SPED 613: Inclusive Teaching Practices
3 Credits

Instructor:
Office Hours:
PH:
Email:

Course Description
Learners in this course will explore effective inclusive teaching practices including the use of technology and assistive technology when planning for diverse classrooms. Learners will also utilize grade level content standards and student data to plan instruction, to create individualized plans, as well as classroom environments that foster growth.

Prerequisites
SPED 225 or an Intro to Sped course

Course Text

Minnesota Assistive Technology Manual:
http://education.state.mn.us/MDE/EdExc/SpecEdClass/

Other readings as assigned by the instructor

CONCEPTUAL FRAMEWORK OF THE MSUM TEACHER EDUCATION UNIT
MSUM candidates are professionals who are knowledgeable, reflective, humanistic, and creative.

**Knowledgeable:** MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies. MSUM candidates understand the principles of learning, assessment and technology. They understand and apply legal and ethical considerations to all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. MSUM candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field. As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community.

**Reflective:** MSUM candidates engage in thoughtful analysis of the meaning and significance of their actions, decisions, and results with regard to their work in order to assess progress in meeting this guiding principle. It is through this reflective process that candidates improve instruction, implement new ideas, abandon ineffective methodologies, and enhance learning outcomes for their candidates. MSUM candidates are skilled at analyzing their teaching from a variety of perspectives and identifying connections between teaching strategies and student learning. In addition, candidates utilize a variety of techniques to question their procedures and consider alternatives for instruction and student growth. MSUM candidates recognize learning, motivational, and developmental variables and relate those dimensions to their teaching practices. Finally, MSUM candidates bring a questioning spirit to received wisdom and conventional practice when needed.

**Humanistic:** MSUM candidates value the personal worth of each individual. This is based on a belief in people's potential and innate ability to develop to their fullest. MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community, and in knowledge of the influence of culture and history, ethnicity, language, gender and socio-economics on one's life. This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion, and success for all learners. MSUM candidates are fair-minded in their interactions with others, as well as sensitive to and accepting of individual differences. Further, MSUM candidates have an understanding of aesthetics and the diversity that is part of the human experience and will incorporate this knowledge into their work. MSUM candidates recognize and accommodate a variety of linguistic and nonlinguistic interpersonal skills in their actions with others. MSUM candidates foster resiliency in the candidates with whom they work and model these qualities in their own work.

**Creative:** MSUM candidates understand the powerful resources of the arts and sciences and use their knowledge of these areas to bring the best of their imaginative and creative acts into the classroom. MSUM candidates recognize the important role creativity plays in the design of instruction and classroom environment. They will, for themselves and for their candidates, meet new situations with resourcefulness, excitement and curiosity,
with an investigative attitude, and with the ability to pose, seek and design solutions to problems. MSUM candidates are cognizant of the aesthetic elements of the world and draw on that knowledge to make curricular decisions designed to help candidates not only learn about aesthetics, but to also learn how to think about the world at large.

COURSE OBJECTIVES*: Upon completion of this course a student will…

Standards of Effective Practice (Technology)

2H Demonstrate knowledge and understanding of concepts related to technology and student learning

3R: Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities

4L Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources

6K Use a variety of media and educational technology to enrich learning opportunities

7H Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment

8N Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

9M Understand the role of continuous development in technology knowledge and skills representative of technology applications for education

10M Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice

SPED CORE

B4 Integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process

B5 Implement required pre-referral intervention procedures

B13 Integrate multiple sources of data to develop individualized educational programs and plans
B14  Produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each

B15  Support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists

C1  Adapt and modify curriculum and deliver evidence-based instruction, including SRBI when available, aligned with state and local grade-level content standards to meet individual learner needs

C2  Lead individual education plan teams through statewide assessment options and make appropriate decisions for a learner’s participation within the statewide assessment system

C3  Apply evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

C4  use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;

C7  Design and manage positive instructional environments that convey high expectations for candidates to develop their independence, self-motivation, self-direction, self-regulation, and self-advocacy

C8  Teach in a variety of service delivery models, including the delivery of special designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals

C9  Apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school-wide improvement

D4  Work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs

D5  Facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions

D12  Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes

LD STANDARDS
B5 Select, integrate, and interpret appropriate sources of data relevant for determining
the needs of candidates and compliance with legal requirements for eligibility, continuing
service, transition services, and exit of special education services

B8 Design individualized education program plans, considering a range of educational
placement options and required levels of support in the least restrictive environment, that
integrate student strengths, needs, assessment results, and student and family priorities,
incorporating academic and nonacademic goals

EBD STANDARDS

B6 Integrate multiple sources of data, including information available from candidates,
families, school personnel, the community, and mental health, legal, and social welfare
systems in developing individualized education program plans

B8 Design individualized education program plans, considering a range of educational placement
options and required levels of support in the least restrictive environment, that integrate
student strengths, needs, assessment results, and student and family priorities,
incorporating academic and nonacademic goals

P/HD STANDARDS

B5 Support the selection, acquisition, and use of assistive technology and universally
designed materials and equipment for evaluation and instruction in collaboration with
candidates, families, staff and specialists

B8 Design individualized education program plans, which incorporate academic, age-appropriate goals based on evaluation results, health needs, family priorities, and student strengths and needs in collaboration with other providers.

C1 Integrate knowledge of evidence-based instruction, including scientifically-based
research interventions when available, in language development, reading, writing, and
math with characteristics of physical and health disabilities in order to design, implement,
monitor, and adjust instruction aligned with grade-level standards

D1 Collaborate with children and youth and their families for transitions among
environments, and connect children and youth, families and professionals to educational
agencies that provide support and resources across the lifespan

Course Assignments/Expectations:

1. Class Participation (Knowledgeable and Reflective): Candidates are expected
to participate in discussion posts. Candidates are responsible for all of the
assigned readings and should be familiar with the content of the readings.
Candidates will have the opportunity to earn points by completing a variety of
homework assignments throughout the semester including chapter quizzes.

Examples of class participation activities include, but not limited to:
- Response to “Using Technology to Promote Inclusion” chapter sections via class discussions or written responses: Technology standard 2H, 3R
- Chapter quiz: Technology standard 2H
- Response to “Reflecting on Professional Practice” text questions: Technology Standard 4L, 8N
- Response to a variety of chapter reflective questions: Technology standards: 4L, 6K, 9M, SPED Core B4, C1, C7, C8, D4, D5
- Due Process Questions: SPED Core B14
- Graphic Organizer on statewide assessment options: SPED Core C2
- Rules Discussion Forum: SPED Core C7
- Collaboration Discussion: SPED Core C8, D4, D12
- Teaming Discussion: SPED Core D5
- Colleague interview to cultivate relationships and professional development: SPED Core D12

2. SETT Process Project: Candidates will choose a student and complete the SETT Process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, candidates will share on a discussion post the tool, information about the tool such as cost and availability. Candidates will also discuss how the tool will be integrated into daily routines. Candidates will submit a written reflection about their experiences using the SETT process, any challenges they have had or can foresee having and how the SETT process will influence their current and future professional practice. (50 points)

   Standards Addressed: Technology standard: 3R, 7H, 9M, SPED Core B15, P/HD Standard B5

3. Development of Lesson Plans: Candidates will utilize the 9 Elements of Lesson Planning presented in the course text to develop three lesson plans. Candidates will write and teach a micro- unit of instruction which incorporates assessment and differentiated instruction and reflects awareness of the need to modify/adapt for a student with special needs. Planning must occur with other team members. Instruction must occur in the general education classroom and one other setting in collaboration with appropriate team members. The unit must include: title of unit and table of contents, rationale statement, unit goal, 3 to 5 sequenced differentiated lesson plans; unit must include a list of resources, assessment for student learning, and must include (per lesson plan) statements which address how each lesson may be modified for the student with special needs and how tasks may be adapted for the student with special needs. The unit must demonstrate candidate knowledge of the subject matter and must contain lessons which meets all of the following criteria: lesson plans are aligned to state and local grade-level standards and student IEP content, lesson plans reflect a sequence of instruction, lesson plans reflect the use of student performance data to support accelerated rate of learning, lesson plans
include of how the content may be adapted and/or modified to meet the needs of the student, plans must contain inclusion of evidence based practices and SRBI when available, plans must reflect UDL and must include appropriate assistive technology, lesson plans must address the use of task analysis. Candidates will write a reflection on how he or she adjusted instruction accordingly and must write a reflection on the experience following each lesson.  
(50 points)  

Standards Addressed: Technology standard: 4L, 6K, SPED Core C1, C3, C4, C8, P/HD C1

4. Technology Resources Research: In order to understand the need to continually develop technology and to stay abreast of current technological resources that can be utilized in educational settings, candidates will complete a research project. The project will require candidates to research at least 3 articles related to the use of technology in education. Candidates will then write a 2-page essay titled “My Philosophy of Education and Technology.” Candidates will be required to reference their research to support their philosophy. (25 points)  

Standards Addressed: Technology standard: 10M

5. RTI and Pre-referral Improvement Plan: Utilizing information presented in the course text, candidates will develop an improvement plan for their current school setting. (If candidates are not currently working in a school setting or in a practicum, an example school will be provided). Candidates will describe the settings current practices and then develop an action plan to improve those practices. Candidates will be required to rate their school’s pre-referral system, create action goals, identify resources, and create an evaluation plan to determine success of plan. (Text page 50) (25 points)  

Standards Addressed: SPED Core B5

6. Due Process Project:  
(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.  

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a
discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.

(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)

Standards Addressed: SPED Core B13, B14, C2, C9, D5; LD B5, B8, EBD B6, B8, P/HD B8

7. Promoting Student’s Self-Determination: Rate the extent to which you promote self-determination. Create a plan of action for promoting your student’s self-determination that includes your goals, the actions you will take and the resources you will need to achieve them, and the ways you will evaluate your success. (25 points)

Standard Addressed: C7

8. Response to text “What Would You Do?” scenarios: Following these exercises, when provided with a set of data from multiple sources reflecting prior prevention and alternate instruction efforts relative to progress toward grade-level content standards, candidates will examine the data and will integrate the information into a product demonstrating best practice in the referral process.

Standards Addressed: Technology standard: 4L, 6K, LD B5, EBD B6, Core B4

Evaluation
Grading Criteria:

- 92% and above = A
- 84-91% = B
- 75-83% = C
- 70-55% = D
- Below 70% = F

Late assignments are reduced one point per day, assignments more than five days past due will not be accepted.

Special Accommodations:
Candidates with disabilities who believe they may need an accommodation in this class are encouraged to contact Greg Toutges, Coordinator of Disability Services, at 477-5859 V/TTY (CMU 222) as soon as possible to ensure accommodations are implemented in a timely fashion.

Candidates who have difficulty in professional writing are encouraged to contact the Writing Center at 299-5937 to receive assistance in skill development. Candidates who have difficulty with grammar, spelling, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.

Course Outline

Unit One: Special Education Foundations and Processes Including the Use of Technology

Required Readings:  Chapter 1: Understanding Inclusion
Chapter 2: Understanding the Diverse Educational Strengths and Challenges of Candidates with Disabilities
Chapter 3: Understanding the Diverse Educational Strengths and Challenges of Candidates Who Challenge Schools
MN AT Manual

Topics Addressed: Understanding of technology and student learning, identifying technology resources, using technology to enrich learning, planning for using technology, development of technology skills, social, ethical, and legal issues surrounding the use of technology, student data and the referral process, pre-referral interventions and procedures,

Standards Assessed: Technology Standard 2H, 3R, 7H, 9M, 10M, SPED Core B4, B5, B15

Assessments:
Chapter 1-3 Quizzes
SETT Project
Technology Resources Project
RTI and Pre-referral Improvement Project
Class Participation Assignments: Discussion Posts, What Would You Do? Creating inclusive classrooms effective and reflective practices pg. 96,

Unit Two: Supporting Learners in Inclusive Environments

Required Readings:  Chapter 4: Creating Collaborative Relationships and Fostering Communication
Chapter 5: Creating and Environment That Fosters Acceptance and Friendship
Chapter 6: Creating Successful Transitions to Inclusive Settings
Chapter 7: Creating a Classroom Environment That Promotes Positive Behavior
Other Readings As Assigned By Instructor

Topics Addressed: Collaboration with parents and specialists, designing and managing positive instructional environments, promoting student independence and self-determination, teaching in a variety of settings and co-teaching, collaborating to develop and implement effective educational plans, leading, facilitating, and managing different types of school teams, transition services

Standards Assessed: SPED Core D4, D5, D12, B15, C7, C8, B5

Assessments:
Promoting Self-Determination
Class Participation Discussions and Reflection Questions
Graphic Organizer representing timelines for Due Process Procedures (referral, assessment, and IEP meeting)

Unit Three: Differentiating Instruction and Evaluating Individual and Program Progress

Required Readings: Chapter 8: Differentiating Instruction for Diverse Learners
Chapter 9: Differentiating Large and Small Group Instruction
Chapter 10: Differentiating Reading, Writing, and Spelling Instruction
Chapter 11: Differentiating Mathematics, Science, and Social Studies Instruction
Chapter 12: Evaluating Student Progress and the Effectiveness of Your Inclusion Program

Topics Addressed: Developing, implementing, and evaluating lesson plans including technology and a variety of materials, using technology to inform instructional practice and maximize student learning, continuous development of technology skills and resources, developing IEPs using multiple sources of data, progress reporting and other student reports and plans, adapting and modifying curriculum aligned with state and local grade level standards including use of task analysis, statewide assessment options and the decision making process, professional relationships and giving and receiving feedback

Standards Assessed: Technology standards 4L, 6K, 8N, 9M, SPED Core B13, B14, C1, C2, C3, C9, D12, LD B5, B8, EBD B6, B8

Assessments: Class Participation Discussions and Reflection Questions, IEP Project, Development of Lesson Plans
Standards of Effective Practice (Technology)

2H Demonstrate knowledge and understanding of concepts related to technology and student learning

Instruction: Candidates will read “Using Technology to Promote Inclusion” in every chapter of the textbook. Each chapter’s “Using Technology to Promote Inclusion” section covers a different consideration for using technology. Examples of considerations/themes include “Fostering Inclusion and Independence,” “Fostering Acceptance and Friendships,” and “Supporting Student Learning and Behavior.”

Assessment: Chapter quizzes will have questions focusing on the use of technology. Candidates will also respond to the questions related to the 1st 2 “Using Technology to Promote Inclusion” topics. Example questions include: What high and low technology and assistive devices might benefit your candidates? How would Elisa’s use of technology affect her success in your include classroom and in society?

3R: Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities

Instruction: Candidates will read the MN AT manual accessed through the MDE website.

Assessment: Candidates will choose a student and complete the SETT process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, share on course discussion post the tool, information about the tool such as cost, where to locate, etc. Candidates will also address how the tool will be integrated into case student’s daily routine. Candidates will write about their experiences using the SETT and how utilizing AT will impact student learning. Candidates will also reflect on personal challenges with finding appropriate technology and securing appropriate funding for tools. Candidates will reflect on the SETT process and how they can incorporate this process into their professional roles.

Candidates will also engage in discussion regarding the suggestions presented in the “Using Technology to Promote Inclusion” sections of each chapter.

4L Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources

Instruction: Candidates will read chapter 8 “Differentiating Instruction for Diverse Learners,” Chapter 9 “Differentiating Large and Small Group Instruction, Chapter 10

Assessment: Candidates will respond to each chapters “Reflection on Professional Practice” and “What Would You Do?” scenarios. Example questions include: What processes and resources did the teacher use to create and implement their technology-based unit? How could you use instructional technology and assistive devices to differentiate instruction for these candidates?

Candidates will also develop 3 lesson plans that incorporate a variety of materials and technology resources to maximize student learning. Candidates will evaluate one lesson from three other classmates for effective use of technology resources.

6K Use a variety of media and educational technology to enrich learning opportunities

Instruction: Candidates will read chapter 8 “Differentiating Instruction for Diverse Learners,” Chapter 9 “Differentiating Large and Small Group Instruction, Chapter 10 “Differentiating Reading, Writing, and Spelling Instruction,” and Chapter 11 “Differentiating Mathematics, Science, and Social Studies Instruction

Assessment: Candidates will respond to each chapters “Reflection on Professional Practice” and “What Would You Do?” scenarios. Example questions include: What processes and resources did the teacher use to create and implement their technology-based unit? How could you use instructional technology and assistive devices to differentiate instruction for these candidates?

Candidates will also develop 3 lesson plans that incorporate a variety of materials and technology resources to maximize student learning. Candidates will evaluate one lesson from three other classmates for effective use of technology resources.

7H Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment

Instruction: Candidates will read the MN AT manual accessed through the MDE website. As well as required text readings (each chapter contains information and suggestions on utilizing technology in the classroom).

Assessment: Candidates will choose a student and complete the SETT process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, share on course discussion post the tool, information about the tool such as cost, where to locate, etc. Candidates will also address how the tool will be integrated into case student’s daily routine. Candidates will write about their experiences using the SETT and how utilizing AT will impact student learning. Candidates will also reflect on personal challenges with finding appropriate technology and securing
appropriate funding for tools. Candidates will reflect on the SETT process and how they can incorporate this process into their professional roles.

Candidates will also engage in discussion regarding the suggestions presented in the “Using Technology to Promote Inclusion” sections of each chapter.

8N Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

Instruction: Candidates will read pages 491-492 of course text focusing on Using Technology Based Testing and Assessments included in text Chapter 12 “Evaluating Student Progress and the Effectiveness of Your Inclusion Program.”

Assessment: Candidates will discuss specific ways in which they could incorporate (or are currently incorporating) at least 5 of the 11 suggestions from pages 491-492 in their current practices. Examples of the text suggestions include: Use software programs and Web sites to prepare, administer, and score tests, quizzes, and surveys electronically, and prepare reports on results, and use technology to help candidates prepare and study for tests. Responses will be shared with class to facilitate increased awareness.

9M Understand the role of continuous development in technology knowledge and skills representative of technology applications for education

Instruction: Candidates will read the MN AT manual accessed through the MDE website.

Candidates will also read Chapter 8 “Differentiating Instruction for Diverse Learners” with particular focus on pages 315-329 “Using Instructional Technologies and Assistive Devices.”

Assessment: Candidates will choose a student and complete the SETT process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, share on course discussion post the tool, information about the tool such as cost, where to locate, etc. Candidates will also address how the tool will be integrated into case student’s daily routine. Candidates will write about their experiences using the SETT and how utilizing AT will impact student learning. Candidates will also reflect on personal challenges with finding appropriate technology and securing appropriate funding for tools. Candidates will reflect on the SETT process and how they can incorporate this process into their professional roles.

Candidates will also engage in discussion regarding the suggestions presented in the “Using Technology to Promote Inclusion” sections of each chapter.

Candidates will also respond to the following reflective questions found in the text: What instructional technologies and assistive devices did you use as a student? As a teacher?
What were the positive and negative effects of these technologies on your learning and your candidates’ learning? What difficulties might you encounter in using instructional technology activities in your classroom? How could you attempt to solve these difficulties?

10M Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice

Instruction: Candidates will utilize library databases to research 3 journal articles related to the use of technology in P-12 settings.

Assessment: In response to their research, candidates will write a 1 to 2-page essay titled: “My Philosophy of Education and Technology.”

SPED CORE

B4 Integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process

Instruction: Candidates will be directed to explore a variety of websites focusing on RTI practices as well as information on the MDE website related to RTI. Candidates will also read Chapter 2 “Understanding the Diverse Educational Strengths and Challenges of Candidates with Disabilities.” This chapter includes sections titled “Special Education Process” which includes the prereferral system and RTI. Candidates will also review page 26 of chapter one which includes a discussion of “Changes in the special education identification, prereferral, and disciplinary processes.”

Assessment: Candidates will read the “What Would You Do” scenarios and respond to questions such as: Do you think that these candidates qualify for special education services? If so, under which disability category do they qualify? If not, why not? How might placement in the general education classroom benefit these candidates?

Following these exercises, when provided with a set of data from multiple sources reflecting prior prevention and alternate instruction efforts relative to progress toward grade-level content standards, candidates will examine the data and will integrate the information into a product demonstrating best practice in the referral process.

B5 Implement required pre-referral intervention procedures

Instruction: Candidates will read Chapter 2 including sections such as “Prereferral System” and “Eligibility Determination.” As well as “Implementing Prereferral and RTI
Assessment: Candidates will create a RTI and Prereferral Improvement Plan for their school. They will first rate their school’s prereferral and RTI system and then create a plan of action that includes goals, actions to be taken, resources to achieve goals, and evaluation of success.

B13 Integrate multiple sources of data to develop individualized educational programs and plans

Instruction: Required reading includes Chapter 2 which contains sections titled: Involving Teachers in the IEP Process, Align the IEP to the General Education Curriculum, Establish an IEP Implementation Plan. Required reading also includes Chapter 3 with a section on “Analyzing Data and Developing an Appropriate Educational Plan and Chapter 7 including an extensive section on conducting Functional Behavioral Assessments.

Assessment: Candidates will utilize a provided case study or choose a student in their current setting and develop a legally correct IEP. Candidates will include a process/explanation journal with the completed IEP that addresses how data was used to make decisions reflected on the IEP.

Due Process Project:
(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.

(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)
B14 Produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each

Instruction: Required reading includes Chapter 2 and Chapter 7. Both chapters discuss development of the IEP and utilization of data to create appropriate plans. Chapter 12 “Evaluating Student Progress and the Effectiveness of Your Inclusion Program” is also required reading.

Candidates will review due process guidelines on the MDE website.

Assessment: Candidates will create a visual representing the timelines outlined by their school system and in compliance with state and federal guidelines. Candidates will need to consider what timelines their school follows regarding referral, assessment, IEP meetings, etc. Candidates will also need to consider when in the process parents are notified and how this affects the timeline.

Candidates will also develop an IEP and include a progress-monitoring plan and process/explanation journal.

**Due Process Project:**
(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.

(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)
B15  Support the selection, acquisition, and use of assistive technology and supplementary aids and services in collaboration with parents and specialists

Instruction: Candidates will read the MN AT manual accessed through the MDE website.

Candidates will also read Chapter 8 “Differentiating Instruction for Diverse Learners” with particular focus on pages 315-329 “Using Instructional Technologies and Assistive Devices.”

Required reading also includes Chapter 4: “Creating Collaborative Relationships and Fostering Communication” beginning with discussion of the various members of the comprehensive team and ending with collaboration with families.

Assessment: Candidates will choose a student and complete the SETT process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, share on course discussion post the tool, information about the tool such as cost, where to locate, etc. Candidates will also address how the tool will be integrated into case student’s daily routine. Candidates will write about their experiences using the SETT and how utilizing AT will impact student learning. Candidates will also reflect on personal challenges with finding appropriate technology and securing appropriate funding for tools. Candidates will reflect on the SETT process and how they can incorporate this process into their professional roles.

Candidates will also engage in discussion regarding the suggestions presented in the “Using Technology to Promote Inclusion” sections of each chapter.

Candidates will also respond to the following reflective questions found in the text: What instructional technologies and assistive devices did you use as a student? As a teacher? What were the positive and negative effects of these technologies on your learning and your candidates’ learning? What difficulties might you encounter in using instructional technology activities in your classroom? How could you attempt to solve these difficulties?

Candidates also respond to questions on page 58 including: Why are the preferences and goals of candidates and their families important in determining assistive technology devices and services? How would you solicit information from candidates and families about their perspectives on assistive technology devices and services?

C1  Adapt and modify curriculum and deliver evidence-based instruction, including SRBI when available, aligned with state and local grade-level content standards to meet individual learner needs

Instruction: Required reading includes Chapter 8 “Differentiating Instruction for Diverse Learners,” Chapter 9 “Differentiating Large and Small Group Instruction,” Chapter 10 “Differentiating Reading, Writing, and Spelling Instruction,” and Chapter 11
“Differentiating Mathematics, Science, and Social Studies Instruction.” Candidates will also be directed to access The National Center on Accessing the General Curriculum website (www.cast.org/NCAC) and an additional website on SRBI (www.ct.gov/sde/SRBI).

Assessment: Candidates will identify 10 key points of information they obtained from exploration of the two websites. Candidates will also respond to reflection and scenarios presented throughout the text chapters (pages 290, 340, 351, 366, 380, 382, 388, 402, 404, 421, and 442). Examples of questions: Teachers may need to modify the ways they give directions to candidates. How do you modify directions for your candidates? Most candidates will benefit from a balanced approach to teaching reading. How do you balance your approaches to teaching reading? Do you utilize evidence-based instruction when considering your approaches?

**Development of Lesson Plans:** Candidates will utilize the 9 Elements of Lesson Planning presented in the course text to develop three lesson plans. Candidates will write and teach a micro-unit of instruction which incorporates assessment and differentiated instruction and reflects awareness of the need to modify/adapt for a student with special needs. Planning must occur with other team members. Instruction must occur in the general education classroom and one other setting in collaboration with appropriate team members. The unit must include: title of unit and table of contents, rationale statement, unit goal, 3 to 5 sequenced differentiated lesson plans; unit must include a list of resources, assessment for student learning, and must include (per lesson plan) statements which address how each lesson may be modified for the student with special needs and how tasks may be adapted for the student with special needs. The unit must demonstrate candidate knowledge of the subject matter and must contain lessons which meets all of the following criteria: lesson plans are aligned to state and local grade-level standards and student IEP content, lesson plans reflect a sequence of instruction, lesson plans reflect the use of student performance data to support accelerated rate of learning, lesson plans include of how the content may be adapted and/or modified to meet the needs of the student, plans must contain inclusion of evidence based practices and SRBI when available, plans must reflect UDL and must include appropriate assistive technology, lesson plans must address the use of task analysis. Candidates will write a reflection on how he or she adjusted instruction accordingly and must write a reflection on the experience following each lesson.

C2 Lead individual education plan teams through statewide assessment options and make appropriate decisions for a learner’s participation within the statewide assessment system.

Instruction: Candidates read information from MDE website regarding statewide assessments and making accommodation decisions.

Assessment:

**Due Process Project:**
(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.

(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)

Candidates will summarize materials through development of a graphic organizer (example: pages 438-441).

Candidates will also use a provided case study or chose student from their case load and describe assessment decisions reflected on the IEP.

Candidates will also participate in the following discussion forum: Have your candidates participated in the statewide testing program? If yes, what were the results? What, if any, alternative testing techniques were employed? Were they effective? If no, why not and what alternative assessment strategies have been employed? (page 504)

C3 Apply evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

C4 use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning;

Assessment: Utilizing MN content standards candidates will develop 3 lesson plans based on the lesson elements presented in chapter 9 of the course text. The elements guide candidates to address the needs of candidates and as well as require use of task analysis (element 3).

**Development of Lesson Plans:** Candidates will utilize the 9 Elements of Lesson Planning presented in the course text to develop three lesson plans. Candidates will write and teach a micro-unit of instruction which incorporates assessment and differentiated instruction and reflects awareness of the need to modify/adapt for a student with special needs. Planning must occur with other team members. Instruction must occur in the general education classroom and one other setting in collaboration with appropriate team members. The unit must include: title of unit and table of contents, rationale statement, unit goal, 3 to 5 sequenced differentiated lesson plans; unit must include a list of resources, assessment for student learning, and must include (per lesson plan) statements which address how each lesson may be modified for the student with special needs and how tasks may be adapted for the student with special needs. The unit must demonstrate candidate knowledge of the subject matter and must contain lessons which meets all of the following criteria: lesson plans are aligned to state and local grade-level standards and student IEP content, lesson plans reflect a sequence of instruction, lesson plans reflect the use of student performance data to support accelerated rate of learning, lesson plans include of how the content may be adapted and/or modified to meet the needs of the student, plans must contain inclusion of evidence based practices and SRBI when available, plans must reflect UDL and must include appropriate assistive technology, lesson plans must address the use of task analysis. Candidates will write a reflection on how he or she adjusted instruction accordingly and must write a reflection on the experience following each lesson.

C7 Design and manage positive instructional environments that convey high expectations for candidates to develop their independence, self-motivation, self-direction, self-regulation, and self-advocacy

Instruction: Required reading includes Chapter 6 “Creating Successful Transitions to Inclusive Settings” and Chapter 7 “Creating a Classroom Environment That Promotes Positive Behavior” Chapter 6 includes a section on developing self-determination skills including promoting self-advocacy and self-awareness (pages 230-238).

Assessment: Candidates will participate in a discussion forum addressing classroom rules. The class will discuss questions such as: What rules do you incorporate in your classroom? Does the rule facilitate learning? Does the rule encourage the development of friendships? Etc.

Candidates will also respond to these reflective questions: An important transitional skill for success in inclusive settings is the ability to work independently. How do you help your candidates learn to work independently? What social and behavioral skills are important for success in your inclusive classrooms? Candidates can use self-management...
strategies to monitor and change their behavior. How could you help your candidates use self-management?

Promoting Student’s Self-Determination: Rate the extent to which you promote self-determination. Create a plan of action for promoting your student’s self-determination that includes your goals, the actions you will take and the resources you will need to achieve them, and the ways you will evaluate your success.

C8  Teach in a variety of service delivery models, including the delivery of special designed instruction in the general education classroom and collaboration with other educational professionals and paraprofessionals

Instruction: Candidates will review discussion of Least Restrictive Environment and Continuum of Alternative Placements found in course text on pages 12-14. Required reading also includes Chapter 4 that includes a section on “Collaborative Teaming” and co-teaching.

Assessment: Candidates will participate in the following class discussion: Think about a situation in which you worked collaboratively with a team. How was the outcome affected by the collaboration? What problems and success did the team have in working collaboratively? How did the team resolve the problems?

Candidates will also respond to the following reflection questions: Some advocates of inclusion see various placement options as a deterrent for educating candidates in general education classrooms because they maintain a dual system of general and special education. Others think that these placements recognize the diverse needs of candidates and the different ways of addressing these needs. What is your view? Speech and language clinicians develop candidates’ communication skills. How can you collaborate with them?

Candidates will respond to the questions on page 150 regarding working as a co-teaching team which requires candidates to read a scenario and consider questions such as how would you feel if you were asked to be a part of a co-teaching team and what resources, knowledge, skills, and dispositions do you need to teach effectively in a co-teaching team?

Developement of Lesson Plans: Candidates will utilize the 9 Elements of Lesson Planning presented in the course text to develop three lesson plans. Candidates will write and teach a micro-unit of instruction which incorporates assessment and differentiated instruction and reflects awareness of the need to modify/adapt for a student with special needs. Planning must occur with other team members. Instruction must occur in the general education classroom and one other setting in collaboration with appropriate team members. The unit must include: title of unit and table of contents, rationale statement, unit goal, 3 to 5 sequenced differentiated lesson plans; unit must include a list of resources, assessment for student learning, and must include (per lesson plan) statements
which address how each lesson may be modified for the student with special needs and how tasks may be adapted for the student with special needs. The unit must demonstrate candidate knowledge of the subject matter and must contain lessons which meets all of the following criteria: lesson plans are aligned to state and local grade-level standards and student IEP content, lesson plans reflect a sequence of instruction, lesson plans reflect the use of student performance data to support accelerated rate of learning, lesson plans include of how the content may be adapted and/or modified to meet the needs of the student, plans must contain inclusion of evidence based practices and SRBI when available, plans must reflect UDL and must include appropriate assistive technology, lesson plans must address the use of task analysis. Candidates will write a reflection on how he or she adjusted instruction accordingly and must write a reflection on the experience following each lesson.

C9 Apply systematic procedures for compiling and using data for the purposes of continuous progress monitoring, modification of instruction, and program and school-wide improvement

Instruction: Required reading includes Chapter 12 “Evaluating Student Progress and the Effectiveness of Your Inclusion Programs.”

Assessment: Candidates respond to “What Would You Do?” scenarios that include questions such as how would you evaluate the effectiveness of your inclusive classroom based on the academic, behavioral, and social performance and progress of these candidates?

Candidates are also responsible for developing an IEP and including a progress-monitoring plan for the goals represented on the IEP.

Due Process Project:
(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.

(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a
progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)

D4 Work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs


Assessment: Candidates will participate in the following class discussion: The comprehensive planning team works with candidates and their family members to design an IEP. What have been your experiences in collaborating with candidates, their families, and other educators to develop IEPs?

Candidates will also respond to the following question: Family involvement and empowerment can be fostered by establishing trust between families and educators. How do you promote mutual trust with and gain the respect of your candidates’ families?

D5 Facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions

Instruction: Required reading includes Chapter 2, 4, and 6, including sections on members of the comprehensive planning team, collaborative teaming, and collaborating and communicating with professionals and families.

**Due Process Project:**

(a) Candidates will identify a student in the classroom where they currently teach or will be assigned a student in a partner school. After collaboration with the student’s team member, candidates will produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each and will create a student data file. Candidates will provide an outline of the contents and function of this file.

(b) After developing a print resource on statewide assessment options and the decision-making processes for learner participation, each candidate will present the document as a resource as he or she facilitates and guides an individual education plan team through a discussion on statewide assessment options and participates, when appropriate, in the discussion as the team make decisions for a learner’s participation within the statewide assessment system.
(c) Candidates will develop a legally correct IEP utilizing multiple sources of data. Candidates will submit the IEP along with a process/explanation journal that describes how decisions were made and reflected on the IEP. Candidates will also include a progress-monitoring plan for the goals represented on the IEP. Candidates will also be required to discuss the statewide assessment options and why the option was chosen for the student’s IEP; this discussion will be a component of the process/explanation journal. (50 points)

Assessment: Candidates will complete the following assignment by interviewing a special educator or reflecting on their current setting: Define the types of teams your school utilizes. What is the special educators role on each team. Identify specific responsibilities you have on each team. Identify challenges and necessary skills one should posses to facilitate and manage different types of school teams.

D12 Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes

Instruction: Required reading included Chapter 4 with a section on engaging in professional development and Chapter 12 with sections on “Measuring Perceptions of Inclusive Classrooms” and “Improving the Effectiveness of Inclusive Classrooms and Programs.”

Assessment: Candidates will participate in the following class discussion: Think about a situation in which you worked collaboratively with a team. How was the outcome affected by the work collaboration? What problems and success did the team have in working collaboratively? How did the team resolve the problems?

Candidates will also identify a colleague to conduct the interview found on text page 504. Candidates should particularly focus on questions 14-20. Sample questions include: How has inclusion affected you as a professional and a person? What have you learned from collaborating with other professionals? Etc.

LD STANDARDS

B5 Select, integrate, and interpret appropriate sources of data relevant for determining the needs of candidates and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services

Instruction: Candidates will review MDE eligibility definitions for areas they are licensed or are seeking licensure. Candidates will also review the chapter 1 section on laws related to special education, chapter 2 section on the special education process and chapter 6 sections on transitioning from school to adulthood and developing self-determination skills.
Assessment: Candidates will complete the IEP project requiring consideration of student data to make special education decisions.

Candidates also respond to scenarios on page 96 requiring consideration of if candidates qualify for services and under which category and what goals and placements should be considered. Candidates will need to reference MN eligibility criteria and definitions to answer questions. Candidates will also respond to scenarios on page 238 regarding transitional planning and necessary information and data needed to make informed decisions.

B8 Design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

Instruction: Candidates will read text chapters one and two that have sections focusing on the continuum of alternative placements and developing IEPs.

Assessment: Candidates will complete the IEP project including a process/explanation journal explaining the decision making process on information presented in the IEP.

EBD STANDARDS

B6 Integrate multiple sources of data, including information available from candidates, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans.

Instruction: Candidates will review MDE eligibility definitions for areas they are licensed or are seeking licensure. Candidates will also review the chapter 1 section on laws related to special education, chapter 2 section on the special education process and chapter 6 sections on transitioning from school to adulthood and developing self-determination skills.

Assessment: Candidates will complete the IEP project requiring consideration of student data to make special education decisions.

Candidates also respond to scenarios on page 96 requiring consideration of if candidates qualify for services and under which category and what goals and placements should be considered. Candidates will need to reference MN eligibility criteria and definitions to answer questions. Candidates will also respond to scenarios on page 238 regarding transitional planning and necessary information and data needed to make informed decisions.
B8 Design individualized program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and non academic goals.

Instruction: Candidates will read text chapters one and two that have sections focusing on the continuum of alternative placements and developing IEPs.

Assessment: Candidates will complete the IEP project including a process/explanation journal explaining the decision making process on information presented in the IEP.

P/HD STANDARDS

B5 Support the selection, acquisition, and use of assistive technology and universally designed materials and equipment for evaluation and instruction in collaboration with candidates, families, staff and specialists.

Instruction: Candidates will read the MN AT manual accessed through the MDE website. Candidates will also read Chapter 8 “Differentiating Instruction for Diverse Learners” with particular focus on pages 315-329 “Using Instructional Technologies and Assistive Devices.”

Required reading also includes Chapter 4: “Creating Collaborative Relationships and Fostering Communication” beginning with discussion of the various members of the comprehensive team and ending with collaboration with families.

Assessment: Candidates will choose a student and complete the SETT process to determine what tools the student may need to achieve IEP goals/objectives. Once a tool has been determined, share on course discussion post the tool, information about the tool such as cost, where to locate, etc. Candidates will also address how the tool will be integrated into case student’s daily routine. Candidates will write about their experiences using the SETT and how utilizing AT will impact student learning. Candidates will also reflect on personal challenges with finding appropriate technology and securing appropriate funding for tools. Candidates will reflect on the SETT process and how they can incorporate this process into their professional roles.

Candidates will also engage in discussion regarding the suggestions presented in the “Using Technology to Promote Inclusion” sections of each chapter.

Candidates also respond to questions on page 58 including: Why are the preferences and goals of candidates and their families important in determining assistive technology devices and services? How would you solicit information from candidates and families about their perspectives on assistive technology devices and services?
B8 Design individualized education program plans, which incorporate academic, age-appropriate goals based on evaluation results, health needs, family priorities, and student strengths and needs in collaboration with other providers.

Instruction: Candidates will read text chapters one and two that have sections focusing on the continuum of alternative placements and developing IEPs.

Assessment: Candidates will complete the IEP project including a process/explanation journal explaining the decision making process on information presented in the IEP.

C1 Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of physical and health disabilities in order to design, implement, monitor, and adjust instruction aligned with grade-level standards.

Instruction: Required reading includes Chapter 8 “Differentiating Instruction for Diverse Learners,” Chapter 9 “Differentiating Large and Small Group Instruction,” Chapter 10 “Differentiating Reading, Writing, and Spelling Instruction,” and Chapter 11 “Differentiating Mathematics, Science, and Social Studies Instruction.” Candidates will also be directed to access The National Center on Accessing the General Curriculum website (www.cast.org/NCAC) and an additional website on SRBI (www.ct.gov/sde/SRBI)

Assessment: Candidates will identify 10 key points of information they obtained from exploration of the two websites. Candidates will also respond to reflection and scenarios presented throughout the text chapters (pages 290, 340, 351, 366, 380, 382, 388, 402, 404, 421, and 442). Examples of questions: Teachers may need to modify the ways they give directions to candidates. How do you modify directions for your candidates? Most candidates will benefit from a balanced approach to teaching reading. How do you balance your approaches to teaching reading? Do you utilize evidence-based instruction when considering your approaches?