



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 253 (MS) (3 units)
Typical and Atypical Development & Learning
Summer**

Professor: Cheryl Bowen
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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, Pre-Service Pathway.) The Teacher Performance Expectations (TPE) for California educators and Education Specialists TPEs for Mild Moderate Special Needs (MMSN) are also mapped on the course objectives.

Course Description

Drawing on both developmental and educational psychology, this course examines theories and patterns of **typical and atypical** development as this relate to teaching practices and educational programs. Students apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.

Students will be expected to fully engage in classroom exercises, literature circle groups, and whole-class discussions on the assigned readings.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE#	MMSN TPE#
1	Understanding and applying knowledge of the characteristics of typical and atypical development of children and youth to help inform instruction to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions as well as resilience and protective factors and their implications for learning.	1	2	4.2	2.9, 3.3
2	Applying theories of development in creating productive learning environments to support the movement, mobility, sensory and specialized health care needs required for students with diverse cultural and linguistic backgrounds to participate fully in classrooms, schools and the community. Demonstrate knowledge of students' language development across disabilities	2	4	2.2	2.2, 1.3
3	Acquiring teaching and learning models that support students in assuming increasing responsibility for learning and self-advocacy based on individual needs through promotion of wide interaction models including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs.	4	5	4.7	2.1, 1.6
4	Understanding and describing the cultural nature of human development and be able to apply practices of culturally and linguistically responsive teaching to make subject matter relevant to student experiences.	3	1	4.7	2.11, 5.4

	Understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences				
5	Understanding and critiquing concepts and vocabulary associated with developmental and learning theories from students in TK-12 setting, including support of student motivation and supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	2	6	1.3	2.8
6	Understanding of instructional strategies and accommodations for all students to meet their learning needs and assist with transition plans (e.g., IEP, 504 Plan, English Learning redesignation) Develop an Individualized Education Plan (IEP), including instructional goals that ensure access to the Common Core State Standards.	3	3	2.5, 4.5	1.1
7	Establishing and monitoring inclusive learning environments that are academically challenging and safe (e.g., emotional, health) with assistance of UDL and MTSS to provide access to instruction for all students who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	1	5	1.4, 2.3	2.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; TPA=Teaching Performance Assessment; MMSN=TPEs for Mild Moderate Special Needs					

Required Text

Slavin, R.E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). New York: Pearson

Recommended Reading

Dell, A. D., Newton, D. A., Petroff, J. G. (2017). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities. NY: Pearson. **UTPEs: Introduce 2.2**

Heward, W. L., ALber-Morgan, S. R., Konrad, M. (2022). Exceptional Children: An Introduction to Special Education, 11th ed. NY: Pearson.

Resources:

Council for Exceptional Children- <http://www.cec.sped.org> Autism Speaks - <http://www.autismspeaks.org>
National Center for Learning Disabilities- www.nclld.org

Course Requirements and Assignments

There are four components for the course grade

Course Requirements and Assignments	Percentage of Course Grade	Universal TPEs Assessed	MMSN TPE Assessed
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1	Class Attendance and Asynchronous Participation	20%		6.3
2	Assignments & Discussions	20%	2.2, 4.2, 4.5	4.2; 2.2; 4.5
3	Midterm Options: Option 1: Caregiver Interview Option 2: Field Interview/Consequences	20%	1.3, 1.4, 2.5, 4.2	1.3; 2.5; 1.4
4	Signature Assignment: ZPD Assignment	40%	1.3, 1.4, 2.3, 2.5 4.2, 4.7	2.1; 2.3; 1.6, 1.1

Midterm Options: UTPEs: Assess 1.3, 1.4, 2.5, 4.2,

Descriptions of the midterm options will be available in Assignments on Camino.

Option 1: Caregiver Interview - *Interview your parent, caregiver, or another adult who was involved in your life as a baby or young child. Use example questions only as a guide for your discussion. You will want to adapt the questions to fit your discussion and to explore areas of interest to you. After your interview, write up your responses, along with a reflection that connects the content of your interview to what you know about cognitive, social, moral, and emotional development.*

Option 2: Field Interview/Consequences - *Interview a student in or near the grade level you hope to teach to determine what kinds of reinforcers he/she thinks are meaningful rewards. Use the interview questions provided. Following the interview, think about your future classroom and the types of behaviors you wish to encourage and discourage. What types of reinforcers and punishers will you use? (Use the Reinforcers and Punishers table to guide you.) Include a written response in which you reflect on your interview and explain the choices made for your future classroom in connection to what you understand about behavioral learning and the role of consequences.*

Signature Assignment PowerPoint Slide Presentation – ZPD

This group assignment will give you the opportunity to interact with your peers in their *zone of proximal development*, using the concept of *scaffolding*. Your group will need to design a lesson that improves a skill or your group's understanding of a concept and attends to students' funds of knowledge. You are required to create several video clips of your scaffolding efforts.

Additionally, you will choose an [IEP/504 Plan Snapshot Case Study](#) of a Student With Disabilities (SWD). In your lesson design, incorporate [recommended learning and technology accommodations and modifications](#) based on the student's IEP or 504 Plan that will improve the skill or understanding of your lesson concept. You will need to show instructional evidence in your video clips that you used specific accommodations and/or modifications that would facilitate learning and support your SWD in assuming increasing responsibility for learning and self-advocacy. Finally, you will create a PowerPoint slide presentation that includes the following information.

Please review the Signature Assignment Rubric and upload your presentation on Camino and our class Google Drive.

1. Briefly describe all learners, including information about the SWD from their IEP.
2. Describe the task. What are you teaching? What makes you an expert in this field?
3. What will the SWD learner be able to do/know regarding the skill/concept?
4. What would be too difficult for the SWD learner with respect to the task?
5. Identify examples of your attempts to scaffold. Include clips from your recording that clearly show your efforts to scaffold. What did you do/say? How did the learners respond?
6. How would you scaffold the lesson for your SWD? What accommodations or modifications would you recommend to facilitate his/her learning and support self-efficacy?
7. Evaluate your attempts to scaffold. Were they effective/successful? (Yes/No/Partially?) Why or why not? What evidence supports your evaluation?
8. Were there any extenuating circumstances that impacted teaching & learning?
9. What do you think about the overall teaching experience? What worked/didn't work? What modifications would you suggest?

MMSN TPEs (Practice TPE 1.1, Practice/Assess TPE 1.6, Introduce TPE 2.1, Introduce TPE 2.3,; UTPEs: Assess 1.3, 1.4 2.3, 2.5, 4.2, 4.7)

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings are 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. Grades are assigned based on 100-point total. The distribution of points across assignments is as follows:

Assignment		Points
1	Class Attendance and Participation	20%
2	Asynchronous Assignments & Discussion	20%
3	Mid Term Options	20%
4	*Signature Assignment ZPD Assignment	40%

Course Grading Criteria

The following grading rubric will be used to assess your class performance:

Exceeds expectations = **A Meets expectations = *B Below standards = C Unacceptable = D

** In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills assessed. The performance/product must go beyond completion and accuracy by demonstrating strong evidence of original, creative thought and/or sophisticated insight into the students and the context.

* A candidate earns a B when s/he has fulfilled every requirement, and met every expectation.

Letter grades are assigned on the percentage scale:

A 95-100%	C+ 77-79%
A- 90-94%	C 73-76%
B+ 87-89%	C- 70-72%
B 83-86%	D+ 67-69%
B- 80-82%	D 63-66%

4. Assignments done in pairs/groups, each person 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 in the room where our class meets. I cannot be responsible for projects submitted at other times or in other formats. **Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.**

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 on-line course management system. Your SCU username and password gets you access to Canvas.

Attendance. Regular attendance at all class meetings is a requirement in this program. Any absences will proportionally affect the final grade. **Please consult with the instructor if extraordinary circumstances will cause you to miss any portion of the class.** You must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement.

Professional Conduct. If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Poor attendance and/or lack of punctuality will impact your final grade. A student with excellent participation on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. 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 (ECP Graduate Bulletin, 2018-2019).

Academic Integrity Pledge *Santa Clara University is implementing an Academic Integrity pledge designed to deepen the understanding of and commitment to honesty and academic integrity.*

The Academic Integrity Pledge 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."

I ask that you affirm this pledge and apply these principles to your work in this class.

Department of Education and University Resources

Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

Disability Accommodations Procedure

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.

Discrimination and Sexual Misconduct (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, 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/>

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

EDUC 253 Course Outline and Class Schedule

Subject to change. Changes will be communicated via an in-class announcement, Camino, and/or email

Class Session & Date	Course Topics	Assignments/Homework
Session 1 – June 23	Introductions Course Overview What is Developmentally Appropriate Practice? MMSN TPEs (Introduce TPE 1.2 and TPE 2.2) Ensure that interventions and/or instructional environments are in the least restrictive environment and are appropriate to the student's chronological age, developmental levels, and disability-specific needs. UTPEs: Introduce 4.2, 4.5	** Pre-class Written Reflection Robert E. Slavin, "Educational Psychology" Theory and Practice" 1. Chapter 1 – pp. 4-10 & pp. 14 - 16 2. Chapter 2 "Cognitive Development" 3. Discussions: Reading Response - Slavin, Chapter 2 4. <u>Early Identification: Normal and Atypical Development</u>. National Center for Learning Disabilities. UTPEs: Introduce 4.2, 4.5
Session 2 – June 25	Cognitive Development MMSN TPE (Introduce TPE 2.1) Incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students. UTPEs: Introduce 2.2	1. Slavin, Chapter 3 2. Amy Dell, (2017). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities. (Ch 4 Technology to Support Universal Design for Learning and Differentiated Instruction (pg. 77-92) UTPEs: Introduce 2.2 3. Vialogues Activity Empathy is a Verb – Michele Borba https://www.vialogues.com/vialogues/play/57262/ 4. Reading Response – Chapter 3
Session 3 – June 30	Social, Moral, and Emotional Development MMSN TPE (Introduce TPE 5.4) Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences	1. Slavin, Chapter 5 2. Reading Response – Chapter 5 3. Heward, Alber-Morgan, & Konrad, <u>Exceptional Children: An Introduction to Special Education</u> (ch. 6: Emotional or Behavioral Disorders)

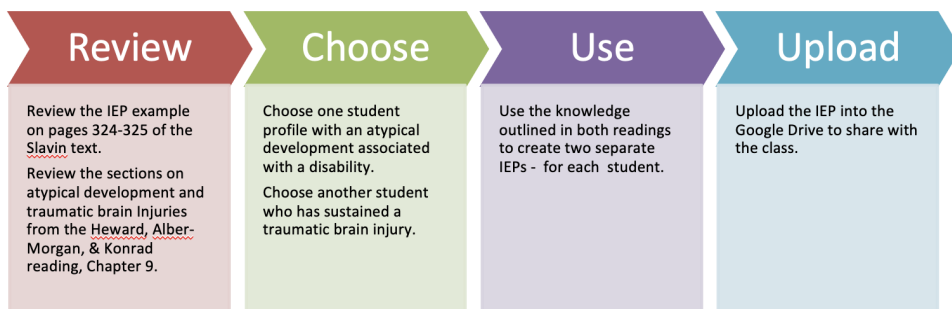
Session 4 – July 2	Behavioral and Social Theories of Learning	1. Slavin, Chapter 6 2. Reading Response – Chapter 6 3. Read the short research article, "<i>Building Students' Developmental Assets to Promote Health and School Success</i>" by Peter C. Scales 4. Midterm Options (Camino) Due July 9
Session 5 – July 7	Information Processing & Cognitive Theories of Learning MMSN TPEs (Introduce TPE 1.3, Practice/Assess TPE 3.3) Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions as well as resilience and protective factors and their implications for learning.	1. Slavin, Chapter 8 2. Heward, Alber-Morgan, & Konrad, <u>Exceptional Children: An Introduction to Special Education</u> (ch. 7 Autism Spectrum Disorders) 3. Reading Response - Chapter 8
Session 6 – July 9	Student Centered & Constructivist Approaches to Instruction MMSN TPE (Introduce TPE 2.3) Review UDL and MTSS Systems of support that support students with identified disabilities including students with functional limitations of movement and/or sensation for students with orthopedic impairments or other physical limitations. UTPEs: Introduce 4.2,	1. Slavin, Chapter 10 2. Reading Response – Chapter 10 3. Vialogues activity: Carol Dweck - <i>The power of believing that you can improve</i> - TedX
Session 7 – July 14	Motivating Students to Learn MMSN TPEs (Introduce TPE 2.8, Introduce TPE 2.9) Support of student motivation and the supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	1. Slavin, Chapter 4 2. Reading Response – Chapter 4 3. Heward, Alber-Morgan, & Konrad, <u>Exceptional Children: An Introduction to Special Education</u> (ch. 2 Planning and Providing Special Education Services)
Session 8 – July 16	Student Diversity MMSN TPEs (Practice/Assess TPE 2.11, Introduce TPE 5.4) Demonstrate knowledge of requirements for appropriate assessment and	1. Slavin, Chapter 12 - <i>Learners with Exceptionalities</i> 2. Heward, Alber-Morgan, & Konrad, <u>Exceptional Children: An Introduction to Special Education</u> (ch. 1 The Purpose and Promise of Special Education)

	identification of students whose cultural, ethnic, gender, or linguistic differences	3. Heward, Alber-Morgan, & Konrad, <u>Exceptional Children: An Introduction to Special Education</u> (ch. 9 Deafness and Hearing Loss; Ch. 12. Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury) 4. Reading Response – Chapter 12
Session 9 – July 21	Learners with Exceptionalities MMSN TPE (Introduce TPE 2.2) Support the movement, mobility, sensory and specialized health care needs required to participate fully in classrooms, schools and the community. MMSN TPE (Practice TPE 1.1) Demonstrate the ability to collaboratively develop and implement an IEP including instructional goals to ensure access to core curriculum and that will lead to the inclusion of students with disabilities in general including students who have sustained a traumatic brain injury. UTPEs: Introduce 4.5 MMSN TPEs (Practice TPE 1.1, Practice/Assess 2.11) In class, students will review the IEP example on pages 324 & 325 in the Slavin's text. Students will work in groups to complete two IEPs. One IEP will describe accommodations for a student with an identified learning disability. A second IEP will describe accommodations for a student with a traumatic brain injury (see below for activity) UTPEs: Introduce 4.5 MMSN TPE (Introduce TPE 1.3) In class, students will read an article on language development and discuss examples of accommodations they could include in their own classrooms. (see below for activity)	1. Signature Assignment - ZDP 2. Final Discussion
Session 10 – July 23	Final Class	Signature Assignment Presentations

NOTE: The class will meet during the Finals week on July 21 & 23

Evidence of MMSN TPEs (Practice TPE 1.1; Practice/Assess TPE 2.11; Practice/Assess TPE 3.3 through breakout room activity

Breakout Room Activity IEP Development Practice 45 minutes



Evidence of MMSN TPEs (Practice/Assess TPE 2.11, Practice/Assess TPE 3.3) through Breakout Room activity
UTPEs: Introduce 4.5

Breakout Room Activity IEP Feedback 20 minutes

Use the following rubric to give feedback to your assigned group's IEP. Upload your rubric into the class Google Drive.

Scoring for IEP Goals & Objectives

☐ /9 Total Score for IEP Goals & Objectives

Quality Level	Score	Interpretation
Promising Practice	8-9	The goals and objectives are written in specific, measurable, and observable language. There are clear and specific details as to the design and delivery of the instruction in terms of what, when, and how. There are clear, specific, and observable details of how the student will demonstrate his or her learning. There are clear measures to track growth from a baseline to a specific target. These measures use methods and tools that can track growth daily, weekly, or at least monthly using a progress monitoring graph. The goals and objectives are driven by the general education curriculum. Supplemental instruction, accommodations/assistive technology, and modifications, if used, are embedded within goals and provide explicit details of when and how they are used.
Progressing	5-7	The goals and objectives are written in specific, measurable, and observable language. There are general details as to the design and delivery of the instruction in terms of what, when, and how. There are general details of how the student will demonstrate his or her learning. There are measures to track growth to a specific target. These measures use methods and tools that can track growth at least monthly. The goals and objectives are aligned with the general education curriculum. Supplemental instruction, accommodations/assistive technology, and modifications, if used, are embedded within goals.
Emerging	2-4	The goals and objectives are written in measurable and observable language. There are vague details as to the design and delivery of the instruction in terms of what, when, and how. There are vague details on how the student will demonstrate his or her learning. There are measures that could track growth. These measures use methods and tools that can note growth at least quarterly. The goals and objectives are loosely aligned with the general education curriculum. Supplemental instruction, accommodations/assistive technology, and modifications, if used, are connected to goals.
Unacceptable	0-1	There is one or more of the following concerns with the goals and objectives: they are not written in measurable and observable language; they are vague; and/or there are no real measures that could track growth. The goals and objectives are not aligned with the general education curriculum. Supplemental instruction, accommodations/assistive technology, and modifications, if used, are not connected to goals.

Resource – [State Education Resource Center, Middletown, CT.](#)

Class Participation Rubric

	4 pts Exceptional	3 pts Very Good	2 pts Acceptable	1pt Needs Improvement	0 pts Unacceptable
Peer Interaction	Actively supports, engages, and listens to peers.	Makes multiple attempts to successfully interact with peers	Makes a sincere effort to interact with peers	Limited but attempted interaction with peers	No peer interaction
Quality of Contribution	Plays an active role in discussion and IEP development. Each contribution includes analysis or synthesis of course materials, own experience, and/or colleagues comments.	Attempts to actively contribute to discussion and IEP development. Most contributions include analysis or synthesis of course materials, own experience, and/or colleagues comments.	Makes a sincere effort to contribute to discussion and IEP development. Some contributions include analysis or synthesis of course materials, own experience, and/or colleagues comments.	Comments are vague if given. Frequently demonstrates lack of interest. Contributions, when made, merely exhibit a basic understanding with no effort to analyze or synthesize. Comments are only superficially related to overall discussion.	No contributions are made to the discussion or IEP development.

Language Development Breakout Room Learning

30 minutes

- Click on this [link](#) to read the article on language development.
- Make sure you watch all associated videos on the page including the information on:
 - The structures of language*
 - Language development progression*
 - Vocabulary*
 - Bilingualism*
 - Theories of language development*
 - Language and the brain*
 - Social pragmatics*
- Click on this [link](#) to view the common speech and language IEP accommodations.
- Discuss examples of accommodations you could include in your classroom.
- Be ready to share your discussion ideas with the class.



Evidence of MMSN TPEs (Practice TPE 1.1, Practice/Assess TPE 1.6, Introduce TPE 2.1, Introduce TPE 2.3,)through signature assignment
UTPEs: Assess 1.3, 1.4 2.3, 2.5, 4.7

Signature Assignment PowerPoint Slides – ZPD

This group assignment will give you the opportunity to interact with your peers in their *zone of proximal development*, using the concept of *scaffolding*. Your group will need to design a lesson that improves a skill or your group's understanding of a concept. You are required to create several video clips of your scaffolding efforts.

Additionally, you will choose an [IEP/504 Plan Snapshot Case Study](#) of a Student With Disabilities (SWD). In your lesson design, incorporate [recommended learning and technology accommodations and modifications](#) based on the student's IEP or 504 Plan that will improve the skill or understanding of your lesson concept. You will need to show instructional evidence in your video clips that you used specific accommodations and/or modifications that would facilitate learning and support your assigned SWD in assuming increasing responsibility for learning and self-advocacy.

Finally, you will create a PowerPoint slide presentation that includes the following information. Please review the Signature Assignment Rubric and **upload your presentation on Camino and our class Google Drive.**

1. Briefly describe all learners, including information about the SWD from their IEP.
2. Describe the task. What are you teaching? What makes you an expert in this field?
3. What will the SWD learner be able to do/know regarding the skill/concept?
4. What would be too difficult for the SWD learner with respect to the task?
5. Identify examples of your attempts to scaffold. Include clips from your recording that clearly show your efforts to scaffold. What did you do/say? How did the learners respond?
6. How would you scaffold the lesson for your SWD? What accommodations or modifications would you recommend [to facilitate](#) his/her learning and support self-efficacy?
7. Evaluate your attempts to scaffold. Were they effective/successful? (Yes/No/Partially?) Why or why not? What evidence supports your evaluation?
8. Were there any extenuating circumstances that impacted teaching & learning?
9. What do you think about the overall teaching experience? What worked/didn't work? What modifications would you suggest?

More Evidence of **MMSN TPE (Practice/Assess TPE 1.6)** - through signature assignment **UTPEs: Assess 1.3, 1.4 2.3, 2.5, 4.7**

ZDP Signature Assignment

Rubric

	Exceeds Expectations 40 to > 30 pts.	Meets Expectations 30 to > 20 pts.	Approaching Expectations 20 to > 10 pts.	Below Expectations 10 to >0 pts.
Theoretical Accuracy 40 pts.	- Accurate description and critique of ZPD is offered and matched to data presented - Presents required elements as well as other components clearly & concisely, allowing the audience to follow the line of reasoning	- Description of ZPD is offered and through data presented - Presents most of the required elements clearly & <u>concisely</u>, allowing audience to follow line of reasoning	- Description of ZPD is offered and through data presented which is mostly accurate - Presents some of the required elements clearly & <u>concisely</u>	- Description of ZPD is offered through data but vague or inaccurate - Presents few of the required elements
Evidence 40 pts.	- Evidence used to support all claims is accurately and precisely interpreted - Multiple interpretations of evidence offered with strong reasoning for selecting one - Strong evidence that SWD learner is supported in assuming responsibility for learning and self-advocacy based on appropriate IEP accommodations.	- Evidence used to support claims are mostly interpreted accurately and precisely - Evidence to establish lower, upper and ZPD presented - Evidence that SWD learner is supported in assuming responsibility for learning and self-advocacy based on appropriate IEP accommodations.	- Some evidence used to support claims are interpreted accurately - Evidence to establish two of following are presented: lower, upper and ZPD - Some evidence that SWD learner is supported in assuming responsibility for learning and self-advocacy based on appropriate IEP accommodations.	- Some evidence used to support claims are interpreted accurately - Evidence to establish two of following are presented: lower, upper and ZPD - Limited or no evidence that SWD learner is supported in assuming responsibility for learning and self-advocacy based on appropriate IEP accommodations.
Organization & Language 10 pts.	- Organization of ideas is clear and logical with smooth transitions - Utilizes precise academic vocabulary appropriately	- Organization of ideas is logical - Utilizes mostly precise academic vocabulary appropriately	- Organization of ideas is somewhat logical - Utilizes mostly precise academic vocabulary appropriately	- Logic to organization makes it difficult to follow - Utilizes everyday vocabulary
Presentation 10 pts.	- Free of spelling, punctuation, grammar, pronunciation errors - All group members actively participate in the presentation. - Uses audio/visual aids without trouble that enhance presentation	- Minor spelling, punctuation, grammar, pronunciation errors - All group members participate in the presentation. - Uses audio/visual aids without trouble	- Some spelling, punctuation, grammar, pronunciation errors - Most group members participate in the presentation. - Uses some audio/visual aids with trouble	- Several spelling, punctuation, grammar, pronunciation errors - One or two group members make the presentation. - Doesn't use audio/visual aids

Evidence of **MMSN TPE (Introduce TPE 2.1)** through reading **UTPEs: Introduce 2.2**

Session 2 – June 25

Cognitive Development

Incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.

1. Slavin, Chapter 3

2. Amy Dell, (2017). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities. (Ch 4 Technology to Support Universal Design for Learning and Differentiated Instruction (pg. 77-92)

3. Vialogues Activity

Empathy is a Verb – Michele Borba

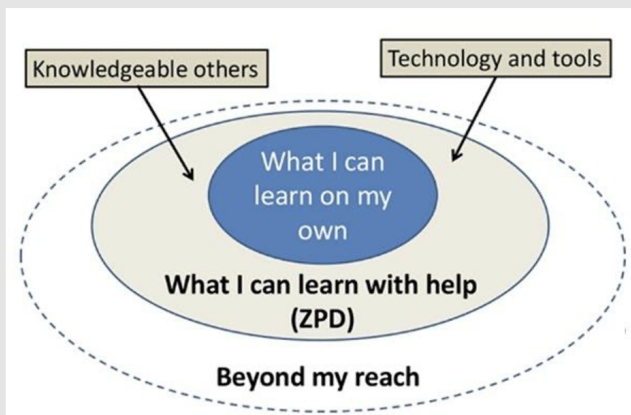
<https://www.vialogues.com/vialogues/play/57262/>

4. Reading Response – Chapter 3

Evidence of **MMSN TPE (Introduce TPE 2.3)** - through Breakout Room Activity

UTPEs: Introduce 4.2

What is UDL & MTSS? Breakout Room Activity 20 minutes

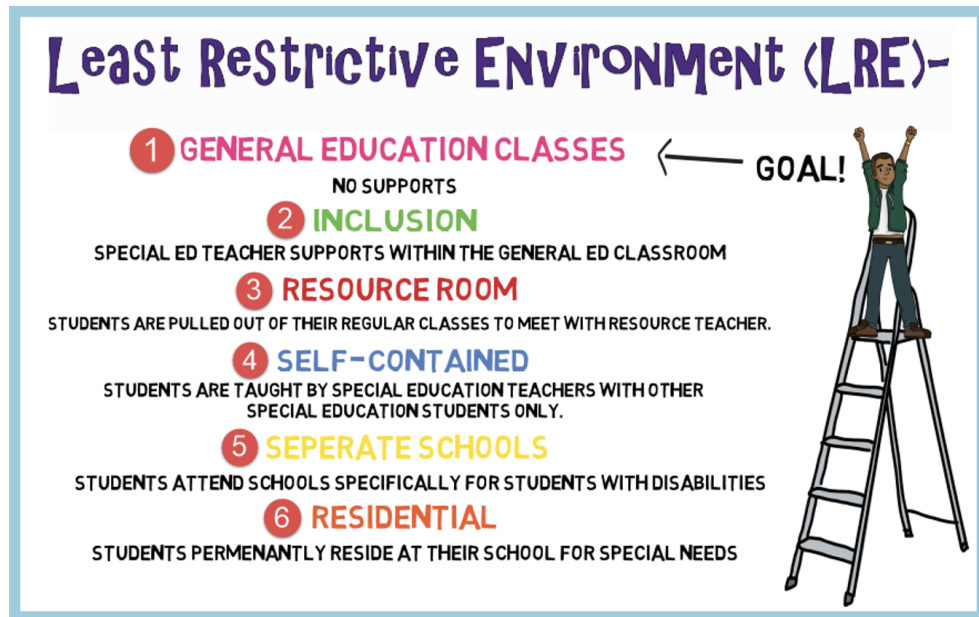


What is UDL & MTSS? (ZDP groups)

- Watch this video – [LINK](#)
- Read [Connecting the Dots: California MTSS and Universal Design for Learning \(UDL\)](#)
- Think about a student with an identified learning disability that includes a functional limitation.
- What learning supports could you provide that student?
- Create a document that describes the special education educational need and UDL or [504 accommodations](#) that you might use to meet this need.

Evidence of **MMSN TPEs (Introduce TPE 2.8 & TPE 2.9)** - through PowerPoint lecture

What is a Least Restrictive Environment (LRE)?



Evidence of **MMSN TPE (Practice/Assess TPE 5.4)** - through a class discussion

CLASS DISCUSSION

Misidentifying or Labeling Linguistically or Culturally Diverse Students

Watch this [video](#) on how culture can impact classroom behavior.

Read through the information in link above which describes how teachers should consider culture before referring culturally and linguistically diverse students for special education services.

What are important things to remember about misidentifying or labeling linguistically or culturally diverse students?