

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 432
Curriculum and Instruction: Math and Science
Semester and Year

Location: TBD

Day and Time: TBD

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Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK	
	<p>Mission</p> <p>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p>
<p><u>Conceptual Framework Outcomes</u></p> <p>The theme “Reach. Teach. Impact.” also serves as the foundation for the COE’s conceptual framework outcomes which serve as the foundation for program specific and learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes, provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:</p> <p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p> <p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes</p> <p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p>	

President's Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF's Titan's Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President's Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).
- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral to the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a [strategic plan](#) every 5 years. Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

Please visit our [JEIE Resource page](#) for curated resources that inform how the COE is working to dismantle racism, anti-blackness and systems of oppression.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

An emphasis on education students with disabilities in general education will be maintained while learning standards, field-based learning, problem solving, direct instruction and accommodations/modifications designed for K-12 mathematics and science teaching in inclusive settings.

Updated March 17, 2021

COURSE PREREQUISITES/COREQUISITES

Prerequisites: Admission to SPED credential program, SPED 322, 371, and 425.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

Student learning goals are aligned with the Special Education Teaching Performance Expectations (TPEs) as well as the Universal TPEs.

Student Learning Outcomes (SLOs)

1. Candidates will understand, choose and evaluate strategies and supports to improve academic outcomes of diverse students to access Math and Science curriculum within Multi Tier Systems of Supports (MTSS) and Universal Design of Learning (UDL) classroom contexts. (EX 3.1, MM 1.7, MM 2.4, MM 4.7, MM 3.2, U 3.5, U3.6, U 4.4)
2. Candidates will reflect, discuss and challenge deficit ideology and racialized myths in Math and Science through critical self-reflection, group discussion and culturally responsive and sustaining lesson planning (U 1.1, U 1.3, MM 4.7, MM 5.4, EX 3.4, U 4.3; U 6.1)
3. Aligning to common core state standards, candidates will conceptualize, discuss and create a formal lesson plan that demonstrates knowledge of a quality math or science lesson that acknowledges the diversity of their students by utilizing strength-based approaches, culturally responsive and sustaining pedagogy and multicultural curriculum. (MM 1.7, U 1.4, U 3.2, MM 3.2, U 3.5, U 3.6, MM 4.2, U 4.3, U 4.4, MM 4.7, MM 5.4, U 5.8, U 6.1)
4. Candidates will conceptualize, discuss and create a Math or Science unit that demonstrates knowledge of appropriate accommodations/modifications for students with disabilities in a Math/Science classroom, use appropriate Common Core State Standards, and acknowledges the diversity of their students by utilizing strength-based approaches, culturally responsive and sustaining pedagogy and multicultural curriculum. (EX 4.4, MM 1.4, U 1.4, U 1.5, U 2.5 (P), U 3.2, MM 3.2, U 3.5, U 3.6, MM 4.2, U 4.3, U 4.4, MM 5.4, U 5.8, U 6.1)
5. Candidates will learn, discuss and apply instructional strategies and evidence-based practices to select and adapt Math and Science general education standards-based material. (U 1.3, U 1.4, U 1.5, MM 2.4, U 4.3, U 4.4, MM 4.7, MM 5.8; EX 3.3)
6. Candidates will know how to support, progress-monitor and reflect upon student learning specific to basic mathematical and science skills (applications and problem-solving methods) (U 1.3, U 1.4, U 1.8, MM 2.4, U 4.3, U 4.4, MM 4.7, MM 5.8)
7. Candidates will review local district mathematics curriculum and use it to adapt at least one lesson for students in their credential area as evidenced by scores on a rubric calibrated by a team of Department faculty (COE ASSESSMENT)
8. Candidates will review a local district science curriculum and use it to adapt at least one lesson for students in their credential area as evidenced by scores on a rubric calibrated by a team of Department faculty. (COE ASSESSMENT)

**** (MM=Mild/Moderate Support Needs; U = Universal TPE) ****

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by the Commission on Teaching Credentialing Teaching Performance Expectations (CTC TPEs), ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at the [CTC website](#), the [ISTE website](#) and the [CEC website](#).

REQUIRED TEXTS

1. Yeh, C., Ellis, M. & Hurtado, C. (2017). *Reimagining the Mathematics Classroom: Creating and sustaining productive learning environments*, K-Grade 6. National Council of Teachers of Mathematics, INC.
2. Pennington, R., Ault, M., Courtade, G., Jameson, J., & Rupp, A. (Eds.). (2022). *High leverage practices and students with extensive support needs* (1st ed.). Routledge.
<https://doi.org/10.4324/9781003175735> (gain access to this ebook here using this [link](#):
<https://www-taylorfrancis-com.lib-proxy.fullerton.edu/books/edit/10.4324/9781003175735/high-leverage-practices-students-extensive-support-needs-robert-pennington-melinda-ault-ginevra-courtade-matt-jameson-andrea-rupp>)

OTHER REQUIRED MATERIALS

Additional readings will be posted online.

RECOMMENDED MATERIALS

n/a

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS STATEMENT

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

VETERAN & MILITARY SERVICES STATEMENT:

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the [VRC website](#) or call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

RESPONSE TIME

The instructor will be online Monday – Friday during business hours. The instructor will respond to student inquiries within 24 hours Monday- Friday. If needed over the weekend, responses may take up to 48 hours.

COURSE

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Letter grades will be given for this course. The plus/minus system is *not* used.

- Some assignments will be provided online
 - Participation in online activities will be graded by Module assignments completed by the due date.
 - The Instructor will keep track of student log-in activity to ensure all students are accessing the material and thus able to be successful. Students who are not regularly accessing the material will be contacted by the instructor to ensure student success.
 - Deadlines for posting material is listed on Canvas

ATTENDANCE POLICY

Attendance is not graded in this course. Because this is a face to face course, in-person attendance is important to grasp the content and build classroom cohesion. With this in mind, attendance is expected. However, I am aware that emergencies happen. Candidates are given 1 unexcused absence without penalty (i.e., you are able to make up missed in-class assignments). No explanation is needed for the 1st absence. Beyond the initial 1 absence, candidates will need to provide explanation (it should be an emergency or very important/unavoidable, in writing), preferably, before missing a class to avoid getting a zero on in-class assignments.

LATE ASSIGNMENTS

In accordance with professional dispositions, it is expected that all work be submitted on time. All assignments are due on the specified due date as indicated in the course schedule. **Late work will not be accepted**, though extenuating circumstances will be considered should they arise. In such cases, please notify the instructor as soon as possible and be prepared to provide documentation. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 48 hours before the due date, and every effort will be made to assist you. Should you run into last minute technical/Canvas difficulties, you are expected to submit your work via email.

Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

EXTRA CREDIT OPTIONS

There are no extra credit options available for this course.

Assignments, Points and Grading Scale

<u>Graded Assignments</u>	<u>Points</u>
Group Discussion Leaders	10 points
Case Studies	4 x 5 = 20 points
Critical Thinking Activities	6 x 5 = 30 points
Formal Lesson Plan	15 points
Group Final Project	25 points

Grading Scale	Points
Letter Grade	
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	≤59

ASSIGNMENT DESCRIPTIONS

- **Group Discussion Leaders (5 x 5pts) (SLO 1 & 2)**
 - Staying abreast of the latest research and trends in math and science education requires continuous study, analysis and reflection. This assignment allows candidates to collaboratively read and analyze a peer reviewed article examining current trends on the

intersection of race, class, gender and ability in the fields of math and science education. Candidates will choose their groups, develop thought-provoking discussion questions and activities, and lead the class in conversation and/or lesson. Candidates will have 30-45 minutes to engage the class and complete this assignment.

- **Case Studies (4 x5 pts) (SLO 1, 2, & 6)**
 - Candidates will be given four case studies (focused on Accommodations/Modifications, CRT, RTI, & UDL) that describe students with varying disabilities and their behavioral and academic needs. Candidates are required to respond to specific questions related to (but not limited to) assessment, goals, and interventions.
 - Details related to specific requirements will be provided in Canvas.
- **Critical Thinking Activities (6 x5pts) (SLO 1, 5 & 6)**
 - These activities will allow candidates to think critically regarding the topics presented in this course. Active learning opportunities will provide candidates with hands-on practice to better understand their abilities and increase their skills to support students with disabilities in math and science.
 - Details related to specific requirements will be provided in Canvas
 - Some Activities may be completed in Groups
- **Formal Lesson Plan (15 pts) (SLO 3 & 6)**
 - Candidates will co-develop and co-teach a lesson plan to show evidence of addressing all components of a quality math lesson. Lessons must be aligned with CCSS (common core state standards) and NCTM standards
 - Candidates will use UDL and Assess-based practices within their lesson
 - candidates will consult with colleagues and other professionals to ensure lesson meets the needs of all students
 - **Annotated Video** (5pts)
 - Candidates will create an annotated video recording of their lesson using TPA guidelines
 - As part of your Co-Teaching Lesson, each student will provide an annotated video of the lesson using Canvas Studio focused only on their portion of instruction
 - The video clips should be no more than 5 minutes in length each
 - The video should be annotated according to CalTPA requirements (see directions on canvas)
 - Details related to specific requirements and a rubric will be provided in Canvas.
- **Group Final Project (25 pts) (SLO 2, 3, 4 & 6)**
 - This Group Project allows Candidates to design a math or science unit for use in an inclusive general education class. Lessons must be culturally and linguistically responsive. Lessons also should include UDL for all students in addition to accommodations/modifications to support the needs of students with disabilities in inclusive classes. The Unit must align to CCSS and NGSS/NCTM (as appropriate) and include a plan for instruction that includes a system for data tracking.
 - This assignment also includes an individual critical Self-Reflection essay to help candidates examine biases and beliefs around deficit ideology and racialized/gendered myths in the areas of math and science education.
 - Details related to specific requirements and a rubric will be provided in Canvas.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In the event of technical problems such as Canvas shutdowns, submit the assignment directly to the instructor via email by the deadline. Lastly, if for any reason electronic problems and inability to deliver a hard copy occurs concurrently, hold on to the completed assignment and await further directives.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Here is some suggested language but this will vary by course. Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas to access course materials and complete assignments

Software for Students

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

NETIQUETTE REQUIREMENTS On-Line Behavior:

- Do address your professor as either Dr. or Professor in all written documents
- Do not post any messages that would not be allowed to be spoken in a classroom.
- Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
- Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”)
- Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
- **ALWAYS** change the subject line to reflect your posting!
- Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
- Give examples from your experience.
- Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
- For longer postings, use your word processor so you can use spell checker.
- Remember –ALL CAPS is reserved for strong emphasis.
- Post page numbers and references when answering questions.
- Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
- Make sure your spelling and grammar are correct.
- Make sure your postings are timely. See rubric.
- You may compare and contrast various student points of view as a quality posting.
- Maintain consistency with the thread discussion (i.e., either follow the thread posting or begin a new thread).
- Each student should become familiar with the [university catalog](#) since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

Canvas

As a registered student you are enrolled in Canvas. You may access Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Canvas weekly, the night before class, for any pertinent or last minute, updated information.

COMMITMENT TO SUPPORT ALL STUDENTS

As a special educator, teacher trainer and advocate of just, equitable and inclusive education, I am committed to support a wide range of learning styles and abilities for all students within my courses. Your academic success is my highest instructional priority. Although it is your responsibility to work diligently to master course content, it is my responsibility to support you in reaching our high expectations.

Students with Special Needs

To support all learners, I provide templates of assignments, links to external supports as well as provide accessible materials and documents throughout the course. Nevertheless, please feel free to inform me during the first couple of weeks of class about any (dis) ability or special needs that you may have that

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may require specific arrangements not already included in the course. These specific arrangements may be related to carrying out class assignments or writing papers and/or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to receive accommodations in their courses. Additional information can be found on the [CSUF DSS website](#).

COMMITMENT TO DIVERSITY AND EQUITY

In addition to supporting the college's JEIE efforts, it's important for students to understand my stance regarding equity and inclusion in this course. I strive to provide an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. This course presents a variety of diverse perspectives within the context of culturally responsive practices, collaboration, co-teaching and educational decision making. As a teacher educator, I advocate for all students to consider issues of equity within their reflections, instructional planning and collaborations which may include issues of race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. Given the increasingly diverse student populations that you will encounter as an educator, I see it as my responsibility to support your efforts to gain competence when working with diverse colleagues, students and their families.

ACADEMIC INTEGRITY POLICY

Integrity and honesty are fundamental to the pursuit of truth and knowledge at any institution of higher education and these core values are essential to the function of the academic community at Cal State Fullerton. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University [Policy Statement 300.021](#) and on the [student resources website](#).

TENTATIVE SCHEDULE

Please view the tentative schedule below. The instructor reserves the right to make changes as needed. Please note that some sessions of this face to face course may be online.

Topic 1: Reflective Practitioners: Challenging Racialized Myths in Math and Science (SLO2)

Dates

TBD

Assignments Due

Critical Thinking Activity

- Candidates will reflect on their own teaching philosophy and include teaching practices and curriculum development that challenges deficit ideology at the intersection of race, gender and ability
- Case Study

Lecture/Reading Assignments

Week 1 Lecture: Introduction to Inclusive Math and Science

- Lecture provides an introduction to Inclusive STEM in addition to various ESNs and its effect on academic, socio-emotional and mental health needs.

Week 2 Lecture: Challenging Myths at the intersections of Race, Gender and Ability

Topic 2: MTSS, Universal Design for Learning: Culturally and Linguistically Responsive Practices in Math and Science (SLO1,6)

Dates: TBD

Assignments Due

U1.4 Critical Thinking Activity (candidates practice locating and using student data (including cultural and linguistic background) to develop a lesson plan using UDL approaches) within an MTSS context

EX3.4; U4.1 Case Study (in collaborative groups candidates use student cases with specific disability related academic challenges create optimal learning environment and instructional changes to meet the needs of ALL students)

Lecture/Reading Assignments

Week 3 Lecture: UDL and Culturally and Linguistically Responsive Math and Science Instruction

- U1.4; U4.1 Candidates introduced to using UDL and CLR practices (student cultural and linguistic background) in addition to baseline learning status to support math and science instruction

Week 4 Lecture: MTSS and the importance of on-going Progress Monitoring

- U1.4; U1.8; U3.3. I : Lecture introduces candidates to plan, implement and monitor instruction designed to support student learning within inclusive MTSS-Mathematics classrooms

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Topic 3: Connecting to Common Core: Evidence Based Practices in Math (SLO1)

Dates:

TBD

Assignments Due

- U1.5 P, A; U3.1 P- Case study on evidence-based practice and diverse student learning needs provides opportunity for inquiry, problem solving and responding using CA state standards and Math standards to guide instructional plans.
- U1.5 P - Group 1 Discussion Leaders - candidates will create thoughtful and reflective questions to engage in a class discussion on MTSS and student progress using a research article as a guide.

Lecture/Reading Assignments

Week 5 Lecture: What are evidence-based practices in Mathematics for diverse learners?

- U1.5 I- Lecture provides opportunities for candidates to learn and explore different evidence based practices to support critical, creative and analytical thinking about best practices for diverse learners.

Week 6 Lecture: CASS and NCMT: What are they and how to use them to guide instruction.

- U3.1 I- Lecture provides candidates with opportunities to learn and recognize CA and Math standards as well as how to use them to guide instruction for students with ESNs and MMSNs

Topic 4, Connecting to Common Core: Evidence Based Practices and Strategies in Science (SLO 5)

Dates:

TBD

Assignments Due

Group 2 Discussion Leaders

Case Study

Critical Thinking Activity (differentiating instruction and develop science learning material)

Lecture/Reading Assignments

Week 7 Lecture: What are evidence-based practices in Science for diverse learners?

- EX3.3 Lecture provides introduction to differentiating instruction for students with ESN for science instruction for access to LRE

Week 8 Lecture: CASS and NGSS: What are they and how can special educators use them to guide instruction of diverse learners?

Topic 5: Strategies to Support Students with Disabilities in Math classes (SLO5)

Dates:

TBD

Assignments Due

Critical Thinking Activity (develop learning materials)

- EX3.1; U3.1 candidates will collaboratively develop learning plan using AT, Accommodations/Modification to support students with varying MMSN and ESN access the GE curriculum

Group 3 Discussion Leaders

- EX3.1; U1.3 P&A candidates will *discuss* article regarding cognitive strategy instruction and AT and provide a *written reflection* on ways to use this strategy to improve math outcomes within their teaching placement

Lecture/Reading Assignments

Week 9 Lecture: Basic understanding of Neuroplasticity and the use of cognitive strategy instruction and assistive technology to improve math outcomes

- MM1.7; U1.3 I- Within the lecture, we explore website on Neuroplasticity to make connections on instruction and lifelong learning as well as supporting student self-determination in a real life context

Week 10 Lecture: Assistive Technology, Accommodations/Modifications: Important tools for providing a supportive schooling environment for diverse learners with ESN

- U3.1; EX3.1 Discuss the use of assistive technology to support cross disciplinary content knowledge, particularly math/science for K-12 students with ESN to access the general education curriculum
- Read Evmenova & Hrisseh chapter on Assistive and Instructional technology for student with ESN and reflect on how AT can be used access GE curriculum

Topic 6: Engaging in Culturally Responsive and Sustaining Math Lesson Planning (SLO3)

Dates

TBD

Assignments Due

Group 4 Discussion Leaders (guides class using peer reviewed article on CR HLP Math Lessons and curriculum pacing)

Draft CR/S Math/Science Lesson Plan (CTA)

Lecture/Reading Assignments

Week 11 Lecture: What is CR/S Pedagogy and How does one engage in CR/S Lesson-Planning?

- Lecture introduces candidates to using various types of data (qualitative and quantitative) to engage in CR/S lesson planning

Week 12 Lecture: Collaborating with Families and Support Personnel to Engage in Culturally Responsive Educational Planning Across Educational Settings

Topic 7: Engaging in Culturally Responsive and Sustaining Science Lesson Planning (SLO3)

Dates

TBD

Assignments Due

Group 5 Discussion Leaders

Draft CR/S Math/Science Lesson (CTA)

- Candidates will draft a CR/S lesson plan with a focus on creating a self-assessment rubric for their students

Lecture/Reading Assignments

Week 13 Lecture: How to engage in CR/S Science Lesson Planning

- U4.4 I - lecture introduces candidates to planning, implementing and monitoring science/interdisciplinary instruction using UDL and Culturally Responsive and Linguistic Practices -*lecture includes introduction to use graphing software for progress monitoring*

Week 14 Lecture: Models of CR/S Math Lesson Plans + self-assessment rubrics

- Lecture will introduce candidates to developing CR/S lesson plans to meet the needs of ALL students in Math instruction in addition to adding a self-assessment rubric with opportunity for feedback and revisions

Topic 8: Developing a CR/S Math/Science Unit (SLO3,4)

Fall Recess **Dates**

Dates

TBD

Assignments Due

Formal Lesson Plans Due!

Draft Math/Science Unit

Lecture/Reading Assignments

WEEK 15/16- Math/Science Unit Building Practice

Finals Week: TBD (SLO4)

Final Project Due: MATH/SCIENCE UNIT (candidates take what they've learned and develop a CR Math and/or Science unit with at least 3 lesson plans with scope and sequence outlines)

Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: [course number and title](#)

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: [note closest exits](#)

We will meet at: [note class meeting place](#)

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)