



# TEACHER CENTER

## SPED-522(a): Methods

**Course Meetings:** Tuesdays from 4:45-7:45pm, February 18- March 17

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**Location:** HTH Graduate School of Education • 2150 Cushing Road, San Diego, CA 92106 Room 227

### COURSE DESCRIPTION

This class provides an in depth look at the roles and responsibilities of the Education Specialist as case manager in regards to teaching and progress monitoring methods. ES Interns learn how to use data from assessments to make decisions, progress monitor this data to make further decisions and how to communicate this progress with their Team.

In this section, participants plan for specialized instruction based on the specific needs of students with mild/moderate disabilities. Participants use evidence-based methods to teach/support academic core content areas such as math, reading and writing. Participants demonstrate knowledge of: instructional strategies (including supplemental materials); accommodations and modifications; writing IEP goals; progress monitoring; co-teaching, collaboration, and consultation; due process, and English Language Learners. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for Special Education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the students with mild/moderate disabilities.

ES Interns learn about different state and federal accountability systems set forth in Individual with Disabilities Educational Act (IDEA) 2004 and No Child Left Behind. The course provides knowledge and skill to assess and work with students from diverse backgrounds and varying language, communication, and cognitive abilities, including students who are African-American, and students whose first language is not English. ES Interns will have opportunities to demonstrate knowledge of their students and be able to make evidence-based decisions for each student they work with. ES Interns understand and use multiple sources of information in order to be a part of the decision making regarding services for special education.

### ESSENTIAL QUESTIONS

1. What is the Education Specialists' role and responsibilities in monitoring students' progress?
2. How does a school team (Student Support Team, 504, IEP) work together to address the needs of students who are displaying a need for further support?
3. How can an Educational Specialist use data to inform their decisions and utilize evidence-based methods to continue to support students?

### LEARNING OUTCOMES

The mission of the program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for future education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21<sup>st</sup> century context for teaching and learning. It trains teachers who understand the integration of technical and academic studies by providing directed, on-the-job training to recent graduates of post-secondary institutions as well as mid-career individuals in transition.

Through this program HTH credentialing is committed to developing reflective practitioner who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. Through this course, students will be supported in pursuing the specific program standards outlined below.

### **PROGRAM STANDARDS**

~TPE 1: Engaging and supporting all students in learning

~TPE 3: Understanding and organizing subject matter for student learning

~TPE 5: Assessing student learning

### **CONNECTIONS AND PRACTICES**

**Students with exceptionalities-** this course will cover how to proactively teach, assess, and advocate for students with exceptionalities in the school setting.

**Emergent Bilingual Learners-** this course will introduce candidates to the intersectionality of pre-referral strategies, IEP/disability identification, and bilingual education.

**Equity and Diversity** - this course will explore neurodiversity as a form of human diversity and will discuss and explore issues of equity and access for students with disabilities. We will also begin to explore the intersectionality of race, gender, and social/economic status as it relates to the over and/or underrepresentation of marginalized groups in special education. This pursuit can not be separated from exploring culturally responsive assessment practices.

### **REQUIRED COURSE MATERIALS**

Billingsley, Bonnie, et al. *A Survival Guide for New Special Educators*. John Wiley & Sons INC, 2013.

*Guidelines for Student Support Teams (SST)*. (November, 2007). Department of Defense Education Activity. Retrieved from [https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA\\_SST.pdf](https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf)

Madison Metropolitan School District. (2014, September). *Writing Instruction and Intervention Strategies: Initial Guidance*. Retrieved Feb. 2020, from [https://mtss.madison.k12.wi.us/files/mtss/Writing\\_Instruction\\_and\\_Strategies.pdf](https://mtss.madison.k12.wi.us/files/mtss/Writing_Instruction_and_Strategies.pdf)

National Center on Response to Intervention. (January, 2013). *Progress Monitoring Brief Series: Brief Series #4: Common progress monitoring omissions: Reporting information to parents*.

Retrieved from:

<https://rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief4-Reporting%20Information%20to%20Parents.pdf>

Patton, A. (2020, January 14). *Unboxed: LeDerick Horne, Separate is Not Equal in Special Education*. Retrieved January 2020 from

<https://www.listennotes.com/podcasts/high-tech-high-unboxed-high-tech-high-unboxed-0pxrWhZL7js/>

Robinson, C., & Rogers, T. (2019, November 18). *We Must Raise the Bar for Evidence in Education*. Retrieved from <https://www.edweek.org/ew/articles/2019/10/30/we-must-raise-the-bar-for-evidence.html>

Saddler, B., & Asarao-Saddler, K. *Response to intervention in writing: A suggested framework for screening, intervention, and progress monitoring*. (2013). *Reading & Writing Quarterly*, 29, 20-43.

VanDerHeyden, A. M., & Coddling, R. S. (2020). Belief-Based Versus Evidence-Based Math Assessment and Instruction. *NASP Communique*, pp. 20–25.

Wright, P., Wright, P., & Webb O'Connor, S. (2015). *Wrightslaw: All About Ieps* (1st ed.). Hartfield, VA: Harbor House Law Press.

Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). Executive Function: Implications for Education (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the Institute website at <http://ies.ed.gov/>.

## **COURSE ASSIGNMENTS and ACTIVITIES**

### **Reflections:**

#### **Reflections**

Reflections are an opportunity to personalize and synthesize the content you learned in class as well as the content you have absorbed from the readings. Before each session, reflection prompts will be provided. When responding to prompts please select one or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. Your reflection should also include a dialogue about the impact course readings, content, and activities have had on your practice. You should post your reflection to the Haiku forum by 1:00 pm two days before the next class.

### **Put it into Practice:**

This is an opportunity to actually go out and use what you have learned in class. Throughout credentialing classes you will focus on specific methods for teaching. Each week's session will provide a "Put It Into Practice" that asks you to try out the new skill you learned and then to reflect upon the planning, implementation, success and challenges you faced while implementing it.

### **Observe your Mentor:**

Class participants will be required to observe their mentor in an Initial or Triennial IEP (or 504/SST depending on your situation) meeting where they take data to make informed decisions on how to support a student. More information will be provided related to the parameters of this assignment.

### **Final Project:**

**Student Goal Tracking:**

By the end of this course, practitioners will have tracked a goal for four to five weeks from either an IEP, 504 or SST. Practitioners will be able to represent the data in a visual format in addition to having a written explanation to the progress on the goal that is both parent and teacher accessible. Practitioners will provide a one page reflection on the process that includes information such as: what would you do differently moving forward (if anything), do you think the intervention is appropriate, would you like to try and represent your data differently and how was the process of tracking a goal?

On the final class meeting, ES Interns will present their student progress to their cohort-mates as if they were in an IEP setting with parents and teachers present. ES Interns will bring a final progress report that showcases the POG.

**Evidence-Based Interventions Resource Guide:**

ES interns will be divided into four groups with focus areas of: math, reading, writing and executive functioning skills. Each group will work together to create a resource guide for their schools that includes effective, research-based methods in the focus area assigned that has information on elementary, middle and high school resources.

On the final class meeting, ES interns will present with their group their resource guide and share for their cohort to also utilize. During the final presentation they will be asked to present some examples of evidence-based strategies, and helpful resources that they discovered. All resources cited should be presented in APA format.

**COURSE SCHEDULE**

Detailed daily agendas will be distributed at course meetings.

Session Overview	Date	Due Today
<p>SESSION ONE:</p> <p>Welcome! Introduction and Syllabus Review</p> <p>Review: WJTA: How is administration going?</p> <p>Discussion of Educational Benefit (Rowley and Endrew Cases)</p> <p>Learning Spotlight: What are Evidence-Based Practices?</p>	<p>02/18/20</p>	<p><b><u>Discussion Prompt*</u></b>: How do we get to know our students and the ways they learn? Why is knowing your student needs/how they learn important to creating a learning plan?</p> <p><b><u>Put It Into Practice</u></b>: Before coming to class, identify a focus student. The student needs to be on an IEP with academic goals and services..</p> <p><b><u>Due Next Class</u></b>: Bring in your focus student’s goals. If you print out their goals from your IEP information system, make sure to redact the document. You might also choose to copy the goals onto a word document and bring them in.</p>

		*Note: No written reflection due before class this week.
<p>SESSION TWO:</p> <p>Reflection/Readings/Looking over Student Goals</p> <p>Evidence-Based Practices Resource Dive</p> <p>Making a Plan:</p> <ul style="list-style-type: none"> <li>● Writing Goals</li> <li>● What makes a good goal?</li> <li>● How can you best support a goal?</li> </ul> <p>Learning Spotlight: Managing Ed Specialist Responsibilities.</p>	02/25/20	<p><b>Readings Due This Class:</b></p> <ul style="list-style-type: none"> <li>● “We must raise the bar for evidence in education,” by Carly Robinson &amp; Todd Rogers: <a href="https://www.edweek.org/ew/articles/2019/10/30/we-must-raise-the-bar-for-evidence.html">https://www.edweek.org/ew/articles/2019/10/30/we-must-raise-the-bar-for-evidence.html</a></li> </ul> <p><b>Reflection Prompt:</b> Interview the classroom teacher that your student is in/goal is prevalent. How is the goal being supported? What does the teacher know about the goal? Are strategies being implemented within the class supporting the goal, or is it possible that any are interfering with the progress? Write a one page reflection based on this interview.</p> <p>Next Class also please come to class with a best practice strategy for managing roles/responsibilities/organization tips that your mentor uses. Be prepared to share out the strategy.</p> <p><b>Readings for Next Class:</b></p> <ul style="list-style-type: none"> <li>● Chapter 6 (Organizing and Managing your Work, pg. 89-111) in: <i>A Survival Guide for New Special Education Teachers</i></li> </ul>
<p>SESSION THREE:</p> <p>Reflection/Readings Debrief</p> <p>Topic: PLOPS/POGS How do I monitor my intervention?</p>	03/03/20	<p><b>Readings Due This Class:</b></p> <p>Chapter 6 (Organizing and Managing your Work, pg. 89-111) in: <i>A Survival Guide for New Special Education Teachers</i></p> <p><b>Readings due for Next Class (4):</b></p> <ul style="list-style-type: none"> <li>● Wrights: All About IEPs: Chapter 4 (pgs. 29-39) &amp; Chapter 6 (pgs. 51-55).</li> <li>● Progress Monitoring Article for Parents: <a href="https://rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief4-Reporting%20Information%20to%20">https://rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief4-Reporting%20Information%20to%20</a></li> </ul>

		<p><a href="#">20Parents.pdf</a></p> <ul style="list-style-type: none"> <li>● Skim through CA EL with Disabilities Guidelines (we will take time in class to also read some sections): <a href="https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf">https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf</a></li> </ul> <p><b><u>Reflection Prompt for Class 4: Annual IEP Mentor Observation</u></b></p> <ul style="list-style-type: none"> <li>-How does my mentor set-up the meeting?</li> <li>- Do they do anything to prepare?</li> <li>-How do they present progress on goals?</li> <li>-Do the caregivers and teachers seem to understand the data? Do you understand the data?</li> <li>-What do you like that they do/strategies you would like to try</li> <li>- Anything you would add?</li> </ul> <p>* you have two weeks to complete this assignment</p> <p><b><u>Put It Into Practice:</u></b> Mentor Observation</p>
<p>SESSION FOUR:</p> <p>Reflection &amp; Reading Debrief</p> <p>Topic: EL with Disabilities, Mod/Severe and Life Skills Goals, &amp; Reporting Data in an Accessible Way</p>	<p>03/10/20</p>	<p><b><u>Readings for this class:</u></b></p> <ul style="list-style-type: none"> <li>● Progress Monitoring Article for Parents: <a href="https://rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief4-Reporting%20Information%20to%20Parents.pdf">https://rti4success.org/sites/default/files/RTI%20ProgressMonitoringBrief4-Reporting%20Information%20to%20Parents.pdf</a></li> <li>● Wrights: All About IEPs: Chapter 4 (pgs. 29-39) &amp; Chapter 6 (pgs. 51-55)</li> </ul> <p><b><u>Reflection Prompts for Next Class:</u></b> Mentor Observation of an IEP will be due next class</p> <p><b><u>Put It Into Practice:</u></b> Work in groups to prepare for final presentation- making evidence-based resource guide for schools</p>

		<p><b><u>Readings for next class:</u></b> None! Work on your final projects :)</p>
<p>SESSION FIVE:  Reflection on Mentor Observation  Topic: Mod/Severe and accomodations v. modifications</p>	03/17/20	<p><b><u>Readings for this class:</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b><u>Assignment Due this class:</u></b></p> <ul style="list-style-type: none"> <li>• Mentor Observation</li> </ul> <p><b><u>Reflection Prompt for Next Class:</u></b> Final Projects!</p> <p><b><u>Put It Into Practice:</u></b> Work with groups to create resource guides</p> <p><b><u>Readings for next class:</u></b> Podcast: Unboxed: <i>LeDerick Horne, Separate is Not Equal in Special Education-</i> <a href="https://www.listennotes.com/podcasts/high-tech-high-unboxed-high-tech-high-unboxed-0pxrWhZL7js/">https://www.listennotes.com/podcasts/high-tech-high-unboxed-high-tech-high-unboxed-0pxrWhZL7js/</a></p>
<p>SESSION SIX:  Presentations and Peer Feedback of Student Profile</p>	03/24/20	<p><b><u>Readings for this class:</u></b> Podcast: Unboxed: <i>LeDerick Horne, Separate is Not Equal in Special Education-</i> <a href="https://www.listennotes.com/podcasts/high-tech-high-unboxed-high-tech-high-unboxed-0pxrWhZL7js/">https://www.listennotes.com/podcasts/high-tech-high-unboxed-high-tech-high-unboxed-0pxrWhZL7js/</a></p> <p><b><u>Reflection Prompts:</u></b> Bring to class your reflection on the POG assignment. Group Resource Guide also due</p> <p><b><u>Put It Into Practice:</u></b> Connecting the Dots: Student Profile mock presentation of findings in small groups. Whole group share out on resource guide.</p>

## **COURSE EXPECTATIONS & CITIZENSHIP**

**Attendance/Punctuality:** Attendance each evening is vital. If you have an unavoidable emergency that prevents you from attending class, let your instructor know as early as possible. Additionally, arrive on time and prepared in order to successfully meet course expectations. Enrolled students with more than one (1) absence will **not** receive course credit. Teachers allowed to “audit” will **not** receive credit for course completion. Missing class for an unexcused absence will result in a meeting with program directors.

**Make-Up and/or Late Work:** Your work should be submitted on time. However, if you miss a class or need additional time due an illness, it is your responsibility to contact/approach the practitioner faculty. Late/missed work up can be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Always communicate with your practitioner faculty.

**Participation:** In addition to your physical presence, your mental presence is also required. Teachers are expected to be a contributor to this positive learning environment, responsible for their own learning, and a productive citizen within the classroom. Teachers will use their strengths to work and learn cooperatively with others. Please avoid checking your phone or texting during class.

**Post graduate-level work and Ethics:** Your teaching credential should be regarded as a symbol of professionalism and we expect your work to reflect that. Any form of plagiarism will result in immediate action and penalties which may include repeating the course or departure from the program.



Math Readings: VanDerHeyden, A. M., & Coddling, R. S. (2020). Belief-Based Versus Evidence-Based Math Assessment and Instruction.

### SST:

- [https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA\\_SST.pdf](https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf)
- Saddler article on writing interventions:  
<https://cedar.education.ufl.edu/wp-content/uploads/2016/03/Sadler-writing.pdf>
- Madison Metropolitan School District. Writing Instruction and Intervention Strategies: Initial Guidance-  
[https://mtss.madison.k12.wi.us/files/mtss/Writing\\_Instruction\\_and\\_Strategies.pdf](https://mtss.madison.k12.wi.us/files/mtss/Writing_Instruction_and_Strategies.pdf)

Executive functioning is a “hot topic” and buzzword within education, but what it is really? What do you already know about EF? What strategies have you seen be impactful (feel free to share a case, make sure to leave out names) Does anything continue to confuse you about EF/what wonderings do you have? Ask your mentor what strategies they’ve found helpful.