Course Description:

A. Prerequisite: Sped 503 (pre. or co. or with permission)

B. Course Description

This course addresses research based best practice and emerging theory in the areas of Mild-Moderate disabilities, learners-at-risk of failing in school and English Language Learners. The course facilitates the selection, implementation and evaluation of best practices for individuals with Specific Learning Disabilities, Mild-Mental Retardation, Emotional/Behavioral Disorders, Other Health Impairments, Autism Spectrum, learners-at-risk, and English Language Learners. The course stresses collaboration, coordination and consultation with all key stakeholders, including the K-12 (or older) learners.

Learner Outcomes:

This course is designed to enable students to:

1. Identify, discuss, and evaluate best research–based practices in instructing and support for Mild-Moderate learners and other special needs learners.

2. Discuss, analyze and critique current theoretical issues and emerging practices.
3. Develop and critique their ability to self – reflect about their communication skills related to collaboration and consultation on curriculum for special needs learners.

4. Develop an understanding of and an ability to implement de –mystification for mild-moderate and at-risk learners, their families and professionals

4. Identify assistive technology and instructional software for Mild-Moderate and at-risk learners

5. Integrate key learning outcomes of course into a systematic approach to their practice in the field.

Professional Standards:

CCTC Standards: Research and Practice/15, Curriculum and Instruction/19, Data-based decisions/13

CEC Standards: Common Core 1- Knowledge (1, 2, 3, 6) [2000/4th ed.] Common Core 4-Knowledge (1-5), Skills (1, 3, 9,) Common Core 5-Knowledge (2), Skills (3, 5, 6, 8)

Required Text:

1. Two current research journals per self identified research area: suggested: Pertinent Council of Exceptional Children journals.

2. Special Education 407 (Level one) texts. For non- University of LaVerne Level One candidate’s texts are available in curriculum lab. and on limited loan.


Suggested Reading:


**Course Requirements, Performance –Based Assessment, Evaluation Criteria:**

<table>
<thead>
<tr>
<th>A. Course Requirements:</th>
<th>TOTAL POINTS 100 **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Attendance</strong> each session and for the full session</td>
<td>20 pts</td>
</tr>
<tr>
<td>(note: student can not earn an A if more than one session is missed)</td>
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</tr>
<tr>
<td>2. <strong>Participation</strong>: includes completion of homework, preparation for each session (readings, home work, topics, special tasks, etc)</td>
<td>20 pts</td>
</tr>
<tr>
<td>3. <strong>Double entry journal</strong> for each session topic with an analytical summary for entire journal</td>
<td>20 pts</td>
</tr>
<tr>
<td>4. <strong>Practitioner’s Paper</strong>: including <em>all</em> key learning outcomes of the course, the student’s professional response to them and oral report.</td>
<td>20 pts</td>
</tr>
<tr>
<td>5. <strong>Key Stakeholder Response</strong>: student will discuss paper with two (2) individuals who are directly affected by the findings in the paper.</td>
<td>20 pts</td>
</tr>
<tr>
<td>6. <strong>Proof of Course Evaluation</strong>: submitted with the Stakeholder Response</td>
<td>Credit</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Performance –Based Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Active Participation</strong> in sessions</td>
</tr>
<tr>
<td>2. <strong>Journaling</strong></td>
</tr>
<tr>
<td>3. <strong>Practitioner’s Paper and Oral Report</strong></td>
</tr>
<tr>
<td>4. <strong>Meeting</strong> with Stakeholder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Criteria for Evaluation/Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points for requirements, # 3 and #4 above are obtained from a 4 point rubric. Requirements #1 and #2 are on a point scale corresponding to the number of sessions the class meets.</td>
</tr>
</tbody>
</table>

Each rubric includes consideration for submission of work on the due date, responsiveness to all prompts and professional presentation.
1. Attendance and Participation Form
2. Journaling Rubric
3. Key Assessment: Practitioner’s Paper Rubric
4. Stakeholders Rubric

D. Rationale for Final Grade

A to A- 100- 90 points* (note: the course is interactive and overall success is achieved by student participation therefore a student can miss no more than two session to get an A or be more than ten (10) minutes late two (2) times during the semester. With or without a valid reason An A- may be considered with a valid reason. (birth, death, medical) outstanding performance on performance based assessment and participation.

B+ to B- 89 - 79 points

* Graduate courses are not credited below a B -. Students earning below a B- must retake the course.

Academic Honesty

Each student is responsible for performing academic tasks in such a way that honesty is not a question. Unless an instructor specifically defines an exemption, students are expected to maintain the following standards of integrity:

1. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

2. Any use of wording, ideas, or findings of other persons, writings or research requires the explicit citation of the source; use of exact wording or moving around of words requires a quotation format.

3. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

READ CATALOGUE for details.
Students with Disabilities

University policies concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ex.4441) or www.ulv.edu/dss.Students may speak privately with the instructor for assistance contacting the Director of Student Services.

Dispositions

College of Education and Organizational Leadership (CEOL)

1. **Intellectual Commitment**: Demonstrates formal thinking capacity (thinks critically, collects and analyzes data, anticipates multiple consequences, makes sound decisions, and is open to alternative viewpoints.

2. **Respectfulness**: Appropriately responds to and communicates with others, including hearing feedback and responding constructively to criticism. Is reflective and willing to wrestle with ideas outside of his/her cognitive framework.

3. **Professionalism**: Demonstrates awareness of personal and professional style, strengths, and weaknesses. Monitors personal and professional performance and plans appropriate self-improvement. Has a sense of humor and can relate happily with students, faculty, and others in a flexible, non-defensive manner.

4. **Empathy**: Demonstrates patience, flexibility, and compassion in working with others. Is relaxed around adults and children.

5. **Socio-Cultural Competence**: Is able to give students positive attention and reinforcement. Demonstrates good attending behavior and is respectful of differences in values, styles, and cultures.

6. **Responsibility**: Takes responsible action when faced with problems and conflicts. Communicates directly and willingly accepts responsibility for errors or negative impact on others.

7. **Commitment to Professional Development**: Enjoys and is committed to learning about, with, and from students, peers, and faculty. Is open to new ideas and feedback in order to remain current to the profession.

8. **Ethical Behavior**: Maintains the highest level of integrity, honesty, confidentiality, and fairness both personally and professionally at all times.
Dispositional Understandings

Definitions of dispositional understanding on the Web:

- your usual mood; "he has a happy disposition"
- disposal: the act or means of getting rid of something
- inclination: an attitude of mind especially one that favors one alternative over others; "he had an inclination to give up too easily"; "a tendency to be too strict"
- a natural or acquired habit or characteristic tendency in a person or thing; "a swelling with a disposition to rupture"
- A disposition is a habit, a preparation, a state of readiness, or a tendency to act in a specified way.
- The disposition of a harpsichord is the set of choirs of strings it contains. This article describes various dispositions and gives the standard ...
- The arrangement or placement of certain things; Tendency or inclination under given circumstances; Temperamental makeup or habitual mood; Control over something; Transfer or relinquishment to the care or possession of another; Final decision or settlement; The destination of a patient after ...
- dispose - give, sell, or transfer to another; "She disposed of her parents' possessions"
- dispose - discard: throw or cast away; "Put away your worries"
- dispose - make receptive or willing towards an action or attitude or belief; "Their language inclines us to believe them"
- dispose - place or put in a particular order; "the dots are unevenly disposed"
- dispose - qualify: make fit or prepared; "Your education qualifies you for this job"
- disposed(p): having made preparations; "prepared to take risks"
- disposed - apt(p): (usually followed by 'to') naturally disposed toward; "he is apt to ignore matters he considers unimportant"; "I am not minded to answer any questions"
- dispose - To eliminate or to get rid of something; To distribute and put in place; To deal out; to assign to a use; To incline
# Rubric

Special Education 507  
**Key Assessment - Diversity**  
Practitioner Paper Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Not Present</th>
<th>2 Emerging</th>
<th>3 Competent</th>
<th>4 Exceptional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Significant conceptual errors, must redo for credit</td>
<td>6 on guideline template. Clear, insightful personal/professional position with 1 reference to text or experience for support or contradiction</td>
<td>8-7 on guideline template. Clear insightful personal/professional position with 5 clearly analyzed reference to text and experience for support or contradiction</td>
<td>10-9 on guideline template. Clear insightful personal/professional position with 8 or more clearly analyzed reference to text and experience for support or contradiction</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Significant error (5 or more) in grammar, spelling, sentence structure</td>
<td>Many (3-4) errors in grammar, spelling, sentence structure</td>
<td>A few (1-2) errors in grammar, spelling and sentence structure</td>
<td>No errors in grammar, spelling and sentence structure</td>
<td></td>
</tr>
<tr>
<td><strong>APA format</strong></td>
<td>Did not follow APA</td>
<td>Many (3-4) errors in APA</td>
<td>A few (1-2) errors in APA</td>
<td>No errors in APA</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>No creative flourishes (art, metaphors, poetry, internet resources, bibliotherapy, etc) that illuminate the response.</td>
<td>A creative flourish (see previous explanation) that is unclear in its connection to the response.</td>
<td>A creative flourish (see previous explanation) that is clearly connected to the response by a caption.</td>
<td>Several creative flourishes (see previous explanation) that are clearly connected to the response by a caption.</td>
<td></td>
</tr>
<tr>
<td><strong>On time</strong></td>
<td>More than two days late</td>
<td>Two days late</td>
<td>One day late</td>
<td>Delivered on or before due date</td>
<td></td>
</tr>
</tbody>
</table>
## Description of Stakeholder

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Not Present</th>
<th>2 Emerging</th>
<th>3 Competent</th>
<th>4 Exceptional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Topic not covered</td>
<td>Topic covered</td>
<td>Topic covered</td>
<td>Topic covered in depth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With little descriptive explanation and insight</td>
<td>some descriptive explanation, some insights</td>
<td>with much descriptive explanations and personal insights</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Significant errors (5 or more) grammar, spelling, sentence structure</td>
<td>Many(3-4) errors</td>
<td>A few(1-2) errors</td>
<td>No errors</td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>Unprofessional Sloppy, not easy to follow Did not follow APA</td>
<td>Very little attention to written Presentation, Many errors (3-4)</td>
<td>Neatly prepared and Some APA Errors(1-2)</td>
<td>Neatly prepared and typed, no errors</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Little creative flourish</td>
<td>Some creative flourish</td>
<td>Several creative flourishes</td>
<td>Many creative flourishes</td>
<td></td>
</tr>
<tr>
<td>On time</td>
<td>More than Two days late</td>
<td>Two days late</td>
<td>One day late</td>
<td>On time</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade and comments: ____________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
**Special Education 507**

**Completed Journal Assignment Rubric**

[This rubric evaluates the quality of all assigned journals.]

Name______________________  Date__________________  Instructor__________________________

Number of journals assigned__________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Not Present</th>
<th>2 Emerging</th>
<th>3 Competent</th>
<th>4 Exceptional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Topic not covered</td>
<td>Topic covered</td>
<td>Topic covered with little descriptive explanation and insight</td>
<td>Topic covered</td>
<td>Topic covered in depth, with much descriptive explanations and personal insights</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Significant errors (5 or more) grammar, spelling, sentence structure</td>
<td>Many (3-4) errors</td>
<td>A few (1-2) errors</td>
<td>No errors</td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td>Unprofessional Sloppy, not easy to follow, no APA format</td>
<td>Very little attention to written presentation 3 or more AP errors</td>
<td>Neatly prepared and Some typing Errors, APA accuracy with only 2 errors</td>
<td>Neatly prepared and typed, APA accuracy 1 or now errors</td>
<td></td>
</tr>
<tr>
<td>Creativity: Art, metaphor, poetry, other ways to illuminate the response</td>
<td>Little creative flourish</td>
<td>Some creative flourish</td>
<td>Several creative flourishes</td>
<td>Many creative flourishes</td>
<td></td>
</tr>
<tr>
<td>On time</td>
<td>More than Two days late</td>
<td>Two days late</td>
<td>One day late</td>
<td>On time</td>
<td></td>
</tr>
</tbody>
</table>

Final Grade and comments:__________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Special Education 507  
Double Entry Journal

The purpose of this journal is to encourage educational specialist practitioners to capture what occurs in a particular situation and then to analyze the occurrences using key learnings and self reflections.

This journal format will document the educational specialist’s professional growth in key concept areas per entry and in the course overall.

**Topics**

Entry One - Analysis of dispositional goal  
Entry Two – Exploration of your topic and its professional benefit  
Entry Three – Discussion of UDL, RtI, Executive Function and self advocacy with a learner with special needs  
Entry Four – Discussion of key ideas with a stakeholder (para, district person, gen. ed. teacher, parent…)  
Entry Five– Summary of the status of your dispositional goal/s

**Format**

I- Your name, date  
II- Title of journal  
III- Very brief description of what your did, how you organized yourself for the journal  
(Example: thought about/selected the goal you would work on, set up the interview, prepared for the interview, etc.)  
IV- The journal in a T format

<table>
<thead>
<tr>
<th>Key factual data: what happened/what is...</th>
<th>Analysis of each key aspect…* cite texts and lectures as you analyze.</th>
</tr>
</thead>
<tbody>
<tr>
<td>First aspect, fact or element…..</td>
<td>Analysis of the first aspect, fact element etc.</td>
</tr>
<tr>
<td>#1………………..</td>
<td>#1………</td>
</tr>
<tr>
<td>#2……………….</td>
<td>#2………</td>
</tr>
<tr>
<td>#3……………….</td>
<td>#3……………….</td>
</tr>
</tbody>
</table>

**Continue until complete**

V- Summary: What did you learn from this journal about yourself, your practice, others, etc.
Course Sessions at a Glance

Session One
March 28, 2010: Course overview and Practioner Vision

Due: Your presence

Homework:
1. **Review** all texts
2. **Select** and **write** a summary of your curriculum area of study
3. **Select** a journal that may provide articles for your curriculum area.
   (For assistance contact ULV Librarian: Shelley Urbizagastegui, Assistant Professor Librarian, Information Literacy Liaison, College of Education and Organizational Leadership ext. 4311 surbizagastegui@laverne.edu)
4. **Write** a dispositional goal related to your professional growth in this course in the form of a double entry journal.
5. **Read** Universal Design text and be prepared to discuss its relevance to your topic.

Session Two
April 11, 2010: Your Professional Topic and UDL

Due:
1. **Review** all texts
2. **Select** and **write** a summary of your curriculum area of study
3. **Select** a journal that may provide articles for your curriculum area.
4. **Write** a dispositional goal related to your professional growth in this course.
5. **Read** Universal Design and be prepared to discuss its relevance to your topic.

**Homework**
1. **Write** a draft of UDL and your topic. **Use** text, course discussion, journal information and any other source to enhance your written product.
2. **Find** a current user friendly APA citation guide and **practice** using APA in the draft.
3. **Read** RtI text in jigsaw and write a summary for your course mates.
4. **Write** a double entry journal on the start of the exploration of your topic and how it will benefit you and your professional community.
Session Three
April 25, 2010: Your Topic and RtI

Due:
1. Write a draft of UDL and your topic. Use text, course discussion, journal information and any other source to enhance your written product.
2. Find a current user friendly APA citation guide and practice using APA in the draft.
3. Read RtI text in jigsaw and write a summary for your course mates.
4. Write a double entry journal on the start of an exploration of your topic and how it will benefit you and your professional community.

Homework
1. Read part one 12 Brain/Mind Learning Principles
2. Write a double entry journal: Discussion of UDL, RtI, Executive Function and self-advocacy with a learner with mild/moderate disabilities
3. Create a Management by Profile grid (from 2009Sped 407)
4. Write a draft of RtI and your topic.

Session Four
May 2, 2010: Executive Functioning: You, your colleagues, parents and learners.

Due:
1. Read part one 12 Brain/Mind Learning Principles
2. Write a double entry journal: Discussion of UDL and RtI with a learner with mild/moderate disabilities
3. Create a Management by Profile grid (from 2009Sped 407)
4. Write a draft of RtI and your topic.

Homework
1. Read part two of 12 Brain/Mind Learning Principles
2. Fill-in profile with ideas for your practice
3. Write a double entry journal: Discussion of key ideas in course with a stakeholder
4. Prepare to discuss your topic and your tentative conclusions.

Session Five
May 16: The course and your vision for your practice and special education
Due:

1. Read part two of 12 Brain/Mind Learning Principles
2. Fill-in profile with ideas for your practice
3. Write a double entry journal: Discussion of key ideas in course with a stakeholder
4. Prepare to discuss your topic and your tentative conclusions.

Homework: Due May 30, 2010

1. Write your Practitioner’s paper and submit on Taskstream
2. Write final double entry journal on how your interviews and readings may assist you with insights on issues of diversity in special education.*
3. Write a summary of what you have done to meet your dispositional goal written at the beginning of the course. Did you meet it? What are your next steps?*

* submit #2 and #3 by e-mail attachment to instructor

Go Gently
<table>
<thead>
<tr>
<th>Components</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td></td>
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<tr>
<td>2. Author</td>
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<tr>
<td>3. Abstract</td>
<td></td>
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<tr>
<td>4. Overview of those who will benefit</td>
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<tr>
<td>5. UDL</td>
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<td>6. RtI</td>
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<tr>
<td>7. Management by Profile</td>
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<td>8. Executive Function</td>
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<td>9. Technology</td>
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<tr>
<td>10. Vision summary</td>
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<tr>
<td>Appendices</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Overall Comments: Sections 1-10 are one point each. See Rubric for what this means in terms of the final score.
PUT YOUR HEADS TOGETHER. WHAT HAVE YOU LEARNED ABOUT THE COURSE.