University of San Diego

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**EDSP 389/589**
**Healthy Environments and Inclusive Education (3 units)**

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Fall Semester, 2011
Thursdays 4pm-6:50pm
MRH
Office Hours: Arrange with Professor

## Course Description

This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools:  (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education.  A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students' academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning.  Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student.

Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated.  Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues.  There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings.  Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities.

## Required Textbooks (mandatory all sections)

Lewis, R. B., & Doorlag, D. H.  (2011). *Teaching Students with Special Needs in General Education Classrooms (8th ed.).* Columbus, OH:  Merrill/Prentice Hall.

Page, R. M., Page, T. S. (2010). *Promoting Health & Emotional Well-being in your classroom* (5th ed.). Boston: Jones and Bartlett Publishers.

## Recommended Readings (instructor specific)

Jones, Ron. (1976). *The Acorn People.* Boston, Bantam Books.

## Course Objectives – Aligned with Candidate Unit & Program Outcomes•

***The*** *≋ACE≋* ***SOE Unit:*** The three School of Education <u>Unit Candidate Outcomes</u> (ACE) provide the framework under which course objectives, course requirements and the standards linked <u>Centerpiece Artifacts</u> are organized and evaluated as part of the <u>Unit Assessment System</u>. In their <u>Reflective Professional Portfolio</u>, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the <u>National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D)</u> demonstrated throughout course and field experience.

California Teacher Performance Evaluation (TPEs) focused on in course:

- TPE 2: Monitoring Student Learning During Instruction
- TPE 4: Making Content Assessible
- TPE 6: Develop Appropriate Teaching Practices
- TPE 9: Instructional Planning
- TPE 12 Professional Legal & Ethical Obligations

Program Standards in Common Courses (multiple & single subject credentials)
- PS10: Learning to Creat a Supportive, Healthy Environment for Student Learning
- PS14: Teaching Special Populations in the General Education Classroom

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

## Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Explain the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety. (TPE 3) (K) (2042/10c)
- Identify common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. (TPE 4) (S) (2042/10c–ii)
- Explain effective strategies for encouraging the healthy nutrition of children. (TPE 2) (K) (2042/10c-iii)
- Describe the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems. (TPE 3) (K) (2042/10c-iv)
- Explain the legal, professional and ethical obligations related to Special Education. (TPE 4) (K) (2042/14b)
- Describe the roles and responsibilities of the General Education teacher, Special Education teacher, specialists, parent(s), administrators and others in collaborative Special Education processes including: identification, referral, assessment, IEP planning and meeting, and evaluation, behavior intervention planning, and transition planning. (TPE 5) (K) (2042/14b)
- Identify common characteristics and needs of students who manifest a variety of disabilities identified in the Individuals with Disabilities Education Act. (TPE 5) (K) (2042/14b)
- Describe basic considerations and strategies used to assess learning and language abilities when referring to Special Education and Gifted and Talented Education programs. (TPE 2) (S) (2042/14c)
- Begin to determine basic developmentally appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the General Education classroom. (TPE 3) (S) (2042/1d)
- Demonstrate basic knowledge and skills required for planning and delivering differentiated instruction to special needs students, students on behavior plans, and/or those who are gifted and talented. (TPE 4) (S) (2042/14e)

## Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements

- Discuss the relationship of personal, family, school, community and environmental factors, and their relationship to students' academic, physical, emotional and social well-being. (TPE 2) (D) (2042/10a-iii)
- Explain the effects of family involvement on teaching, learning and academic achievement. (TPE 2) (K) (2042/10a-ii)
- Identify site-based and community resources and agencies, including social services, health services, and educational and language services, particularly ones that promote student health and school safety and reduce school violence. (TPE 4) (K) (2042/10e)
- Identify support and resource roles that families may assume within and outside the school related to supportive, healthy and safe school environments. (TPE 2) (K) (2042/10a-v)

- Describe strategies for creating and maintaining effective environments for the social and academic integration of students with special needs who are included in the General Education classroom. (TPE 2) (K) (2042/14f)

**Outcome III: Ethics, Values and Diversity**
Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Identify the major laws, concepts, principles and ethical obligations related to providing supportive, healthy, and safe environments for all students. (TPE 4) (K) (2042/10a-i)
- Discuss respectful and productive strategies required for positive communications and effective relations with all students, their families and community members relative to student well being, considering diversity in family structures, cultures and child rearing practices. (TPE 2) (D) (2042/10a- ii to iv)
- Identify strategies to create positive, inclusive climates of instruction for all special populations in the General Education classroom. (TPE 4) (S, D) (2042/14f)

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## Assignments

TaskStream E-Portfolio

*Rationale:* As part of the candidate performance-based outcomes required by NCATE and CEC, each candidate must produce standards based projects that clearly demonstrate knowledge, skills and disposition development in the professional field of study.

*Subscription:* You are required to subscribe to TaskStream no later than the end of the second week of class.  The cost for this subscription is $20/semester; $40/year; $65/2 years; $85/3 years or $100/4years.  One subscription is provides you to access to all courses that use TaskStream. Students are responsible for obtaining their own subscription to this service by going to the following website: http://www.taskstream.com

Enrollment: Subscribers to TaskStream self enroll using the code: **G9MAEG. The code is case sensitive.**

*Components Product:* TaskStream offers a set of web-based tools for teacher education programs.  It provides you with instructional design instruments such as Unit Builder, Lesson Builder, Standard Management and Rubric Wizards.    The Web Folio Builder provides you with a mechanism to create, organize and share electronic portfolios that demonstrate standards compliance.  You can submit work for review and evaluation, receive feedback from instructors and create standards lessons and units.

*Training:* You will be oriented to TaskStream and will have access to mentoring and technical support.

*Tasks Dates Grade Weight:* You will be given specific information about your tasks and the value of each task towards your overall grade for this course.  Specifically identified tasks in this and other credential coursework that informs your overall development as an educator will be evaluated on rubric based performance indicators. Your advisor will keep you abreast to this requirement. Also check your student manual and program information posted on the school web site.

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## Embedded Signature Assignment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment program [on the same day they are submitted directly to the instructor]. *(The section in brackets is only needed if you require a dual submission—i.e. paper copy or submission to a different TaskStream location.)* The ESA will be scored both as part of your course grade and as part of your ongoing, program-level TPE Assessment. The TPE scores will be based on the Common Rubric. You will receive both sets of scores no later than the end of the semester.

**Embedded Signature Assignment for EDSP 389/589**
*Case Study Report Classroom Setting Based Differentiated Instruction*

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The credential program embedded signature assignment for this course is the case study paper. Students will analyze the potential classroom needs of individuals from special populations, identify assessment strategies, suggest strategies for adapting curriculum and modifying instructional interventions, and develop a plan for evaluating the effectiveness of the modifications. The project requires you to investigate and integrate evidence-based research in three areas of focus: 1) a specific special needs category, 2) health education and best practices in a general education classroom setting, and 3) a global perspective of service delivery practices in a country other than the United States.

**Step 1:** Choose one of 10 case studies to develop into your research project. Read the case report to get an initial understanding of the student's areas of strength and potential risk.

**Step 2**: Add an international perspective to your project. Select a country outside the United States or Canada from which your student's family immigrated. Do a scholarly Internet investigation of your selected country to explore how similar special needs and education services are delivered in that location. Sample websites are included in the references. Then give your case subject a name that reflects the naming heritage of that region of the world.

**Step 3:** Research the disability of the student in the case study by rereading the chapter in Doorlag and Lewis pertaining to the special needs of your subject in a school setting. You are expected to expand your knowledge base of this special needs area by reading pertinent professional journal articles and searching the Internet for reputable sites with additional information regarding characteristics, needs and service delivery practices.

**Step 4:** Describe the assessments you would give to this student in your classroom. Indicate how your student assessment will ensure more student engagement in grade appropriate core curriculum.

**Step 5:** Choose adaptations and modifications from your readings and research that you believe would help this child in your general education classroom. Choose from curricular, instructional, behavioral or environmental adaptations, as discussed in chapter 2 of Doorlag and Lewis. Be sure to name the techniques and strategies and site references where appropriate.

**Step 6:** Choose one of the health issues from Page & Page, as listed on the handout. Assign the attributes of this health issue to the student in your selected case study. *For example, Kelly has an emotional disturbance as well as an eating disorder*. You need to discuss aspects of the health issue as it influences student performance in your class.

**Step 7**: After gathering the information for preparing your differentiated instruction in your classroom from the course recourse analyze and reflect on the education practices and supports as they exist in your international comparison country identified in Step 2. Look for similarities and differences in services and pedagogy practices for the individuals with special needs and their families between the U.S. and your companion country. Discuss how you will explain the similarities and differences between the U.S. practices and services and those of the comparison country to the child's family. Also consider community resources, which the school and families can draw upon for additional support and service to assist in addressing cultural or regional concerns.

**Step 8:** Develop an ongoing formative evaluation plan to assist in monitoring the effectiveness of your differential instruction modifications and adaptations. You need to describe and provide examples of charts and graphs (minimum of 3 charts) that will help monitor the effectiveness of your response to intervention plans.

RUBRIC: The rubric for evaluating candidate demonstrated performance on the *Embedded Signature Assignment* follows the Bibliography at the end of this syllabus.

*Graduate Students:* Along with the case study, each graduate student must include a reference list of at least 3 resources (books, article or Internet based) that would assist you in finding modifications and/or accommodations for your case study student.

## Field Experience Requirement (Mandatory Site Visits)

Each student must complete 5 different observation-visitations to sites or settings within a school(s) or organizations serving individuals with special needs. Observe **5-different types of students or adults** in specialized service delivery settings. Use the following 3 resources when completing this task:

- *Exceptional Individuals Site Visitation Guidelines*
- *Exceptional Individual Site Visitation Verification Log*
- *Exceptional Individual Specific Site Visit Reflective Report*

To earn a passing grade in this course all documents related to the 5 different site visits must be completed.

*Graduate Students:* Accompanying each of the 5 Site Visit Reflective Reports, graduate students must also provide a disability type or service delivery resource. The resource can be from an Internet searched location or an article found via the Copley Library Database Search Engine. There must be a citation for each of the different types of special need areas visited. This report could be a list of services or information available about individuals with specific special needs, their educators, parents' supports or a service delivery specific citation. This will be further discussed in class.

## Course Requirements

Mandatory Course Assignments (all sections)

**I. Site Visits (**see Field Experience Requirement Assignment

**II. Case Study Report Classroom Setting Based Differentiated Instruction** (see Embedded Signature Assignment)

Instructor Specific Assignments (Examples)

All papers are to be typed, free of grammatical and spelling errors, and turned in on time.

*Attendance and Class Participation*

A significant amount of content will be covered in this course; therefore, regular attendance, active and positive participation throughout all sessions is expected and required. Grades will be negatively impacted by poor participation and/or unexcused absences.

**III.** *The Acorn People* **Reaction Paper**

Students will write a one-page reactionary paper describing your feelings after completing this short book. Due end of course.

**IV.** *Expert Group Presentation*

Students will be assigned a chapter in the Page & Page 5th Edition to present to the class. This is your opportunity to become "experts" in one area of your text. Groups will be selected on the first day of class. (Games, PowerPoint, Discussions) – depending on the size of the class, students may present on a chapter individually

**V. Quizzes**

Quizzes based on class lectures, activities in class, videos, chapter reviews will be part of the overall course grade.

## Assessment Plan/Grading Criteria/Rubric

Competency levels of knowledge, understanding and skills as a developing professional educator will be evaluated by a rubric found in TaskStream. This is an emerging level of present performance. One cannot be a master professional at this stage of a program of study. There will be further discussed in class.

Grade performance. Each component of the electronic portfolio will receive a grade based on the quality, depth, completeness and originality of each assignment. The point system for the letter grade is listed below.

**Breakdown of Assignments Earning Points towards Final Grade**

Fieldwork
      Site Visits (5@20 points each)      100 points
      Field Experience Signature Log
  Case Study Paper      100 points
*The Acorn People* Reflection Paper      100 points
Expert on Chapter      100 points
Quizzes (5@20 points each)      100 points
In class activities/participation/BSP      100 points
        **600 pts. Total**

**Grading:**

| | | | | |
|---|---|---|---|---|
| A | 96 – 100% | C+ | 78 – 82.9% |
| A- | 93 - 95.9% | C | 75 - 77.9% |
| B+ | 88 - 92.9% | C- | 73 - 74.9% |
| B | 85 - 87.9% | F | BELOW 73.0% |
| B– | 83 – 84% | | |

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

## Course Outline

| Session | Generative Topic(s) | Assignments | Student Chapter Presentations |
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|---|---|---|---|
| **Session 1**<br>**Sept. 1st** | **Introductions**<br>**Class Overview**<br>• **Syllabus overview**<br>• **Assignment clarification**<br>• **TaskStream embedded assignment**<br>• **Select chapters for presentation from Page & Page** | Read <u>Acorn People</u><br><br> Read CH. 1, Lewis & Doorlag (L&D): **Success for All Students** | |
| | • ***Ch. 1 - Success for All Students in the General Education Classroom***<br>• ***Teaching To Make a Difference***<br>• **PL 94-142 discussion** | | |
| **Session 2**<br>**Sept. 8th** | • ***Review Ch.1 "Chalk Talk"***<br>• ***(L&D) Chapter 2***<br>• ***Collaboration and the Team Approach***<br>• **Richard Villa – Collaboration Video** | **CH. 2**<br>**Collaboration &**<br>**Team Approach** | |
| **Session 3**<br>**Sept. 15th** | • **Ch. 3 & 4 (L&D)**<br>• **Role of the general education teacher**<br>• **IEP teams and responsibilities**<br>• **Overview of disabilities**<br>• **FAT CITY – Richard Lavoie**<br>• ***Media Literacy*** | **CH. 3 Students with Disabilities and Other Types of Special Needs**<br>**CH. 4 Diversity in Today's Classroom** | **Chapter 1 (P&P)**<br>**Presentation:**<br>*Teaching to Make a Difference* |
| **Session 4**<br>**Sept. 22nd** | • ***Ch. 5 - Adapting Instruction***<br>• ***Ch. 6 – Encouraging Positive Classroom Behavior***<br>• ***FAST System - Identifying Behaviors***<br>• ***Fat City Video (part 2)*** | **CH 5**<br>**Adapting Instruction**<br><br>**CH. 6**<br>**Encouraging Positive Classroom Behavior** | **Ch. 2 (P&P)**<br>*Life Skills for Health & Emotional Well Being* |
| **Session 5**<br>**Sept. 29th** | ***Social Acceptance***<br>***Coordinating the Classroom Environment***<br>***Assistive Technology***<br><br>***Co-Teaching – Richard Villa Video***<br>***Quiz #1* PART I** | **CH 7 Social Acceptance**<br>**CH. 8**<br>**Coordinating the Classroom Learning Environment**<br>**CH. 9**<br>**Assistive Technology** | **Chapter 3 (P&P)** |
| **Session 6**<br>**Oct. 6th** | **RESEARCH NIGHT**<br><br>**Write your Reflection on Acorn Book**<br>**Work on your Case Study**<br>**Work on your site classroom visits and Reflections** | | |
| **Session 7**<br>**Oct. 13th** | **Learning Disabilities & ADHD**<br><br>• **Teaching Students w/ LD and ADHD**<br>• **Teaching Students w/Intellectual** | **CH. 10, 11, 12** | **Chapters 4 & 5 (P&P)**<br><br>**Ch. 4 –** |

| | | | |
|---|---|---|---|
| | Disabilities<br>• **Behavioral Disorders**<br><br>*PENT BSP – introduction on effective BSP*<br><br>*When the Chips are Down - VIDEO*<br><br><span style="color:red">*Quiz #2* **PART II**</span> | | Ch. 5 – |
| **Session 8**<br>**Oct. 20th** | • *Communication Disorders*<br>• *Autism*<br>• *PENT BSP – teams will develop BSP in tech lap*<br><br>*www.pent.ca.gov* | **CH 13 & 14    (L&D)** | **Chapter 6 (P&P)**<br><br>**Stephanie Castillo** |
| **Session 9**<br>**Oct. 27th** | **Students with Physical & Health Disabilities**<br><br>**Students with Visual and Hearing Disabilities**<br><span style="color:red">**Quiz #3**</span> | **CH 15 & 16    (L&D)** | **Chapter 7** |
| **Session 10**<br>**Nov. 3rd** | **Review Activities – dyslexia/ CBM**<br>*Last One Picked, First One Picked On Rick Lavoie* | **CH. 17** | **Chapter 8** |
| **Session 11**<br>**Nov. 10th** | **GIFTED Students &  ELL Students**<br>**Learning Style Inventory Activity**<br><br><span style="color:red">**Quiz 4 # PART III**</span> | **CH. 18** | **Chapter 9** |
| **Session 12**<br>**Nov. 17th** | **Class Presentations on Case Study and School Visits & Reflections**<br>    **Class discussion on Acorn People** | **REVIEW Activities** | **Chapter 10** |
| **Section 13**<br>**Dec. 1st** | <span style="color:red">*Quiz # 5* **PART IV**</span><br>**Case Studies Discussion**<br>**Mock SST in class** | | |
| **Section 14 & 15**<br>**Dec. 8th & 15th** | <span style="color:blue">**No formal class**<br>**All assignments due to Professor by the 15th**</span> | | |

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## Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs; however, performance standards for the course will not be modified in considering specific accommodations.

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## Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

## Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

## Bibliography

Alliance for Technology Access. (1996). Computer resources for people with disabilities: A guide to exploring today's assistive technology. Alameda, CA: Hunter House.

Baca, L. M., & Cervantes, H. T. (1998). *the* bilingual special education interface. Columbus, Ohio: Merrill.

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Berry, J. O., & Hardman, M. L. (1998). Lifespan perspectives on the family and disability. Boston: Allyn & Bacon.

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Haslam, R. H. & Vallentutti, P. J. (Eds.). (1996). *Medical problems in the classroom: The teacher's role in diagnosis and management* (3rd ed.). Aus=tin, TX: PRO•ED.

Hepworth, Berger, E. (2000). Parents as partners in education. Columbus, Ohio: Merrill.

Huffman, D. M., Fontaine, K. L., & Price, B. K. (2004). *Health problems in the classroom (PreK-6): An a-z reference guide for educator*s. Thousand Oaks, CA: Corwin Press.

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Male, M. (1997). Technology for Inclusion: Meeting the special needs of all students. Boston: Allyn and Bacon.

Manning, M. L., & Baruth, L. G. (2000). Multicultural education of children and adolescents. Boston: Allyn and Bacon.

Marx, e., Frelick Wooley, S., with Northrop, D. (Eds.). (1998). Health is academic: A guide to coordinated school health programs. New York: Teachers College Press.

Mastropieri, M. A., & Scruggs, T. E. (2000). The inclusive classroom: Strategies for effective instruction. Columbus, Ohio: Merrill.

Phelps, L. (Ed.). (1998). *Health related disorders in children and adolescents: A guidebook for understanding and educating*. Washington, D.C: American Psychological Association.

Turnbull, A., & Turnbull, R, Shank, M & Leal, D. (2002). *Exceptional lives: Special education in today's schools*. Columbus, OH: Merrill/Prentice Hall.

**California Department of Education Publications**

California Safe Schools Assessment, 1999-2000 Results: Promoting Safe Schools (2001)
Challenge Standards for Student Success: Health Education (1998)
Getting Results, Update 1: Positive Youth Development: Research, Commentary, and Action      (1999)
Getting Results, Part 2: California Action Guide to Tobacco Use Prevention Education (2000)
Hate-Motivated Behavior in Schools
I Can Learn

**Law in the School: A Guide for California Schools, School Safety Personnel, and Law**
Enforcement (2000)
Positive Discipline A-Z
Positive Discipline in the Classroom
Positive Discipline for Preschoolers
Safe Schools: A Planning Guide for Action (1995)
SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000)
School Safety—Addendum to Safe Schools: A Planning Guide for Action (1998)
The Special Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals

**California Department of Education Videos**

*A Vision of Hope: Preventing Violence.*
*Chaos to Calm: Creating Safe Schools*

*Drugs and Youth:  The Challenge*
*Gangs:  Turning the Corner*
*Safe Schools:  Guide for Action*.

**Instructional Resources Advanced Topic Resources:**

The Center for Research on Learning. University of Kansas. http://www.kucrl.org/

The IRIS Center for Training Enhancement. Vanderbilt University. http://iris.peabody.vanderbilt.edu/index.html

**Global Perspectives:**

European Agency for Development in Special Needs Education.
http://www.european-agency.org/country-information

The Importance of Global Education An interview with Dr. Merry Merryfield.
http://www.outreachworld.org/article.asp?articleid=77

Teach Global
http://www.teachandlearn.net/teachglobal/

Education Today in Asia
http://www.childresearch.net/RESEARCH/TODAY_ASIA/index.html

Journal of Special Education in Asia Pacific (JSEAP). National Institute of Special Needs Education.
http://www.nise.go.jp/en/journal_of_spec.html

The Education of Diverse Student Populations by Guofang Wan.
http://books.google.com/books?id=pvLkzP5-wJwC&pg=PA56&lpg=PA56&dq=special+education+in+global+perspective&source=bl&ots=bRj3YcYCCM&sig=r_CmQEAnujx7CT-5IxjxetDVGeU&hl=en&ei=Nn0pSrjrGJHEMePEoNIJ&sa=X&oi=book_result&ct=result&resnum=7

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Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the western European societies. *European Journal of Special Education, 18* (1), 17-35.

**EDSP 389/589 Case Study Evaluation**
**Rubric for Grading (Based on Teacher Credential TPE Assessment Portfolio in TaskStream)**

| | Incomplete 1 | Beginning 2 | Developing 3 | Apprentice 4 | Score |
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| **Research** | Report writing lacks clear identification of evidence based resources or academic language that meets the needs of the case study. | Writing includes some references and named strategies but the citations are not rigorous professional based sources. The citations are correct but direct link to case needs is unclear. | Citations are drawn from breadth of resources including pedagogical practices, diversity and global perspectives. The writing shows an emerging understanding of how to apply research resources to classroom practice. | Writing demonstrates a superior grasp of research techniques and transference of research to practice. Candidate looks at instructional options and learning needs from multifaceted global perspectives. | |
| **Differentiated Instruction & Modifications** | Evidence or reflection is missing. OR The candidate provides evidence or reflection that is not related to the course TPEs or grade level content standards mandates | The candidate provides evidence that is related to the TPE &/or content standards and is able to restate the key elements of the TPE &/or content standards. The candidate reflection describing the evidence, is grounded in unexamined knowledge, and provides limited or no discussion of the link between the evidence as it relates to meeting the needs of individuals with special needs in general education settings. | The candidate provides evidence of the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's reflections are grounded in partially examined knowledge, and provide surface-level discussion of the link between the evidence and the intent of the TPE in helping all students learn. The evidence is directly related to grade appropriate content standards. | The candidate provides evidence of the well-reasoned and flexible use of the TPE in working with students. The candidate's reflections are grounded in clearly communicated disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn. The link between TPE teacher practice and student learning of state mandated content standards are clearly developed. | |
| **Assessment Strategies** | Report lacks a clearly delineated set of formative assessment techniques that fit into a general education instructional classroom or graphing representation fails to show a clear link to pedagogical decision making. | Candidate identifies assessment strategies and graphic reporting techniques that are at a superficial level of cognitive development (knowledge & understanding) without developing depth of content standard expectations | Candidate develops clear formative assessment strategies and reporting techniques that are grounded in research practices and cultural diversity of students. Candidate indicates how assessment techniques inform changes in instructional practices. | Candidate identifies a variety of formative assessment strategies and reporting that analyze learning and teaching from multiple cognitive and instructional perspectives. Citations and use of academic language shows grasp of best practices. | |
| **Evaluation Response to Intervention** | The identified formative assessment techniques or graphic analysis slows little link to informing instructional practices and analysis of student outcomes. | Evaluation techniques or graphic analysis are appropriate from a teaching planning perspective but lacks depth of clarity to provide information to inform learning outcomes. | Evaluations and graphics are appropriate measurements of academic standards and individual student needs. | Candidate selects a variety of assessment techniques that inform evaluation of response to intervention. Assessment address different pedagogy approaches and ways of looking at student performance. | |
| **Health issue** | Special health issue is not identified or clearly related to student in case report. | Health issue needs are oversimplified or discussion relates to factors other than direct learning potential outcomes. | Health issue is well documented and citations and terminology indicate an emerging level of understanding by candidate in relationship to instructional practices. | Citations and recommendations for directly addressing health issues in instructional practice show an in-depth investigation and understanding of relationship to learning. | |
| **Internationalization Perspective** | Report lacks clear indication of candidate awareness of international and/or cultural variance on decision making for students with special needs and the impact on the cultural structural of the family. | Report includes specific indications of cultural and national differences that play a role in education but the perceived issues identified by the candidate polarize family engagement, is largely superficial or includes misconceptions about global differences or lacks specific implications for classroom decision making. | Differentiated instructional recommendations, parent support or recommended community resources include specific examples of global similarities and differences in service delivery. | Recommendations, references and resources show a clear depth of understanding of the ways culture, comparative global or national differences and family backgrounds impact upon decision making and relevance of differentiated instruction that meets the needs of a student with special needs and his or her family. | |