 2.5, 3.5, 3.6, 4.4, 5.8	1.6, 1.7, 2.1, 2.2, 4.3, 4.4, 4.5, 6.1, 6.6
5	Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project (Signature Assignment)	125-20%	1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4	1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 5.3, 5.5, 6.1, 7.1, 7.2, 7.3, 7.4

## Assignment 1: Professional Conduct

TPEs: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8

MMSN TPE: Introduce and Practice 1.1, 1.2, 6.1,

**DUE:** Each class meeting

The professional conduct requirement includes the six dimensions described below.

### 1. Attendance Participation.

Attendance and participation at all class sessions is a requirement of this course. For each class session you attend and participate in, 20 points will be entered for as part of your professional conduct grade.

Each of you will be granted one Emergency Release (ER) for the course. Your ER permits you to miss class and incur only half the grade penalty (loss of 10 points instead of 20). To use your ER, you must notify the instructor by email BEFORE the class session you will be missing. Good reasons for using an ER are for medical issues and family demands.

Students will be granted an excused absence to observe religious holidays that fall on our scheduled class day; please give the course instructor advance notice of these absences so that necessary accommodations can be made. Thank you.

### 2. Punctuality.

Coming to class Working through the modules on time and being ready to learn is a course expectation. Please sign in on the class attendance record when you arrive for class to receive credit for your on-time arrival for class. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please note this on the sign in sheet. Depending on the time of your arrival may impact whether or not you receive the full 20 points for your Professional Conduct grade.

### 3. Preparation.

The quality of our class discussions and the depth of your learning depend directly on your preparation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.

### 4. Participation.

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively, and *withholding contributions to leave space to allow other classmates to participate*), (b) completing all in-class learning activities and the end of class “exit ticket” assessments at the end of each class session by responding to the survey.

### 5. Responsible use of technology.

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Electronic devices may be used during class to support learning. Please note that:

There are times that you will be asked to close your laptop or put away some other form of technology during class; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning.

I strongly encourage all of you to assist each other in meeting these expectations for technology use. If someone sitting near you is using technology in an inappropriate manner during class, it is your responsibility to remind that classmate to stop.

If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

#### 6. Communication.

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructors.

Your Professional Conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout each quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me any time and I will be glad to share my assessment with you.

#### **Assignment 2: Personal Experience with Diversity and Inclusion**

TPEs: Practice/Assess: 1.4, 2.1, 2.3

MMSN TPE: Introduce and Practice 1.6, 1.7, 4.7, 4.8, 6.1, 6.6

**DUE:** **POINTS:** 20 points

##### ***Reflection Paper.***

This assignment requires you to identify, examine, and reflect upon an aspect of your personal identity as a learner that others have perceived as a “difference” or that may prevent you from fitting easily into typical learning groups, expectations, or preferences. Consider linguistic, cultural, socio-economic differences, and experience with students with identified disabilities. You will connect these reflections to your aspirations as a teacher and your plans to create a truly inclusive environment for students with disabilities. Assignment guidelines are above. This will be a 3-5-page paper. Assignment details, guidelines and a rubric are available on Camino.

#### **Assignment 3: Participation**

TPEs: Practice/Assess: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8  
4.7, 4.8

MMSN TPE: Introduce and Practice 1.6, 1.7, 2.7, 2.8, 4.6, 4.7, 4.8, 6.1, 6.2, 6.3, 6.4, 6.5,  
6.6

**Due: Each Session POINTS: 20 points for each action plan**

Please make your way through the modules and let me know if you have any questions.

#### **Assignment 4: Differentiated Instruction - Maximizing the Learning of All Students Project**

*TPEs*: Practice/Assess: 1.4, 2.1, 2.4, 2.5, 3.5, 3.6, 4.4, 5.8

MMSN TPE: Introduce and Practice 1.6, 1.7, 2.1, 2.2, 3.1, 4.3, 4.4, 4.5, 6.1, 6.6, 7.1, 7.2, 7.3, 7.4

**DUE:**                      **POINTS:** 60 points

Complete the IRIS Star Legacy Module on Differentiated Instruction. To view the module, go to <http://iris.peabody.vanderbilt.edu/di/chalcycle.htm>. Make two entries in the “Differentiated Instruction Discussion Board in Camino.” The entries are to reflect how you plan to integrate the differentiated instruction knowledge into designing lessons to meet the needs of your TK-12 students specifically for linguistic, cultural, socio-economic differences, and students with identified disabilities. You will need to integrate objectives and goals for a specific student with an identified disability. Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 4 portal.

**Assignment 5: Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project and IEP (Signature Assignment)**

*TPEs* Practice/Assess: : 1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 7.1, 7.2, 7.3, 7.4

MMSN TPE: Introduce, Practice, and Assess 1.1, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 3.1, 5.3, 5.5, 6.1, 7.1, 7.2, 7.3, 7.4

**DUE:**                      **POINTS:** 100 points

For Assignment 5, students will be expected to work collaboratively with a small group to 1) develop an instructional unit, and 2) prepare a series of universal design for learning lesson plans as part of the unit (<http://cast.org/udl/index.html>), and develop IEP goals for an identified student with a disability. Assignment details, guidelines and a rubric will be available on Camino.

### Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. Written assignments are to be submitted at Microsoft Word or Pages documents so that feedback can be written in tracked changes and returned to you via the Camino assignment portal. Please attend to this feedback.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 500 points.

<b>A</b>	94-100	<b>C</b> +	77-79
<b>A</b> -	90-93	<b>C</b>	74-76
<b>B</b> +	87-89	<b>C</b> -	70-73
<b>B</b>	84-86	<b>D</b> +	67-69
<b>B</b> -	80-83	<b>D</b>	63-66

4. When assignments are done in groups all members of the group will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates and submitted online to the Camino assignment portal. No other submission of assignment format is acceptable. Extensions of due dates for extenuating circumstances for individual students will be considered if discussed with the instructor in advance of the due dates.
7. You are welcome to revise and resubmit an assignment for which you receive a grade lower than a B- (i.e., < 80%). Revised assignments must reflect revisions based on the instructor's feedback to the original assignment and are to be submitted to the Camino portal for the assignment. Please discuss the assignment with the course instructor for any clarifications needed. **All resubmissions are due on July 24, 2017** with the exception of Assignment 5. If Assignment 5 is to be resubmitted, please resubmit no later than July 28.

### Canvas/Camino Course Management System



To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas/Camino.

## Course Outline & Class Schedule

\*Course Plan

*Subject to Change*

Course Meeting	Course Topics	Course Readings (Complete before class)	Course Assignments and TPE Alignment
Session 1	<ul style="list-style-type: none"> <li>- Overview of Course</li> <li>- Foundations of Inclusive Education                             <ul style="list-style-type: none"> <li>- What do general education teachers need to know about special education?</li> <li>- Every student. Every day. No exceptions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Course Syllabus (See Camino – Course Materials Module)</li> <li>● Bryant, Bryant &amp; Smith (2016) Chapter 1</li> <li>● Edited version of Goldstein, L.S. (2004) (see Camino – Foundations of Inclusive Education Module)</li> <li>● Review of MMSN TPEs Introduce 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 5.3, 5.5. 6.1, 7.1, 7.2, 7.3, 7.4</li> </ul>	
Session 2	<ul style="list-style-type: none"> <li>- Historical Foundations                             <ul style="list-style-type: none"> <li>- Foundations of Inclusive Education</li> <li>- Creating a Diverse Community of Learners</li> <li>- IEP/ITP MMSN Introduce 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 5.3, 5.5. 6.1, 6.2, 6.3; UTPEs: Introduce/Practice: 4.2, 5.4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● Dudley, Marley (2004) Social Construction of a learning disability. Journal of Learning Disabilities MMSN Introduce 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 5.3, 5.5. 6.1</li> <li>● UNESCO Universal Declaration on Diversity 2002 MMSE Introduce 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 5.3, 5.5. 6.1; UTPEs: Introduce/Practice: 1.1, 1.4</li> <li>●</li> </ul>	
Session 3	<ul style="list-style-type: none"> <li>- Planning for Exceptional Learners</li> </ul>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● Johnston, P, Nichols, J. (1995) Voices We Want to Hear and Voices we Don't. Theory</li> </ul>	

	<ul style="list-style-type: none"> <li>- Managing instruction in an inclusive classroom:</li> <li>- Universal Design for Learning</li> <li>- ADAPT Framework <b>UTPEs: Introduce/Practice: 1.4, 1.7, 2.1, 2.3, 3.6, 4.4</b></li> <li>- English Learners Differentiated Instruction (<b>Readings and Discussion</b>) <b>UTPEs: Introduce/Practice: 1.6, 5.7; MMSN: Introduce/Practice: 1.2</b></li> </ul>	<p>into Practice. Ohio State University. <b>MMSN Introduce 1.4, 1.5, 1.6</b></p> <ul style="list-style-type: none"> <li>● Accommodations Manuel 2005 The Council of Chief State School Officers</li> <li>● A COMPARISON of ADA, IDEA, and Section 504 (2015) Disability Rights Education and Defense Fund <b>MMSN Introduce 5.3, 5.5. 6.1, 6.4, 7.1, 7.2, 7.3, 7.4</b></li> </ul>	
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Session 4	<b>Activities: Readings, Discussion, Case Studies focused on</b> <ul style="list-style-type: none"><li>- Dyscalculia</li><li>- Dyslexia</li><li>-ADHD</li></ul>	<ul style="list-style-type: none"><li>• Camino</li><li>• DuPaul, G. Weyandt L. Janusis, G. (2011) ADHD Effective Classroom Interventions The Ohio State University <b>MMSE Introduce 2.3, 2.4, 2.9, 2.10, 2.11</b></li><li>• Arroyos-Jurado, E. Savage, Todd,A (2008) Intervention Strategies for Serving Students With Traumatic Brain Injury. Intervention in School &amp; Clinic <b>MMSE Introduce 2.3, 2.4, 2.9, 2.10, 2.11</b></li></ul>	
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<p>Session 5</p>	<p>- Planning for Exceptional Learners          - Managing instruction in an inclusive classroom: <b>UTPEs: Introduce/Practice: 1.4, 1.7, 2.1, 2.3</b>          - Individual Education Plan (IEP)          - Collaborative partnership (<b>Readings and Discussion</b>) <b>UTPEs: Introduce/Practice: 5.6; MMSE Introduce/Practice: 1.1, 2.4, 2.7, 2.8, 4.6, 4.7, 6.5, 6.6, 7.3</b></p>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● Tobin, R Co-teaching LD kids Language Arts (2005) Canadian Journal of Education</li> <li>● Evans-Santiago, B Lin, M (2016) Inclusion With Sensitivity. Young Children.</li> </ul>	<p style="text-align: center;"><b>Assignment 2: Personal Experience with Diversity and Inclusion</b></p>
<p>Session 6</p>	<p>- Planning for Exceptional Learners          - Managing instruction in an inclusive classroom: <b>UTPEs: Introduce/Practice: 1.4, 1.7, 2.1, 2.3</b>          - Assessing and Reporting Student Performance <b>UTPEs: Introduce/Practice: 1.8, 2.5, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.2</b>          - Multi-Tiered Systems of Support (MTSS) <b>UPTEs: Introduce/Practice 1.4, 4.4; MMSE: Introduce 7.1</b></p>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● Wormelli, R (2006) Accountability Assessment and Grading. American Secondary Education. <b>MMSE Introduce, 5.3, 5.5. 6.1, 7.1</b></li> <li>● IEP Goal Bank Medford Oregon <b>MMSE Introduce, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11</b></li> </ul>	
<p>Session 7</p>	<p>- Adaptations to Meet Individual Needs <b>MMSE: Introduce/Practice: 2.6</b>          - Behavioral and Social Achievement (Autism) <b>UTPEs: Introduce/Practice: 2.6; MMSE: Introduce/Practice: 3.3;</b></p>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● High-Leverage Practices in Special Education CEC <b>MMSE Introduce, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11</b></li> </ul>	

		<p><u>Hall, L. J. Autism Spectrum Disorders: From Theory to Practice, 3rd Edition. Ch. 3 Effective Implementation of Evidence based Practices</u></p> <p>MMSE Introduce, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.1, 3.6, 4.3, 4.4, 4.5,</p>	
Session 8	<p>- Adaptations to Meet Individual Needs - Common Core and Performance Accountability: Literacy UTPEs Readings and Discussions: Introduce/Practice: 3.1, 3.2, 3.5, 4.3, 7.1, 7.2; MMSN Introduce 7.1, 7.2, 7.3, 7.4</p>	<p>- Common Core Standards Initiative <a href="http://www.corestandards.org/the-standards">http://www.corestandards.org/the-standards</a> - Applications of the Common Core Standards to Students with Disabilities <a href="http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf">http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf</a> MMSN: Introduce 1.1</p>	<p><b>Assignment 4: Differentiated Instruction - Maximizing the Learning of All Students Project</b></p>

Session 9	<p>- Adaptations to Meet Individual Needs - Common Core and Performance Accountability: Math; Content-Area Instruction and Study Skills UTPEs: Introduce/Practice: 3.1, 3.2, 3.5, 4.3</p>	<ul style="list-style-type: none"> <li>● Camino</li> <li>● Harkins Monaco, E. (2020) Pursuing Academic and Functional Advancement: Goals, Services, and Measuring Progress. Teaching Exceptional Children</li> <li>● Yell, M. Collins, J. Kumpiene, G. Bateman D.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• (2020) The Individualized Education Program: Procedural and Substantive Requirements. Teaching Exceptional Children</li> <li>• Yell, M . L. (2019). The Law and Special Education. Ch.4 The Individuals with Disabilities Education Act; Ch.5 Section 504 of the Rehabilitation Act of 1973.</li> </ul> <p>MMSE Introduce, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.1, 3.2, 3.6, 4.3, 4.4, 4.5</p>	
Session 10	<p>- Course Wrap Up</p> <p>- Group Presentations: Assignment 5</p>	<ul style="list-style-type: none"> <li>• Camino</li> </ul>	<p><b>Assignment 5: Instructional Unit Plan and Universal Design for Learning (UDL) Lesson Plan Project</b></p>





## Academic Integrity

### Academic Integrity Pledge

*The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:*

*I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code*

*Students are expected to uphold the principles of this pledge for all work in this class.*

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use according to the rules for citation in the 6<sup>th</sup> Edition of the *Publication Manual of the American Psychological Association* (APA, 2010). A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017).

### Additional Information

#### Disabilities Resources

*If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.*

#### Accommodations for Pregnancy and Parenting

*In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student*

*experiencing related medical conditions may request accommodations through Disability Resources.*

### **Title IX**

*Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>*

### **Appendix**

### **Differentiated Learning Discussion**

**Grading Rubric Assignment 4** (MMSN TPE: Introduce 7.1, 7.2, 7.3, 7.4, Practice, and Assess 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 3.1, 5.3, 5.5, 6.1) (UTPEs Practice/Assess: 1.4, 2.1, 2.4, 2.5, 3.5, 3.6, 4.4, 5.8)

<b>Component and Standard</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Approaches Standards</b>	<b>Does Not Meet Standards</b>
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<p>Reflection on Planning</p>	<p>Includes clear and thoughtful rationale for selecting particular instructional activities. Potential misconceptions are clearly described. Descriptions are detailed and rationales are thoroughly explained. Clearly describes modifications for English learners and students with identified disabilities.</p> <p><b>5 points</b></p>	<p>Includes clear and thoughtful rationale for selecting particular instructional activities. Potential misconceptions are described. Descriptions include some amount of detail and rationales are moderately explained. Describes modifications for English learners and students with identified disabilities.</p> <p><b>4 points</b></p>	<p>Includes some rationale for selecting particular instructional activities. Potential misconceptions are mentioned. Descriptions lack detail and rationales are explained minimally. Minimally describes modifications for English learners and students with identified disabilities.</p> <p><b>2.5 points</b></p>	<p>Does not include rationale for selecting particular instructional activities. Does not describe modifications for English learners and/or students with identified disabilities.</p> <p><b>0 points</b></p>
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<p>Reflection on Implementation</p>	<p>Description provides specific examples of what occurred during the differentiated instruction activity. Includes thoughtful and detailed reflections on what worked well, what was challenging, and what was surprising during the lesson. Description thoroughly addresses how and if differentiated instruction activity fit into or align with existing classroom culture, norms and learning experiences. Clearly addresses how issues of status manifest in your facilitation of the differentiated instruction activity with specific attention to English Learners and students with</p>	<p>Description provides specific examples of what occurred during the differentiated instruction activity. Includes thoughtful and moderately detailed reflections on what worked well, what was challenging, and what was surprising during the lesson. Description moderately addresses how and if differentiated instruction activity fit into or align with existing classroom culture, norms and learning experiences. Addresses how issues of status manifest in your facilitation of the differentiated instruction activity with specific attention to English Learners and students with</p>	<p>Description provides examples of what occurred during the differentiated instruction activity. Reflections on what worked well, what was challenging, and what was surprising during the differentiated instruction activity are brief and lacking in detail. Description minimally addresses how and if differentiated instruction activity fit into or align with existing classroom culture, norms and learning experiences. Minimally addresses how issues of status manifest in your facilitation of the differentiated instruction activity with some attention to English Learners and students with</p>	<p>Description provides examples of what occurred during the differentiated instruction activity. Does not include reflections on what worked well, what was challenging, and what was surprising. Does not address how differentiated instruction activity fit into existing classroom culture, norms and learning experiences. Does not address how issues of status manifest in your facilitation of the differentiated instruction activity.</p> <p style="text-align: center;"><b>0 points</b></p>
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	identified disabilities. <b>10 points</b>	identified disabilities. <b>8 points</b>	identified disabilities. <b>5 points</b>	
<p>Analysis of differentiated instruction activity</p> <p>Problem #1</p>	<p>Description includes rich details about how the students might interact with the strategies the students used, and/or the level of thinking and understanding that is evidenced. Draws clear connections between students' strategies.</p> <p><b>5 points</b></p>	<p>Description includes moderate details about how the students might interact with the strategies. When appropriate, description names the strategy used, and/or the level of thinking and understanding evidenced. Draws moderate connections between students' strategies.</p> <p><b>4 points</b></p>	<p>Description includes details about how the students might interact with the strategies, but description is lacking in detail, categorization, or justification. Draws minimal connection between students' strategies.</p> <p><b>2.5 points</b></p>	<p>Description narrates how students might interact with the strategies, but description of student strategies are brief and generally lacking in detail. Does not draw connections between students' strategies.</p> <p><b>0 points</b></p>

Next Steps	<p>Includes thoughtful and rich reflection and rationale for next steps related to instruction. Reflection attends to at least three rich examples of what teacher anticipates doing next.</p> <p><b>10 points</b></p>	<p>Includes thoughtful and moderate reflection and rationale for next steps related to instruction. Reflection attends to at least three examples of what teacher anticipates doing next. These examples are moderate in detail.</p> <p><b>8 points</b></p>	<p>Includes reflection on next steps related to mathematics instruction. Reflection attends to fewer than three examples of what teacher anticipates doing next. These examples are minimal in detail.</p> <p><b>5 points</b></p>	<p>Does not attend to next steps.</p> <p><b>0 points</b></p>
Connection to course readings and ideas	<p>Draws on specific examples and key ideas from course readings to support the claims made. Connections to reading are well founded and relevant to the author's argument. Connections are made throughout the write-up.</p> <p><b>10 points</b></p>	<p>Draws on specific examples and key ideas from course readings to support the claims made. Connections to readings are mostly relevant to the author's argument. Connections are made throughout the write-up.</p> <p><b>8 points</b></p>	<p>Draws minimally on specific examples and key ideas from course readings to support the claims made. Connections to readings are not relevant to the author's argument.</p> <p><b>5 points</b></p>	<p>No connections to course readings.</p> <p><b>0 points</b></p>

## UDL Lesson Plan Presentation

<u>EDUC 221 M Assignment 5 UDL Lesson Plan Presentation Rubric MMSN TPE: Introduce, Practice, and Assess 1.1, 1.4, 1.5, 1.6, 2.3, 2.4, 2.9, 2.10, 2.11, 3.1, 5.3, 5.5, 6.1, 7.1, 7.2, 7.3, 7.4: UTPEs Practice/Assess: : 1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 7.1, 7.2, 7.3, 7.4</u>				
<i>Level</i>	<i>UDL Principles &amp; Guidelines</i>	<i>UDL Lesson Plan Elements</i>	<i>Organization &amp; Language</i>	<i>Presentation</i>
Exceeds Expectations	<ul style="list-style-type: none"> <li>· Universal design for learning (UDL) principles and guidelines (Bryant et. al., 2017, p. 261) are clearly evident in the lesson plan presentation</li> </ul>	<ul style="list-style-type: none"> <li>· Presents <i>all</i> of the required UDL Lesson Plan elements (<a href="http://udlexchange.cast.org/home">http://udlexchange.cast.org/home</a>) as well as other components clearly &amp; concisely, allowing audience to follow line of reasoning</li> </ul>	<ul style="list-style-type: none"> <li>· Organization of ideas is clear and logical with smooth transitions</li> <li>· Utilizes precise academic vocabulary appropriately (free of “likes”)</li> <li>· Elocution has clear authoritative &amp; enthusiastic voice</li> </ul>	<ul style="list-style-type: none"> <li>· Free of spelling, punctuation, grammar, pronunciation errors</li> <li>· Active/attentive participation</li> <li>· Body language (eye contact, poise, movement) demonstrates self-confidence that holds attention of audience</li> <li>· Uses audio/visual aids without trouble that enhances presentation</li> </ul>
Meets Expectations	<ul style="list-style-type: none"> <li>· UDL principles and guidelines are <i>mostly</i> evident in the lesson plan presentation</li> </ul>	<ul style="list-style-type: none"> <li>· Presents <i>most</i> of the required elements clearly &amp; concisely, allowing audience to follow line of reasoning</li> </ul>	<ul style="list-style-type: none"> <li>· Organization of ideas is logical</li> <li>· Utilizes mostly precise academic vocabulary appropriately (few “likes”)</li> <li>· Elocution is clear and can be heard by most classmates</li> </ul>	<ul style="list-style-type: none"> <li>· Minor spelling, punctuation, grammar, pronunciation errors</li> <li>· Mostly Active/attentive participation</li> <li>· Body language demonstrates self-confidence</li> <li>· Uses audio/visual aids without trouble</li> </ul>
Approaching Expectations	<ul style="list-style-type: none"> <li>· UDL principles and guidelines are <i>somewhat</i> evident in the lesson plan presentation</li> </ul>	<ul style="list-style-type: none"> <li>· Presents <i>some</i> of the required elements clearly &amp; concisely</li> </ul>	<ul style="list-style-type: none"> <li>· Organization of ideas is somewhat logical</li> <li>· Utilizes mostly precise academic vocabulary appropriately (some “likes”)</li> <li>· Elocution is low and can be heard by some classmates</li> </ul>	<ul style="list-style-type: none"> <li>· Some spelling, punctuation, grammar, pronunciation errors</li> <li>· Some Active/attentive participation</li> <li>· Body language demonstrates some self-confidence</li> <li>· Uses some audio/visual aids with trouble</li> </ul>

<p>Minimum Expectations</p>	<p>UDL principles and guidelines are <i>vaguely</i> evident in the lesson plan presentation</p>	<p>Presents <i>few</i> of the required elements</p>	<ul style="list-style-type: none"> <li>· Logic to organization makes it difficult to follow</li> <li>· Utilizes everyday vocabulary</li> <li>· Elocution is low and cannot be heard by most classmates</li> </ul>	<ul style="list-style-type: none"> <li>· Several spelling, punctuation, grammar, pronunciation errors</li> <li>· Off task behavior</li> <li>· Body language demonstrates little self-confidence</li> <li>· Doesn't use audio/visual aids</li> </ul>
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