

SPED 179: Differentiated Instruction and Classroom Management

Fall 2024

Instructor Information

Instructor Name: Dr. Kimberly Coy

Department: LEBSE

Email / Telephone: 206-601-9578

Office: ED357

Student Support Hours:

Tuesday 3:00-5:00 ED341 and [Zoom](#)

By appointment: In Person and Zoom: kcoy@mail.fresnostate.edu

Course Information

Course Modality: Hybrid

Course ID: 74795

Units: 3

Class Meetings Monday's at 4:00-6:50, ED 390 and on [Zoom](#)

Canvas: fresnostate.instructure.com

Prerequisites: Successful completion of Phase One and Two in the Multiple Subject Credential program. This course is a required course in Phase 3 of the Multiple Subject Program. Taken concurrently, Field Study C is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study C will need to make special arrangements with the instructor.

Course description: Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of a wide range of learners, especially those with disabilities and learning differences.

Coursework will include varied instructional strategies (i.e., lecture, small/large activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with disabilities. **This course is a Web-Enhanced course with**

in person, synchronous, and asynchronous instruction.

Required Course Materials

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST, Inc. Free web-based version: <http://udltheorypractice.cast.org/login>

Most of the additional Course materials delivered on Canvas

American Psychological Association. (2013). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author.

The Writing Lab, The OWL at Purdue, & Purdue University (2016). *APA formatting and style guide*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Specifics

Student Learning Outcomes: The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE). Upon completion of the course, students will:

Learning Outcomes	TPEs
1. Demonstrate knowledge of relevant state and federal laws regarding special education and related services and the general education teacher's roles and responsibilities in the IEP process (identification, referral, assessment, meeting, and implementation).	1.2, 1.6, 5.8, 6.4, 6.5, 6.6, 7.10
2. Demonstrate understanding of the principles, processes, strategies, and resources related to multi-tiered systems of support (MTSS) to support academic and behavioral progress for a wide range of learners, including high-quality classroom instruction, universal screening, progress monitoring, targeted interventions, and intensive interventions.	1.2, 1.4, 1.6, 2.1, 2.5, 4.4, 5.6, 5.8, 6.4, 6.5, 7.2

<p>3. Utilize MTSS resources, including established school procedures, peers, other educators, and school personnel, to develop academic and behavioral profiles of students with learning differences (e.g., students with disabilities or those who are at-risk, gifted, or emergent bilingual), determine appropriate instruction and/or interventions, and consider the need for referral for additional services and supports.</p>	<p>1.1, 4.1, 4.6, 5.6, 5.8, 6.4, 7.10</p>
<p>4. Demonstrate understanding and application of the principles of UDL, including multiple means of representation, action and expression, and engagement, by identifying/removing barriers and proposing/implementing UDL solutions for lesson planning and instruction.</p>	<p>1.1, 1.3, 3.4, 4.7, 4.8, 7.2</p>
<p>5. Demonstrate understanding and application of appropriate instructional strategies and interventions to accommodate, modify, and adapt the curriculum for students with disabilities included in general education.</p>	<p>3.2, 3.5, 5.8, 6.5</p>
<p>6. Plan, design, implement, and monitor instruction to provide access to the curriculum for a wide range of learners by applying strategies and principles related to UDL, MTSS, PBIS, and the appropriate use of technology, including assistive technology.</p>	<p>1.3, 1.4, 1.5, 3.4, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 6.1, 7.2</p>
<p>7. Collect and analyze student assessment data and work samples (e.g., informal, formal, pre-, formative, and summative assessments) to determine effectiveness of instructional strategies and interventions.</p>	<p>1.8, 3.2, 6.1, 7.10</p>
<p>8. Utilize resources, including school-, family-, and community-based, to create an inclusive classroom environment that focuses on positive behavior interventions and supports, promotes acceptance, provides an equitable classroom community, supports students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, and eliminates biases and harassment (e.g., racial, ethnic, cultural, religious, linguistic, gender identity, sexual identity, labeling, ability/disability, etc.).</p>	<p>1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 6.2, 6.5</p>
<p>9. Establish and practice effective, evidence-based strategies and PBIS for maintaining high expectations, classroom management, individual student behavior management, crisis prevention, and conflict management. Sub</p>	<p>2.1, 2.2, 2.5, 2.6</p>

Course Requirements/Assignments:

Assignment	Possible Points	Due Date See Calendar Below
Quests, 12 quests x 15 points each	180	Weekly, 1-12
Special Education Lesson Observation	50	September 29
Parent or Guardian Interview	50	October 13
IEP Observation and Reflection	50	November 24
Classroom Management Study in Four Parts.	100	
UDL Lesson Plan part 1	50	Oct 7
UDL Lesson Plan part 2	50	December 9
Class Attendance/Participation 9 meetings x 25 points each	225	4 Zoom 5 FTF
Total	755	

Major Assignments

FOR ALL ASSIGNMENTS:

Remember to keep all information about students confidential, it's also the law. Use pseudonyms when discussing the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education. Rubrics for each assignment will be presented in Canvas

Quests: 20 points each

There will be 12 quests also known as assignments/activities weekly over the course of the semester. These assignments will cover a variety of topics related to the course content and learning outcomes. Assignments must be completed on the due date to be eligible to receive points. Quest assignments will not be accepted late. A total of 150 points are possible (10 per quest).

Parent/Guardian Interview: 50 Points

An interview of a parent/guardian of a child with special needs. Introduce yourself and tell the person you are interviewing that you are working toward a teaching credential at CSU, Fresno. Thank them for agreeing to meet you and sharing some of their experiences and perceptions and assure them the interview will be kept confidential. In your representation of the assignment, include a thoughtful reflection with several points about what you learned and how you will apply it in the future. Interview guidelines will be provided in class. 50 points. Candidate dispositions addressed: *Valuing Diversity, Collaboration, Life-long Learning*

Special Education Lesson Observations: 50 points each

At your placement/site, observe a Special Educator teaching a lesson to students with disabilities. Focus on observing and comparing the learning environments, classroom management, curriculum, instructional strategies, the classroom layout, the visuals in the room, any technology used, the students’ participation, interaction opportunities (peer-peer, teacher-student), and the unique work of the Special Educator. The bases of this assignment are the analysis of the profession, comparisons to general education, and the relationship between the educational systems.

IEP Observation and Reflection: 50 Points

Attend an IEP meeting (preferably for a student in your classroom) and create a reflection describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting. 50 points. Candidate dispositions addressed: *Reflection, Valuing Diversity, Collaboration, Life-long learning*

Classroom Management Study: in 4 Parts - 100 points

1. Asking questions: What works with classroom management, what does not?
2. Study the existing research. Looking at original research as well as practitioner articles based on research.
3. Looking for examples of research in action.
4. Creating a classroom management plan.

Universal Design for Learning Lesson – Part 1, write the plan, Part 2, deliver and reflect on the lesson plan. 50 points each

Design a lesson with specific focus on the UDL Principles of Engagement, Action and Expression, and Representation. [Part 1 create the lesson](#). Part 2, deliver the lesson. This lesson, or learning event, will incorporate features of universal design. Your lesson may include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.

Table 1 Assignment and Point Distribution

Table 2 Distribution of Letter Grade to Percent

Letter Grade	Percent
A	90-100

Letter Grade	Percent
B	80-89
C	70-79
D	60-69
F	59>

Grading policy:

1. The total points earned for each assignment will be recorded on Canvas.
2. Grades are calculated by percentage (the total points earned divided by the total points possible).

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = F

Attendance:

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed per University policies: (1) when a student has a serious and compelling medical condition that s/he can support with documentation, (2) when a death or serious illness in the immediate family (i.e., parents, spouse, or child) prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
 - a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
 - b. If the student does not provide acceptable documentation, the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. Deductions for attendance occur as follows:
 - a. One absence (regardless of reason) will be excused. However, this and any other unauthorized/unexcused absence may result in missed class points for that session.
 - b. Any early departure, or tardy may also result in missed class points for that session.
3. If you are absent, tardy, or leave early (excused or unexcused), it is your responsibility to do the following:
 - a. Obtain handouts, notes, or other materials from peers or Blackboard. The instructor does not keep copies beyond the class session in which these were given.

b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and discuss what, if anything, can be done to maintain your desired grade.

Course Policies & Safety Issues

Please review [University Policies](#) to ensure coherence with any classroom policies and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

If you are absent from class, it is your responsibility to check on announcements made while you are away.

The [University Policy on Disruptive Classroom Behavior](#) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the [COVID website](#) for the most up-to-date information

Vaccination: The California State University system strongly recommends the COVID-19 vaccination and booster for all students, faculty, and staff. As a reminder, you are eligible for a booster five (5) months after receiving a final dose of the Pfizer or Moderna vaccine; or two (2) months after receiving a Johnson & Johnson vaccine.

Face Coverings:

Fresno State no longer requires masks to be worn indoors, but based on updated guidance from public health experts, the University highly recommends that all students, faculty, and staff, regardless of vaccination status, wear a surgical grade or KN95 mask indoors. ***Faculty will continue to have the discretion to require face coverings for their in-person classes as they evaluate the health and safety needs of their individual classroom environments.***

Testing:

Testing:

The campus was fortunate to receive the Higher Education Emergency Relief (HEERF) Funds during the pandemic and through June 2023 but funds are no longer available.

Students will still be able to obtain free kits from the Student Health and Counseling Center. Additionally, free [COVID-19 test](#) options are offered by the Fresno County Department of Public Health.

Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name Dr. Imelda Basurto

Department name: LEBSE

Chair's email: ibasurto@mail.fresnostate.edu

Department phone number: 559.278.0285

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully.

Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811).

The following University policies can be found on the web at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [SupportNet](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Tentative Course Schedule

Check on Canvas for a complete and up to date schedule.

Week	Date	Modality	Topic
	Mondays		All content is in Canvas
1	August 26	Zoom	Introduction
2	September 9	FTF	Universal Design for Learning vs Differentiated Instruction <ul style="list-style-type: none"> - Canvas Screenshot 1: UDL Resources for Now - Canvas Screenshot 2: UDL Resources for Later
3	September 16	Async	Classroom management and collecting student data
4	September 24	Zoom	Special Education Process
5	September 30	Async	Inclusion in context
6	October 7	FTF	Data in practice
7	October 14	Zoom	UDL, ADHD, Trauma
8	October 21	Async	Parent/guardians
9	October 28	FTF	IEP Observations
10	November 4	Async	Classroom Management
11	November 18	Zoom	Autism Spectrum, Dyslexia & CA Dyslexia Guidelines <ul style="list-style-type: none"> - Canvas Screenshot 1
12	December 2	Zoom	Classroom Management Study
13	December 9	FTF	Display and discuss UDL Lessons <ul style="list-style-type: none"> - UDL Framework Reflection