

**Syllabus**  
**Teaching Students with Exceptionalities in Inclusive Settings**  
**1178-EEX-3070 & EEX5075**

GENERAL INFORMATION | IMPORTANT INFORMATION | COURSE DETAIL | COURSE CALENDAR



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**Course/Bulletin Description:**

This course is designed for general and special educators to develop the understandings, skills and dispositions needed to work with students with exceptionalities in inclusive settings. The major components of the course will be: (1) foundations of inclusive education (e.g., laws, responsibilities, referral systems), (2) characteristics of students with disabilities, (3) planning and instructional strategies for students with disabilities and typical learners in inclusive settings, (4) and collaboration and communication among co-teachers (general and special educators), other professionals, and families.

## **Exceptional Student Education K–12 Professional Competencies**

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| <b>Competency 1: Knowledge of foundations of exceptional student education</b>  |
| 1. Identify state and federal legislation that govern the education of students with exceptionalities.  |
| 2. Classify the characteristics of students with exceptionalities using the eligibility criteria of categories included in current state and federal laws and regulations governing K–12 education programs.  |
| 3. Compare typical and atypical development of physical, cognitive, linguistic, social, and emotional stages of students in the K–12 educational system.  |
| 4. Interpret principles and practices in the provision of education for students with exceptionalities based on legal and ethical standards.  |
| 5. Apply knowledge of the requirements for developing individual educational plans (IEPs), educational plans (EPs), and transition IEPs.  |
| 6. Evaluate the role and function of system-wide models of support for assisting all students, including students with exceptionalities, in accessing the general education curriculum and achieving high expectations.                                     |
| 7. Apply effective methods of communication, consultation, and collaboration with students, parents, caregivers, and all other stakeholders, including those from culturally and linguistically diverse backgrounds, as equal members of educational teams. |
| 8. Use effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist students with exceptionalities across settings   |
| 9. Determine the purposes and functions of professionals, advocacy organizations, and agencies relevant to educating students with exceptionalities.  |
| 10. Determine the factors associated with disproportionality in exceptional student education.  |
| <b>Competency 7: Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)</b>  |
| 1. Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.   |
| 3. Interpret the Consent Decree to integrate teaching approaches, methods, strategies, and communication with stakeholders in order to improve learning for ELLs.   |

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| <b>Domain 1: Culture (Cross-Cultural Communications) Standard 1: Culture as a Factor in ELLs' Learning</b>  |
| Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities. |
| <b>Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)</b>  |
| <b>Performance Indicators</b>   |
| 3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.  |
| EEX 3070  |

## CEC Initial Preparation Standards

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| <b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>   |
| <b>Key Elements</b>  |
| 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.   |
| <b>Initial Preparation Standard 2: Learning Environments</b>   |
| 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.     |
| <b>Key Elements</b>  |
| 2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. |
| <b>Initial Preparation Standard 6: Professional Learning and Ethical Practice</b>  |
| 6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.                                  |
| <b>Key Elements</b>  |
| 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.   |
| 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.  |
| 6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.  |
| <b>Initial Preparation Standard 7: Collaboration</b>   |
| 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community   |

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| agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.   |
| <b>Key Elements</b>  |
| 7.1 Beginning special education professionals use the theory and elements of effective collaboration.  |
| 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.   |
| 7.3 Beginning special education professionals use collaboration to promote the well- being of individuals with exceptionalities across a wide range of settings and collaborators. |

## **The InTASC Model Core Teaching Standards at a Glance**

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| <b>The Learner and Learning</b>  |
| <b>Standard #2: Learning Differences</b>   |
| The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   |
| <b>Standard #10: Leadership and Collaboration</b>  |
| The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |

## INSTRUCTIONAL COURSE OBJECTIVES

Students' achievement of course objectives will be assessed by successful completion of the following course requirements:

Taskstream Assignment Parts 1 and 2.

**\*\*\*IMPORTANT: As per university policy, you CANNOT receive a passing grade on the course without completing your field hours.**

**MORE INFORMATION REGARDING TASKSTREAM, ACCESS AND ASSIGNMENT REQUIREMENTS CAN BE FOUND IN THE ASSIGNMENTS SECTION OF THIS SYLLABUS.**

## TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Should you have any questions, please contact the professor.

## IMPORTANT INFORMATION POLICIES

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep

open and ongoing communication with instructor(s) throughout the semester both in class and, if needed, by via e-mail or during office hours.

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

## TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the What's Required page to find out more information on this subject.

This course utilizes the following tools:

1. **Blackboard**
2. **Youtube**

Please visit our Technical Requirements webpage for additional information.

## ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

## ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

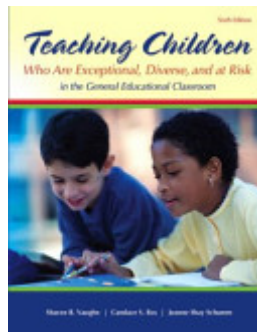
Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## COURSE PREREQUISITES

There are no prerequisites for this course.

## TEXTBOOK



### **Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom**

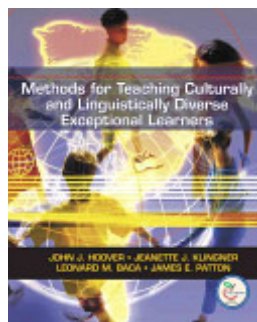
Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm

Pearson Education, 2013

ISBN-10: 0132836734

ISBN-13: 9780132836739

You may purchase your textbook online at the [FIU Bookstore](#).



### **Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners (Recommended)**

John J. Hoover

Prentice Hall, 2008

ISBN-10: 0131720236

ISBN-13: 9780131720237

You may purchase your textbook online at the [FIU Bookstore](#).

**PowerPoints (Posted in modules):**

- Special Education and Inclusive Schooling
- Teaching Culturally and Linguistically Diverse Students
- RtI Overview
- Inclusion Models
- 3070 Differentiated Instruction
- 3070 UDL
- Managing Behavior: 3 Strategies that Work
- Functional Assessment of Behavior and Behavior Intervention Plans
- Practical Methods to Record Student Target Behavior

**EXPECTATIONS OF THIS COURSE**

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students are expected to:**

- **Review the how to get started information** located in the course content.
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum.
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard.
- **Interact** online with instructor and peers.
- **Review** and follow the course calendar.
- Log in to the course at least **[3]** per week.
- Respond to discussion boards, blogs, and journal postings within the allotted time.
- Respond to **messages** within **[2] days**.
- Submit assignments by the corresponding deadline.

**The instructor will:**

- Log in to the course **daily (Mon.-Friday until 5:00 P.M.)**.
- Respond to discussion boards, blogs, and journal postings within 48 hours after the assignment's deadline.
- Respond to **messages** within **[24 hours EXCEPT on weekends; (i.e; Friday after 5:00 P.M.-Sunday at Midnight)]**.
- Grade assignments in a timely manner.

## COURSE DETAIL

### COURSE COMMUNICATION

Communication in this course will take place via Messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

### DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

#### **Discussion Forum Expectations:**

1. Students are to post at LEAST TWICE (i.e., 1. responding to the discussion board question and 2. commenting on another student's post).
2. A grade of 5 points will be assigned to completed postings (i.e., those that reflect at least 2 POSTINGS). A grade of 2.5 will be assigned to partially completed postings (i.e., those that reflect ONLY 1 POSTING).
3. Each discussion forum will be available until the Assignment related to the module is due (i.e. Sunday at 11:59).
4. Discussion Board grades will be provided within 48 HOURS of the assignment deadline. Specifically, the assignments and discussions are due by Sunday at 11:59 p.m.; all related work will be graded BY TUESDAY EVENING.

### ASSESSMENTS

This is a projects-research-based course accordingly NO QUIZZES apply. HOWEVER please note the following:

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

### ASSIGNMENTS

Students' achievement of course objectives will be assessed by successful completion of the following course requirements:



**Field Experience Placement Procedures: Please carefully read the notes below highlighted in RED.**

**NOTE 1: FAILURE TO COMPLETE THE FIELD EXPERIENCE REQUIREMENT AND RELATED ASSIGNMENTS WILL RESULT IN FAILING THE COURSE.**

**NOTE 2: SCHOOLS DO NOT ALLOW OBSERVATIONS DURING TESTING PLEASE PLAN YOUR OBSERVATIONS EARLY IN THE SEMESTER.**

### **The Office of Clinical Experiences**

The Office of Clinical Experiences coordinates the placement of all students in their field experience, student teaching, and counseling practicum and internship placements. Students are encouraged to submit all necessary paperwork as early as possible to ensure a seamless placement process.

### **FIELD EXPERIENCES**

In order to ensure that CASE complies with the regulations of the hosting districts all public, charter, and private school placements must be arranged through the **Office of Clinical Experiences (ZEB 130)**.

**To obtain a placement, students need to bring a valid security clearance card (Miami-Dade County) or badge (Broward County) and a copy of their course schedule to the Office of Clinical Experiences in ZEB 130, Monday-Friday, 9:00 a.m. – 5:00 p.m.**

Please be aware of the following policies:

- All placements must be arranged through the Office of Clinical Experiences.
- All students must be fingerprinted and cleared before beginning field experience hours.
- Placement requests must be arranged before the mandatory school Orientation.
- Students must attend Orientation to comply with district and building policies as set forth by the building administrator.
- **Students must demonstrate professional behavior and appropriate attire at all field sites.**

### **Procedures for Field Experience Placements for Miami-Dade County Schools**

If you **do not** have a valid security clearance card from Miami-Dade County:

- Obtain information sheet from our office, and complete the fingerprinting process.
- After being fingerprinted, wait one week and then call our office: **305-348-2082**.
- If you have been cleared, come to our office and receive your security clearance card.
- Bring your security clearance card and a copy of your current course schedule to our office in order to select a school site from the list of schools posted on bulletin boards outside **ZEB 130**.

- Once your school assignment has been confirmed, our office will provide:
  - A placement memo for your assigned school, with a mandatory orientation date
  - An official “Field Experience Attendance Log” for each course that requires field hours.
- **Remember to arrive promptly for the orientation meeting, bring your security clearance card, dress professionally, and maintain scheduled dates and hours as arranged during orientation. Remember that you represent FIU and the College of Education!**

If you **do** have a valid security clearance card from Miami-Dade County:

- Bring your security clearance card and a copy of your current course schedule to our office in order to select a school site from the list of schools posted on bulletin boards outside **ZEB 130**
- Once your school assignment has been confirmed, our office will provide:
  - A placement memo for your assigned school, with a mandatory orientation date
  - An official “Field Experience Attendance Log” for each course that requires field hours.
- **Remember to arrive promptly for the orientation meeting, bring your security clearance card, dress professionally, and maintain scheduled dates and hours as arranged during orientation. Remember that you represent FIU and the College of Education!**

### Procedures for Field Experience Placements for Broward County Schools

Come to **ZEB 130** to pick up the instructions for security clearance and field placements.

**You must have your clearance card (Miami-Dade County) or badge (Broward County) with you for all school visits!**

### Field Experience Requirements

To meet diversity requirements as mandated by the College of Education and the Florida DOE, you are required to select and experience schools that reflect the *cultural and linguistic richness and diversity of South Florida*, as well as those that will acquaint you with *segments of the population with which you have had little or no previous experience*:

- Select at least ONE school from EACH ZONE for your field experience courses - prior to Student Teaching.
- Keep a list of these sites – you will need to include them on your student teaching application.
- Complete and understand the “Demographics Data” section for each selected school on the attendance log.

### School Demographic Data

**To locate demographic data for your field school, follow these steps . . .**

1. Go to the College of Education TaskStream home page  
[https://w.taskstream.com/ts/chang28/COE WEBSITE](https://w.taskstream.com/ts/chang28/COE_WEBSITE)
  - o File Attachments:
    - o [2016 MDCPS School Demographics.xlsx](#)
    - o [Directions for using the Demographic Data](#)
2. Click on “2016 MDCPS School Demographic Data.” Open EXCEL file.
3. Locate the name of your field experience school site.
4. Check each category for total percentage (%).

White Non-Hispanic (White)  
Black Non-Hispanic (Black)  
Hispanic  
Asian / American Indian / Multi-racial  
Limited English Proficient (LEP) / English Language Learners (ELL)  
Exceptional Student Education (ESE) / Students with Disabilities (SWD) /  
Gifted  
Receiving Free / Reduced Lunch \*\*\*

5. Record this information on the reverse side of your green attendance log.

\*\*\* This number is used to determine the school “ZONE” . . . Zones are based on the percentage of students receiving free and reduced lunch at the school.

80–100%=ZONE 1 (yellow) 45– 79%=ZONE 2 (pink) 0–44%=ZONE 3 (green)

Students are required to experience at least one school – in each of the 3 “zones” – prior to internship!

Please use the “Zone Log” provide in ZEB 230 to record the name of each school you’ve attended – and the “zone” it represents – each semester. A variety of placements is mandated by the COE and the Florida DOE.

You will be required to provide this information on your Student Teaching application.

### TASKSTEAM ASSIGNMENT, Part I - Field Experiences Log:

**Note: All Taskstream codes can be found at:**

[https://w.taskstream.com/ts/chang28/COE WEBSITE](https://w.taskstream.com/ts/chang28/COE_WEBSITE)

*(You must look-up the professor’s name and class session number)*

This course requires you to use a *TaskStream* account for uploading your field experiences log and your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your *TaskStream* account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

The College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

How to purchase a new account

How to enroll into the program/course

How to upload your artifact

How to document your field hours

Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

COE provided training workshop schedule

Once you have a *TaskStream* account, you will need to self-enroll for the course.

Please sign up for an account in the first week of the class.

For help, go to:

|   |                                   |  |
|---|-----------------------------------|--|
| TaskStream<br>800-311-5656<br><a href="mailto:help@taskstream.com">help@taskstream.com</a><br>(Monday – Friday, 8:00 am – 7:00 pm ET) | COE IT Department<br>305-348-6305 | <a href="mailto:coesupport@fiu.edu">coesupport@fiu.edu</a><br>COE Computer Lab<br>305-348-6134 |
|---|-----------------------------------|--|

**Students failing to upload the field hours and critical assignment will receive an F in the course.**

*Field Observation Log:* Students must complete a minimum of ten (10) hours of field experience in a school (**an inclusion setting is preferred but NOT required**) assigned by the Office of Field Experiences. The Field Experience Log is to be signed by the supervising teacher and all hours must be completed no later than the due dates noted. You will keep the hard copy of the Field Experience Log for your personal records. **The electronic version of the Field Experience Log must be completed on TaskStream and uploaded** once you have satisfied your field hours. Field entries must describe in detail what you did during the visit. Edit your work carefully.

**TASKSTREAM ASSIGNMENT, Part II – Critical Assignment/Artifact.** *Collaboration Guide to Home, School, and Community to Support Students with Disabilities:*

***Taskstream Critical Assignment:*** When in schools completing the required field experience hours, students will complete the *Collaboration Guide to Home, School, and Community to Support Students with Disabilities*, which is this course’s **critical assignment for TaskStream**. This assignment addresses FEAPs b1d, CEC #9, INTASC # 9 & 10, FL-ESE Subject Area Competencies #3.6 & 6.3, and ESOL 1.1a, 1.1d, 1.1e, 1.1f.

Section 1. Interview either a general or a special education teacher in your assigned school about how she/he works with parents to support student learning for students with disabilities.

Section 2. Observe a meeting between the classroom teacher (in whose classroom you are observing) and a specialist (e.g., special education teacher, school psychologist) that focuses on supporting students with disabilities.

Section 3. Attend a school-community event or meeting (e.g., PTA sponsored activity) that is hosted to bring school and community together on behalf of students and supporting their learning.

**Note: Assignment MUST be posted in Taskstream in order to pass course.**

- Click for Taskstream Rubric: [Taskstream Scoring Rubric for Collaboration Guide Critical Assignment](#)

**Late Assignments:** All work for this course is to be submitted electronically via Blackboard on the due date. Late assignments will automatically lose a letter grade and will be accepted for up to three days following the assignment’s due date with prior arrangement only. Late assignments will continue to lose the equivalent of half a letter grade for each day that they are late. Assignments will not be accepted and no credit will be awarded after three days from the due date, except for extreme extenuating circumstances.

## GRADING

| Course Requirements       | Number of Items | Points for Each      | Total Points Available |
|---------------------------|-----------------|----------------------|------------------------|
| Discussion Board Postings | 7               | 5                    | 35                     |
| Assignments               | 7               | 25,25,20,25,20,20,20 | 155                    |
| Taskstream Assignments    | 2               | 10,30                | 40                     |
| <b>Total</b>              | <b>16</b>       | <b>N/A</b>           | <b>230</b>             |

| Letter | Range (%)     | Letter | Range (%) |
|--------|---------------|--------|-----------|
| A      | 216 and Above | B-     | 192-184   |
| A-     | 215-207       | C      | 183-161   |
| B+     | 206-200       | D      | 160-138   |
| B      | 199-193       | F      | < 137     |

## MODULE ASSIGNMENTS

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|---|
| <b>Taskstream Assignment (Part 1 and Part 2):</b> |
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Dates: On-going throughout semester

Assignment Due Date: 12/3 on or before 11:59 p.m.

**Module 1: Special Education and Inclusive Schooling.**

Dates: 8/21 - 9/3

Assignment and Discussion Board Due Date: 9/3 on or before 11:59 p.m.

**Module 2: Disability Expert**

Dates: 9/4 - 9/17

Assignment and Discussion Board Due Date: 9/17 on or before 11:59 p.m.

**Module 3: Response to Intervention (RtI) or Multi-Tiered Intervention**

Dates: 9/18 - 10/1

Assignment and Discussion Board Due Date: 10/1 on or before 11:59 p.m.

**Module 4: The Individualized Educational Plan (IEP) Guide for General Education Teachers**

Dates: 10/2 - 10/15

Assignment and Discussion Board Due Date: 10/15 on or before 11:59 p.m.

**Module 5: Fostering Collaboration**

Dates: 10/16 - 10/29

Assignment and Discussion Board Due Date: 10/29 on or before 11:59 p.m.

Note: Deadline to drop course with DR grade 10/30

**Module 6: Instruction and Assessment**

Dates: 10/30 - 11/12

Assignment and Discussion Board Due Date: 11/12 on or before 11:59 p.m.

**Module 7: Shaping Student Behavior**

Dates: 11/13 - 12/3

Assignment and Discussion Board Due Date: 12/3 on or before 11:59 p.m.

Note: Module duration was extended to accommodate Thanksgiving Break.

## COURSE CALENDAR

### MODULE WEEKLY SCHEDULE

Module 1: Special Education and Inclusive Schooling

**8/21 - 9/3**

#### **Supports Learning Objectives:**

- Provide definitions and examples of key terms and concepts in special education. (CEC # 1 & 2; FL-ESE #1)
- Provide specific examples of state and federal legislation case law that have affected the education of students with disabilities in least restrictive settings. (CEC #1, FL-ESE #1.1)
- Evaluate appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education). (CEC #1 and 9)
- Explain how the classification systems and eligibility criteria work under the current Individuals with Disabilities Education Act (IDEA). (CEC #1, FL-ESE #1.4, ESOL 1.1f)
- Compare and contrast the roles of general and special educators in collaborative, inclusive teaching environments (FEAP: b.l.d, INTASC # 10, FL-ESE #1.6 &1.7)
- Develop the belief that students with disabilities have the right to receive some or all of their education in inclusive settings. (INTASC #3)
- Develop the belief that students with mild disabilities including those who are culturally and linguistically diverse can be successful learners in the general education classroom. (INTASC #3, ESOL #1.1d)

#### **Tasks:**

- Readings
- Videos
- Assessment: Reference Guide (Due: 9/3)
- Discussion Question

8/21 - 9/3

Review Module 1 Task [Instructions](#).

Module 2: Disability Expert

9/4 - 9/17

**Supports Learning Objectives:**

- Outline characteristics of students with high and low incidence disabilities, with a focus on high incidence disabilities (or mild and moderate disabilities), including those who are culturally and linguistically diverse. (CEC #2, ESOL #1.1d)
- Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics) (CEC #2, FL-ESE #1.5, INTASC #1, ESOL #1.1d)
- Evaluate the need for accommodating and modifying assessment, instruction, and materials to meet individual student needs including those who are culturally and linguistically diverse. (FLDOE #3.7, ESOL #4)
- Identify instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities including those who are culturally and linguistically diverse. (CEC #4, FL-ESE #3.2, INTASC #4, READ #4, ESOL #1.1a & 1.1d)
- Analyze educational activities to assist in the determination and development of accommodations and modifications that allow students with disabilities to participate in a meaningful way. (FLDOE 3.7, INTASC #3, CEC #4, Reading #4, ESOL #14)
- Develop the belief that students with disabilities have the right to receive some or all of their education in inclusive settings. (FEAP #4 &6, INTASC #9, CEC #9, ESOL #18)

**Tasks:**

- Readings
- Videos
- Assessment: Disability Expert Website (Due 9/17)
- Discussion Question

Review Module 2 Task [Instructions](#).



Module 3: Response to Intervention (RtI) or Multi-Tiered Intervention

9/18 - 10/1

**Supports Learning Objectives:**

- Outline and explain the Response to Intervention/Multi-tiered process and teachers' roles in tiered instruction. (CEC # 3, FL-ESE #2.1)
- Identify instructional practices that reflect individual learning needs and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities including those who are culturally and linguistically diverse. (CEC #4, FL-ESE #3.2, INTASC #4, READ #4, ESOL #1.1a & 1.1d)

**Task:**

- Readings
- Videos
- Assessments: RtI/Multi-Tiered Model of Instruction Power-Point Presentation (Due 10/1)
- Discussion Question

Review Module 3 Task [Instructions](#).

Module 4: The Individualized Educational Plan (IEP) Guide for General Education Teachers

10/2 - 10/15

**Supports Learning Objectives:**

- Outline and explain the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans. (FL-ESE #1.3)
- Recognize the roles and responsibilities of IEP and child study team members. (FL-ESE # 1.6)
- Evaluate appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, and access to general education, least restrictive environment, transition planning, and free appropriate public education). (CEC #1 and 9)

**Task:**

- Readings

**10/2 - 10/15**

- Videos
- Assessments: IEP Instructional Manual for General Education Teachers (Due 10/15)
- Discussion Question

Review Module 4 Task [Instructions](#).

Module 5: Fostering Collaboration

**10/16 - 10/29**

**Supports Learning Objectives:**

- Provide examples of effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, teachers (general education and special education), paraprofessionals, and other professionals as equal members of education teams. (FEAP: b.1.d, FL-ESE #3.6, INTASC #6 & 10, ESOL #1.1e)
- Identify strategies for developing successful working relationships with parents and other family members (FEAP: b.1.d, FL-ESE #3.3, INTASC # 6 & 10, ESOL 1.1e)
- Identify strategies for co-planning, co-teaching, and co-assessment. (INTASC #10)
- Develop the belief that learning is a lifelong, collaborative process that impacts the academic and social development of individuals with disabilities and their families (INTASC #9)
- Develop the belief that collaboration with colleagues and parents is a critical part of the special education process. (FEAP: b.1.d, INTASC #10)
- Evaluate the roles of general and special educators in collaborative, inclusive teaching environments. (FEAP #11)
- Analyze the importance of creating positive working relationships with parents and family members of students. (FEAP: b.1.d, INTASC #10, ESOL 1.1e)
- Develop the belief that collaboration with colleagues and parents is a critical part of the Special Education process. (FEAP #2 &4, INTASC 9 & 10)

**Task:**

- Readings
- Videos
- Assessments: Communication and Collaboration Guide (Due 10/29)
- Discussion Question

Review Module 5 Task [Instructions](#).

Module 6: Instruction and Assessment

10/30 - 11/12

**Supports Learning Objectives:**

- Select relevant curricula appropriate for a given student's age, instructional needs, and functional performance across settings. (CEC #4, FL-ESE #3.4, INTASC #4)
- Provide examples of assessment strategies and procedures and their appropriate use. (CEC #3, FLDOE 2.1)
- Identify alternate assessment strategies and procedures and their appropriate use. (CEC #3, FLDOE 2.1)
- Select relevant general education and special education curricula appropriate for a given student's age, instructional needs, and functional performance across settings. (FLDOE 3.4, INTASC #4, CEC #4)
- Develop the belief that students with mild disabilities including those who are culturally and linguistically diverse can be successful learners in the general education classroom. (FEAP #5, INTASC #9, ESOL #6 & 23)

**Task:**

- Readings
- Videos
- Assessments: Universal Design of Instruction (UDL) and Differentiated Instruction (DI) (Due 11/12)
- Discussion Question

Review Module 6 Task [Instructions](#).

Module 7: Shaping Student Behavior

11/13 - 12/3

**Task:**

- Readings
- Videos
- Assessments: Behavioral Plan (Due 12/3)
- Discussion Question

Review Module 7 Task [Instructions](#).