

Course & Section Nos.	EDMX 633 Section 1
Course Title	Community Access through Supported Environments
Class Roster No.	40954
Course Day(s)	Mondays
Time	5:30 – 8:15 pm
Course Location	Kellogg 5102
Semester / Year	Fall 2016
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Office Hours	By Appointment

WELCOME

Welcome to EDMX 633! I'm very excited to spend this semester with you as we take an amazing journey together learning about all the many ways we can support ALL students. Provided the right supports, we can create environments where all students can learn and grow successfully.

I'm looking forward to a very rewarding semester with each of you!

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

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COURSE DESCRIPTION

Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans and interventions that address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

Course Objectives

After completion of EDMX 633, students will demonstrate competence in the following areas through successful completion of an assignment and/or activity:

- the ability to produce a Social Skills Lesson Plan
- understanding of the 14 Decisions of Cooperative Group Learning (CGL)
- knowledge of IDEIA
- the ability to read and understand an FBA & BIP
- the skills to implement a MAPS
- an understanding of the meaning of Credo of Support

Unique Course Requirements

Students will complete the MAPS and High School Observation and assignments through a school observation and meeting off campus (See Assignment Description below).

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Kagan, S., Kyle, P., & Scott, S. (2004). *Win-win discipline: Strategies for all discipline problems*. San Clemente, CA: Kagan Publishing. (KKS) **(Order directly from Kagan Publishing.)**

Brown F., McDonnell, J., & Snell, M. E. (2016). *Instruction of students with severe disabilities* (8th ed.) Boston: Pearson. [Also used in EDMX 627, 631, 632, and 635]

Villa, R., Thousand, J., & Nevin, A. (2010). *Collaborating with students in instruction and decision making: The untapped resource*. Thousand Oaks, CA: Corwin Press.

Required Subscription

Conversations That Matter video website: <http://conversationsthatmatter.org/user>

- Please subscribe by first clicking on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button.
- Select CSUSM and **Jodi Robledo** or Jacque Thousand as the instructor.
- The page will show student registration as \$20. Click on the ADD TO CART button.
- A page appears which requests your e-mail and billing information. Complete all fields and then click on CONTINUE TO NEXT STEP. You then are directed to PAYPAL where you can either pay through your PAYPAL account or with a credit card.
- As soon as you pay, you will receive an e-mail with a temporary password that will allow you to immediately access the site. If you don't receive an e-mail, check your junk mail folder. If you still can't find the e-mail, log in with your e-mail address and click on the "forgot my password" link. This will send another e-mail to you.
- You will be using this account all year in all courses. Have some fun discovering and listening to the words of internationally known disability rights advocates and celebrities.

Cougar Courses at <http://cc.csusm.edu>

The Cougar Courses site provides additional materials such as the syllabus, rubrics of assignments, "drop boxes" for assignment, reading materials, power points, weekly course information, etc.

TaskStream Account

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year.

Concurrent Candidates

Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2015-2016** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **Concurrent1516** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

Add-On Candidates

Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - **Add-On Ed Specialist Credentials 2016-17** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **AddOn1617** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

1.0 Practices to Promote Community, Self-Discipline, and Positive Behavior Supports

- 1.1 the use of formal and informal cooperative group learning structures and class meetings to create a caring and cooperative classroom climate
- 1.2 the use of a "pyramid" hierarchy of classroom management and intervention skills to prevent behavioral disruptions and create a climate of responsibility
- 1.3 the design, implementation, and evaluation of programs to teach and/or strengthen appropriate behavior and reduce unacceptable behavior through observation, ecological analysis, and interpretation of the communicative intent of behavior
- 1.4 crafting effective behavioral supports for students with diverse behavioral, communication, and learning characteristics
- 1.5 the use of peer tutoring, partner learning, and peer mediation curriculum to promote natural peer supports and peer mediated instruction, support, and problem solving
- 1.6 student, family, and teacher involvement in IEP, ITP, and age of majority rights activities at the secondary level

2.0 Social Relationships

- 2.1 methods for creating a positive school climate, developing a community of learners, and facilitating social behavior in diverse educational settings based upon the Circle of Courage
- 2.2 the integration of social skills and social skill curricula into the general education curriculum and cooperative group learning and partner learning structures
- 2.3 methods for teaching interpersonal skills, including conflict resolution
- 2.4 the use of Circles of Friends and other friendship-building methods to build social networks
- 2.5 the use of assessment methods such as MAPS to identify IEP goals and objectives that address valued life outcomes, including social relationships

3.0 Effective Communication and Self Determination

- 3.1 the preparation of students to be self advocates, using principles of self determination
- 3.2 accurately detecting and interpreting the communicative intent of behavior (e.g., via Process Communication)

3.3 the identification of communication supports for students with communication challenges

4.0 Inclusion in General Education Curriculum and Community

- 4.1 the use of creative problem solving to formulate supports for students who present behavioral challenges or who have disabilities so they can meaningfully participate in shared activities in general education and community environments
- 4.2 the use of ecological analysis, functional analysis of behavior, and principles of positive behavioral supports to facilitate participation in inclusive settings
- 4.3 the use of person-centered approaches (e.g., MAPs, Multiple Intelligences) to assess and develop instruction, IEP goals, and Individualized Transition Plan goals and activities for school-age and post-secondary employment, living, and continuing education opportunities

Education Specialist Standards Primarily Addressed in EDMX 633

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 11: Typical and Atypical Development

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

Program Standard 13: Curriculum and Instruction of Students with Disabilities

Program Standard 14: Creating Health Learning Environment

Mild/Mod Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

Mild/Mod Standard 4: Positive Behavior Support

Mod/Severe Standard 3: Developing Social Interaction Skills and Facilitating Social Context

Mod/Severe Standard 4: Assessment, Program Planning, and Instruction

Mod/Severe Standard 6: Positive Behavior Support

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

SCHEDULE/COURSE OUTLINE

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#1	8/29	Course Introduction ABC's of Effective Teaching		
	9/07	Labor Day Holiday		
#2	9/12	D's of Effective Teaching The Discipline Pyramid Creating a Healthy Learning Environment	~ KKS 18 ~ VTN Ch. 1 & 9	~ Purchase All Texts ~ Subscribe to <i>Conversations that Matter</i> ~ Reflection #1
#3	9/19	Breadth of Experience Sign Up and Spring Clinical Practice Guest Teachers: Mike Norman & Leslie Mauerman		
#4	9/26	Self-Determination and Intensive Discovery; MAPs (Making Action Plans) Social skills instruction Students as Peer Tutors	~ VTN Ch. 7 ~ KKS Pages iii – xxi ~ KKS Ch. 1, 2, 3, & 7 ~ MAPs materials on Cougar Courses	~ Reflection #2
#5	10/03	PBS Expert Instruction Sensory regulation & PBIP Co-Teacher: <i>Kathy Montilluer</i>	~PBS Expert Team assigned readings in syllabus ~ KKS Ch. 10 – 12	PBS Expert Instruction
#6 and #7 5:15pm-9:00pm	10/10	In-class design of Functional Behavioral Assessment and Positive Behavior Intervention Plan (15 points) Note: This is a “double” class from 5:15 to 9 p.m. Pizza provided!	~ KKS Ch. 16 & 17	~FBA and PBS Plan In-Class Design

CLASS	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
#8	10/17	The Hidden Curriculum; Co-Teacher: <i>Stephen Hinkle</i> Social skills lesson planning	~ Brown Ch.11	H.S. Observation and Interview
#9	10/24	Guest Co-Teacher: Joe Wiseman, Principal Monarch School Social skills lesson planning	Optional: KKS Ch. 4 & 15	~Reflection #3
#10 NO LIVE CLASS	10/31	ONLINE CLASS Watch Online Maps Video & Complete MAPs DVD Study Guide Responses		~Reflection #4
#11	11/7	~Social skills lesson peer review & revision Cooperative Group Learning (CGL)	KKS Ch. 19	~ Social Skills Lesson Plan for Peer Review
#12	11/14	~Jigsaw of CGL 14 Decisions ~ Quick Cooperative Structures		~ Jigsaw of CGL 14 Decisions ~ Post Social Skills Lesson in DRAFT
#13 NO Live Class	11/21	Making Action Plans HS Observation and Interview		~ MAPS Implementation Due ~HS Observation and Interview
#14	11/28	~ Experience/deconstruct a formal CGL lesson ~Accessible Curriiculum		~ Post Social Skills Lesson in FINAL Submit Box
#15	12/05	Credo of Support Final Exam In-Class Construction; Course and program evaluation & celebration	~Review Credo of Support prompt in syllabus.	~Credo of Support preparation & materials for in-class construction

Criteria for Written Products

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed.
- The document is submitted on or before the date due.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

You may **not miss more than 2 class meetings** in order to pass this class. . **Five (5) points will be deducted** for each absence. **Points will be deducted** for arriving to class **15 or more minutes late** . Points may be deducted for lack of participation in class.

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s). Namely, on occasion, the MAPs Implementation and High School IDEIA Interview assignments have been done in pairs.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- For Face-to-Face courses, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDMX 633 is considered primarily as traditional (FT) instruction, with an online class component, qualifying the course also to be considered hybrid (HY) in nature.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?
-

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

DESCRIPTION OF ASSIGNMENTS

Face-to-Face Class Participation (75 points maximum)

The purpose of this requirement is to ensure active participation during class sessions and opportunities to demonstrate collaborative teaming and cooperative group small group interpersonal skills. Because group activities and other active learning procedures are used to introduce and reinforce substantial amounts of material addressed in this course, regular attendance and participation is critical. If a candidate needs to miss part or all of a class, **the instructor must be informed in advance**. Candidates are responsible for requesting a makeup assignment for any absence. A candidate may not pass this class if 20% or more of class session time is missed (except in rare cases of extreme hardship when expected competences have been demonstrated.)

- You may **not miss more than 2 class meetings** in order to pass this class.
- Each Saturday consists of 2 class meetings combined for a total of 15 points.
- **Points will be deducted** for each absence.
- **Points will be deducted** for arriving to class **15 or more minutes late**.
- Points may be deducted for lack of participation in class.

Reading Reflections (20 points maximum)

The purpose of the reading reflections is to provide candidates with regular opportunities to demonstrate their understanding of and ability to apply critical aspects of professional practice and standards. For full credit, each reflection must be word processed and submitted on or before the date due. Be prepared to discuss reflections in class in order to receive full credit.

Reflection #1	5 points maximum
Reflection #2	5 points maximum
Reflection #3	5 points maximum
Reflection #4	5 points maximum

Reading Reflection #1 (5 points)

Read Chapters 1 and 9 of the Villa, Thousand, and Nevin (VTN) *Collaborating with students in instruction and decision making: The untapped resource* text.

- From Chapter 1: Which two of the rationale for collaborating with students are the most compelling for you? Why?
- From Chapter 9: Which of the strategies and tools presented are new to you? Which must you absolutely include in your OWN discipline pyramid? Be as comprehensive and inclusive as you can for this last question.

Reading Reflection #2 (5 points)

Watch this introductory YouTube videos to become oriented to *Win Win Discipline*.

<http://www.youtube.com/watch?v=cAciWa6H4To>

Then read pages iii – xxi and Chapters 1, 2, 3, & 7 of the KKS text.

Part 1. Create a graphic organizer to help you remember the 4 types of disruptions, the 7 positions, the 3 pillars, and key ‘win-win’ principles. If you wish to use prepared graphic organizers, you can search the web for templates by goggling “graphic organizer” and/or foldables at www.pinterest.com/alwayslearning/foldables-as-graphic-organizers/

Part 2. Compose a 1-paragraph summary of how the information in these chapters and pages interface with the four dimensions of the Circle of Courage. To learn more about the Circle of Courage, see Chapter 1 of VTN, the EDMX 633 Cougar Courses home page, and google “Circle of Courage” and “Reclaiming Youth at Risk.”

Reading Reflection #3 (5 points)

This reflection has two parts.

Create a graphic organizer for Part1 and Part 2 described below. If you wish to use prepared graphic organizers, you can search the web for templates by goggling “graphic organizer” and/or foldables at www.pinterest.com/alwayslearning/foldables-as-graphic-organizers/

Part 1. Chapter 8 of the Kagan, Kyle, & Scott (KKS) focuses upon preventative procedures on the bottom of the discipline pyramid (see Figure 9.1 of Chapter 9 of VTN). Select *two* preventative procedures for *each of the 7 positions* (for a total of 14 procedures) that absolutely must be on the bottom level of your OWN discipline pyramid. Compose a brief rationale as to why you selected the procedures for each position. (2 points)

Part 2. Chapter 13 of the KKS text is a gold mine of structures and strategies for responding to the 7 positions. This reflection is designed to assist you to add content to the levels of the discipline pyramid (see Figure 9.1 of Chapter 9 of VTN). Select *two* strategies/structures for *each of the 7 positions* (for a total of 14) that absolutely must be on your discipline pyramid. Namely, 1) name each of the 14 strategies/structures you select; 2) indicate where on the five levels of the discipline pyramid each of the 14 strategies/structures belongs; and 3) compose a brief rationale as to why you chose the strategy/structure (i.e., how it will help students and/or you, as a teacher). (3 points)

Reading Reflection #4 (5 points)

First read the parable on page 20.26 of the KKS text. Then carefully read Chapter 20 of the KKS text and Chapter 8 of the VTN text. Exercise your creativity and use your Multiple Intelligences to represent:

- a) what you learned or were reminded about the development of social life skills including conflict mediation skills, and
- b) the specific strategies you will use or life skills you will teach to develop your students’ responsibility/response-ability.

The content of **both** chapters, including the parable, must be clearly represented in your Part a and b representations.

Social Skills Lesson Plan (15 points)

The purpose of this assignment is to ensure that participants can design a social skills lesson that can be used as a component of a cooperative group lesson or as a “stand alone” lesson that supports students’ social behavior development. A direct instruction lesson format provided by the instructor is used to organize this lesson. The lesson will be reviewed by peers in class and by the instructor and returned for revisions. The **final draft** must include all requested revisions. Three extra credit reflection points may be earned for delivering the lesson to students and submitting a written reflection about the delivery of the lesson.

Jigsaw of CGL 14 Decisions (10 points)

From VTN Chapter 2, you will be a subset of the 14 teacher decisions and will teach that subset to a small group of classmates. In preparing to teach, create a 1-page handout that creatively represents what you consider to be the most important things to know and remember. Some decisions include illustrative stories, so be prepared to tell the stories. Make copies of the handout, one each for your small group of teammates and one for your instructor. Remember to use all that you know about effective instruction (e.g., checking for understanding, visual representations, effective questioning) in your teaching so it is a lively demonstration of your teaching skills.

PBS/BIP Expert Instruction (10 points)

Brown’s text provides detailed instruction on all aspects of Positive Behavior Supports (PBS). You will study and become an expert in certain aspects of the PBS process and will then teach an assigned classmate your area of focus. Everyone will have some shared reading. Experts will have different readings. Both are described below.

In preparing to teach, consider what is most important for your classmates to know and create a handout, a visual, and/or graphic organizer for others to take notes on or fill in. Feel free to use the figures and examples that are in the text to illustrate what you are teaching. Make copies of the materials for your assigned partner and instructor(s). Each expert will have 15 minutes to teach his/her content to their partner. As with the Jigsaw of CGL 14 Decisions preparation, be sure to use in your teaching all that you know about effective instruction (e.g., active engagement with materials, checking for understanding, visual representations, effective questioning), so it is a lively demonstration of your instructional skills.

Note: A large portion of this assignment involves in-class teaching which cannot be made up, so be sure to be there and fully prepared to teach.

FBA and BIP In-Class Design (15 points)

As a team students will conduct a Functional Behavioral Assessment and develop a Behavior Intervention Plan for a student presented in an in-class scenario.

Note: This is an in-class assignment that cannot be made up, so be sure to be there.

MAPs Implementation (25 points)

The purpose of this assignment is to give you practice applying the assessment skills of Intensive Discovery by obtaining information from the student, family members, and friends in an authentic and person-centered way. Review the MAPs materials on Cougar Courses and in Chapter 7 of the Villa, Thousand, and Nevin text.

You will conduct a MAPs meeting and develops a “MAPs” report for one focus individual. The ideal focus individual is a student eligible for special education whom you serve. If you are not in clinical practice or are not the service coordinator for such a student, you may need to be creative and identify a person for whom the MAPs process would make a positive contribution to that person’s life. For example, do you have a friend with a family member or a youth not eligible for special education who could benefit from Intensive Discovery to plan for the future. Be sure to invite as many significant others (i.e., family members, friends) as possible as well as appropriate professionals to participate in the MAPs process. The more the merrier. Your write up should be comprehensive and must include the following components.

1. What was the rationale for choosing this student/person? Describe the person in terms of gender, age, strengths, and any other relevant characteristics such as educational needs or living situation. Describe the context of the MAPs process. Who was present? Where did it occur? ((Note: Conduct the MAPs session in a comfortable location, such as the individual's home.) (4 points)
2. For each of the steps of the process, organize and report in writing the responses to MAPs questions and any other questions you asked. Document the decision-making process used to identify and prioritize needs and goals. Also identify potential next steps. (7 points)
3. For the "Plan of Action," recommend specific areas or skills to work on based upon the outcomes of the MAPS process. (9 points)
 - a) Translate the outcomes of the MAPS session into 3 IEP-like goals.
 - b) At least one goal must relate to relationships, friendships, and/or social skills. At least one goal must relate to life beyond the current school context (e.g., recreation, living, vocational/employment, life in the community, post-secondary life, transition to the next school). All three goals must directly relate to an important theme that emerges from the MAPS meeting.
 - c) As on an IEP plan, each goal must have a positively stated (i.e., what the student can do!) present level of performance (**PLOP**) or baseline statement.
 - d) Each goal must have at least **two** activities between now and the goal's target date to support accomplishment of the goal
4. Compose a reflection on the experience that includes all four of the following elements. (4 points)
 - a) Your own reaction to the process
 - b) The reaction of the participants
 - c) Ways in which you would "better" prepare for or conduct a MAPS session in the future, and
 - d) Your thoughts, feelings, and opinions regarding your role as an advocate for realizing your students' dreams through person-centered and student-led planning in IEP development and futures planning.

Criteria for Evaluation (See rubric and also consider the following):

- Completeness and organization of information requested. Includes a title page, a section for each of the steps of the MAPS as well as the report described in items 1 - 4 above.
- Sensitivity and respect for student and family.
- Evidence of input and feedback from MAPS participants (e.g., photo of the MAPS posters and a written summary of the contents of each poster, direct quotes of participant reactions).
- Word-processed and appropriate use of standard English, grammar, spelling, and mechanics (1 point)

High School Observation and Interview: Implications of IDEIA and More (20 points)

Every Education Specialist is expected to understand the unique aspects and challenges of supporting high school-aged youth with special education needs, even if s/he does not work at the secondary level. Develop these understandings through this self-directed field experience.

A minimum requirement is that you spend the equivalent of a full school day in one or more high schools, shadowing one or more special education staff members, interviewing students and staff, attending after-school events, and observing classes which students attend. You must shadow a special educator who is serving in a Resource Specialist role and not as a teacher serving primarily students with moderate and severe disabilities. (You will have an opportunity to do this in another course.) Since you will not be observing a particular student, you will not need specific permission for observations. But you will need to have signatures from your host teacher(s). Remember, in all of your note taking and in any written product describing your high school experiences, you are to ***maintain confidentiality*** and not refer to a student by name.

The protocol for arranging for a visit is to call the school's coordinator of special education and introduce yourself and the purposes of the visitation. When you arrive at the school, be sure to have with you your time sheet, letter of introduction, and the provided questions to ask. A day-long visitation is preferred. If this is not

an option, you may visit the same site on two or more days. Visits to multiple sites also have distinct advantages, as you can see and compare how different campuses approach the same issues.

If you wish to visit a high school with a partner, please do so, as long as it meets with advance approval of your host special education personnel AND your EDMX 633 instructor(s). Crowds draw attention away from instruction, so group size is limited to two people. If you visit with a peer, identify your partner in your report. As a guest, at all times behave in your most professional and courteous manner. Reserve any verbal critiques for the assignment's reflection.

What will you look for and what will you ask? Provided questions directly relate to IDEIA 2004 demands in the roles of educators, students, and teachers. You are to ask questions, observe, and otherwise "fact find" (i.e., use web resources) in order to obtain responses to these questions that are *comprehensive and complete*. Keep your eyes open, ask students to describe their experiences as well. What you see may or may not "match" what you are told.

Your write up has **three** components.

The **first** component is comprised of the responses to the questions provided to you to ask.

The **second** component is your in depth analysis of the practices observed at this high school site, based upon the question responses and observation. Please address all 4 of the following areas:

- STRENGTHS
- CONCERNS
- QUESTIONS I STILL HAVE
- RECOMMENDATIONS FOR IMPROVEMENT (you must have at least 2.)

The **third** component is the time sheet with signatures from the hosts for each day and time period of the visitation(s). You cannot get credit for this assignment without this!

This is your professional development experience, so enjoy it and set it up in a way that meets your needs!

"Credo of Support" Final Exam (10 points)

The Frisbee Theory: "It seemed as though every time The Bee appeared, people dropped any thoughts of judgment or pretense. People began to **be** with each other instead of **around** each other." (*Intentional Teaming*, p. 56)

Reading Brown's Ch. 11 and viewing materials on Cougar Courses, and together with what you already have learned about relationship and friendship building, you will create IN CLASS a *Credo of Support* poster, PowerPoint, mobile, live demonstration performance, or other visual/audio product that provides 13 ways in which you, as a teacher, and your students can create **Bee together** opportunities – opportunities to develop and maintain **natural social and friendship-potential relations** and facilitate any student with learning or behavior differences being a **valued member of the classroom and school community**. In addition to the 13 Social Outcomes that are shared as practices and/or principles, provide a rationale or "anticipatory set" of why relationship development is important in the curriculum. Provide enough detail so that a naïve consumer could actually use each practice or principle.

Make this appealing and usable! So, include graphics, website citations & links, examples, real objects, pictures, YouTube videos, and anything else that would help a student, teacher, paraeducator, or parent understand your credo! Check to make sure you use "person first" language. Bring any and all materials you might need to create your product to Class Session #15. You may bring prepared materials (e.g., PowerPoint slides), but realize that you will be assigned teammates by your instructor and be given no more than 60 minutes to create a final product to share with the entire class, so your ideas might need to be modified to fit your team's collective ideas for the team Credo of Support.



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Dear Principal and Special Education Staff,

An important special education field experience for all Cal State San Marcos Mild/Moderate and Moderate/Severe Education Specialist credential candidates is to spend time in a variety of special education settings. Since special education service delivery at the high school level can be significantly different from service delivery in elementary settings, it is critical that credential candidates have a chance to a) talk with and shadow high school special educators, b) observe in general education classrooms in which students with disabilities are supported, c) observe and interact with students with a wide range of disabilities, and d) learn about the policies and procedures including transition planning.

It would be greatly appreciated if one or more of our credential candidates could spend eight hours under the guidance and management of one or more of your special education faculty engaged in the activities described above. Candidates could spend an entire day on campus (during, before, and/or after school hours); or observations could be spread across two or more days. This is up to the discretion of the credential candidate's hosts.

The credential program faculty and staff hope that this is an experience that your faculty and staff find interesting and valuable. As the program coordinator, I extend the university's thanks for your continued support of the professional development of educators in the San Diego area and the CSU San Marcos credential programs, in particular. If you have any questions or concerns, please e-mail me at rbrooks@csusm.edu.

Respectfully,

Rebecca Brooks

Dr. Rebecca Brooks
CSUSM Special Education Credential and Graduate Programs

HIGH SCHOOL OBSERVATION AND INTERVIEW QUESTIONS

1. Why did you choose to become a special educator at the secondary level?
2. What do you perceive as the unique challenges of working with teens, as they finish their last years in the public school system?
3. What unique characteristics do secondary special educators need to possess and demonstrate?
4. What energizes you day-to-day and week-to-week in your job as a secondary educator?
5. What do you and your school do to get classroom teachers actively involved in the daily, weekly, and/or monthly planning for accommodations and modifications for a student who has an IEP? And, how would you improve this practice?
6. What arrangements are made so that *classroom teachers* may actively participate in students' IEP meetings? And, how would you improve this practice?
7. In what ways do you ensure regular communication with classroom teachers (e.g., check ins, co-teaching) in order to coordinate curriculum and instruction? And, how would you improve this practice?
8. What are specific ways you and your school facilitate parent participation in IEP meetings and IEP goal development? What are your home-school communication strategies? And, how would you improve this practice?
9. In what ways do you and your special education faculty teach and coach students to actively participate in and lead their own IEP meeting?
10. Please describe in as much detail as possible how students are engaged in developing their own Individual Transition Plans (ITPs) by age 16?
11. Please provide examples of at least three transition goals and accompanying activities that might typically appear on an ITP.
12. In the Making Action Plans (MAPs) futures planning process, a student's support team explores the dreams, fears, strengths, and aspirations of the student and his team members. As part of the ITP planning process, in what ways do you at this school, explore the dreams, fears, strengths, and aspirations of your students and their friends and family?
13. Please describe in as much detail as possible the process for educating (and informing) students about their age of majority rights by age 17? What materials do you use to teach them about these rights? What direct instruction do you offer to ensure understanding of their rights?
14. What test *accommodations* are commonly used at this high school?
15. What test *modifications* are commonly used at this high school?
16. What process(es) do you use to determining if a testing *accommodation* or *modification* is included in a student's IEP?
17. What do you know of Smarter Balanced assessment universal supports and test variations for all students and accommodations for students with IEPs and 504 plans? How do you anticipate the Smarter Balanced assessments will positively (or negatively) affect the test performance of students with IEP and 504 plans?

(**NOTE:** Know that the new Common Core State Assessment Smarter Balanced Assessment system has many built in approved universal supports, test variations, and accommodations for ANY student and accommodations and modifications that can be provided for students with IEP or Section 504 plans Here is your opportunity to learn the LATEST! Open the below links and study the information)

- [Matrix 1: Universal Tools, Designated Supports and Accommodations for the California Assessment of Academic Performance and Progress](http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp)
<http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>
- [Smarter Balanced Accessibility and Accommodations](http://www.cde.ca.gov/ta/tg/sa/access.asp)
<http://www.cde.ca.gov/ta/tg/sa/access.asp>

18. What do you know about assessing students with disabilities on the CELDT?

- Assessing Students with Disabilities on the CELDT (pdf)
(copy and paste below URL as link does not work)
<http://www.cde.ca.gov/ta/tg/el/documents/celdtstudentsdisabilities.pdf>

EDMX 633 TRACKING FORM

Weekly Class Attendance and Participation 75 points

Class #1	_____	(5 points)
Class #2	_____	(5 points)
Class #3	_____	(5 points)
Class #4	_____	(5 points)
Class #5	_____	(5 points)
Class #6	_____	(5 points)
Class #7	_____	(5 points)
Class #8	_____	(5 points)
Class #9	_____	(5 points)
Class #10	_____	(5 points)
Class #11	_____	(5 points)
Class #12	_____	(5 points)
Class #13	_____	(5 points)
Class #14	_____	(5 points)
Class #15	_____	(5 points)

Reading Reflections 20 points

Reflection #1	_____	(5 points)
Reflection #2	_____	(5 points)
Reflection #3	_____	(5 points)
Reflection #4	_____	(5 points)
<i>Optional Extra Credit</i>	_____	<i>(3 points)</i>

Assignments 105 points

High School Observation and Interview	_____	(20 points)
Social Skills Lesson Plan	_____	(15 points)
Jigsaw of CGL 14 Decisions	_____	(10 points)
PBS Expert	_____	(10 points)
FBA & BIP IN CLASS DESIGN	_____	(15 points)
Credo of Support Final Exam	_____	(10 points)
MAPS Implementation	_____	(25 points)

TOTAL POINTS _____ **200 maximum**

Grading Scale

A: 93-100%	A-: 90-92%	B+: 89-85%	B: 83-86%	B-: 80-82%	C+: 78-79
200-185	184-179	178-169	168-165	164-159	158-156