

**Teaching Students with Exceptionalities in Inclusive Settings EEX 3070/EEX 5075
Sections RVC & RVC Fall 2018**



Instructor: Dr. Michelle Cumming
Office: ZEB 340A
Office Hours: By appointment (face to face or Adobe Connect)
E-mail: michelle.cumming@fiu.edu

All Elementary and Special Education majors must pass the GK Exam and be fully admitted to their program by the end of the semester they successfully complete 72 credit hours. If the student has not passed all four sections of the GK Exam by 72 credit hours, the student must take a required 1-credit course, pay lab fee, complete all required assignments, register and take the FTCE Exam. Students who do not pass the FTCE Exam by the completion of 90 credit hour may be counseled out of the program. If you have any questions, please speak with your advisor in Student Advising.

COURSE DESCRIPTION AND PURPOSE

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.

SEHD CONCEPTUAL FRAMEWORK

The desired future of the SEHD at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

COURSE OBJECTIVES

(Aligned with State and National Standards)

Overall, this course is designed for educators to acquire specific *declarative, procedural, and conditional* knowledge to support them when working with students who have disabilities in inclusive settings. Some of the course objectives cover knowledge that is basic and conceptual (declarative knowledge), some objectives cover knowledge that helps the professional understand how to accomplish an action (procedural knowledge), and some objectives cover knowledge that helps the professional understand one's own cognition and when and why to take an action (conditional knowledge). The type of knowledge being covered will dictate the various approaches used in the course. Upon completion of this course, students will:

Declarative Knowledge: (basic facts and understandings, concepts, interrelationships)

Understand key terms and concepts in special education.

(CEC # 1 & 2; FL-ESE #1)

Understand 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)

Understand state and federal legislation and case law that have affected the education of students with disabilities in least restrictive settings.

(CEC #1, FL-ESE #1.1)

Understand 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)

Understand the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans.

(FL-ESE #1.3)

Understand the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).

(CEC #1, FL-ESE #1.4, ESOL 1.1f)

Procedural Knowledge: (how to do something; methods of inquiry, criteria for using skills)

Understand 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)

Understand the roles of general and special educators in collaborative, inclusive teaching environments.

(**FEAP: b.1.d**, INTASC # 10, FL-ESE #1.6 &1.7)

Understand the importance of creating positive working relationships with parents and family members of students.

(**FEAP: b.1.d**, INTASC #10, ESOL 1.1e)

Recognize the roles and responsibilities of IEP and child study team members. (FL-ESE # 1.6)

Understands the need for differentiation, and for accommodating and modifying, assessment, instruction, and materials to meet individual student needs, including those who are culturally and linguistically diverse.

(CEC #3 & 4, INTASC #3 & 4, FL-ESE #3.7, ESOL 1.1a, READ #4 &5)

Identify models of support (focus on Universal Design for Learning - UDL) for providing assistance in general education curricula.

(INTASC #1, CEC #4, FL-ESE #3.2 & 3.4)

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)

Understand the Response to Intervention/Multi-tiered process and teachers' roles in tiered instruction.

(CEC # 3, FL-ESE #2.1)

Identify assessment strategies and procedures (e.g., observations, performance-based assessments, interviews, and portfolios) and their appropriate use.

(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)

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.

(CEC #4, FL-ESE #3.7, INTASC #3, READ #4, ESOL #1.1a)

Identify strategies for co-planning, co-teaching, and co-assessment.

(INTASC #10)

Conditional Knowledge: (when and why to do something; contextual understanding; self-knowledge)

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)

Develop the belief that students with disabilities and typical learners can benefit from education in inclusive instructional settings.

(INTASC #3)

Develop the belief that students with disabilities have the right to receive some or all of their education in inclusive settings.

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)

STATE AND NATIONAL STANDARDS

State and National Standards

The College of Education is NCATE (National Council for the Accreditation of Teacher Education) accredited and the special education program has been approved as meeting all requirements of the Florida Department of Education. This course is aligned with the national and state standards, principles, competencies, and practices of: International Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium – national beginning teacher standards (INTASC), the Florida Educator Accomplished Practices (FEAPs), Florida’s Exceptional Student Education K-12 (FL ESE), Florida Standards for Teachers of English for Speakers of Other Languages (ESOL), and Florida Reading Endorsement Competencies (READ). Those targeted in this class include the following from each group:

Council for Exceptional Children (CEC) – National standards in Special Education

Standard #1: Foundations

Standard #2: Development & Characteristics of Learners

Standard #3: Individual Learning Differences

Standard #4: Instructional Strategies

Standard #9: Professional & Ethical Practice

Interstate New Teacher Assessment and Support Consortium Standards (INTASC) – National Beginning Teacher Standards

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of is/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Florida ESE K-12 (FL-ESE)

Standard 1: Knowledge of foundations of exceptional student education

- *Indicator 1.1:* Identify state and federal legislation and case law that have affected the education of students with disabilities in least restrictive settings.
- *Indicator 1.3:* Identify the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans.
- *Indicator 1.4:* Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
- *Indicator 1.5:* Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.
- *Indicator 1.6:* Recognize the roles and responsibilities of IEP and child study team members.
- *Indicator 1.7:* Identify models of support for providing assistance in general education curricula.

Standard 2: Knowledge of assessment and evaluation

- *Indicator 2.1:* Identify alternate assessment strategies and procedures (e.g., observations, performance-based assessments, interview, and portfolios) and their appropriate use.
- Standard 3: Knowledge of instructional practices in exceptional student education.
- *Indicator 3.2:* Select instructional practices that reflect individual learning need and incorporate a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities.
- *Indicator 3.4:* Select relevant general education and special skills curricula appropriate for a given student's age, instructional needs, and functional performance across settings.
- *Indicator 3.5:* Identify the methods of accommodating and modifying assessment, instruction, and materials to meet individual student needs.
- *Indicator 3.6:* Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.

- *Indicator 3.7:* 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.

Standard 6: Knowledge of skills related to teaching interpersonal interactions and participation

- *Indicator 6.3:* Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.

Florida Educator Accomplished Practices (FEAPs) – b.1.d targeted:

(b) Continuous Improvement, Responsibility and Ethics – FEAP 1: Continuous Professional Improvement, d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

Florida ESOL – 1.1a,d,e,f targeted:

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' Learning

1.1a – Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1d – Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1e – Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

1.1f – Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Florida Reading Endorsement Competencies (READ)

4. Foundations of Differentiation

5. Application of Differentiated Instruction

INSTRUCTIONAL COURSE OBJECTIVES

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

Field hours and Taskstream Assignment Parts 1, 2, and 3.

*****IMPORTANT: As per university policy, you CANNOT receive a passing grade on the course without completing your field hours and meeting criteria on your Taskstream assignment.**

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 Canvas, 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 \(Links to an external site.\) Links to an external site.](#)" webpage to find out more information on this subject.

This course utilizes the following through Canvas:

1. Assignment
2. Course Calendar
3. Discussion
4. Conversations on Inbox (email communication)
5. Groups
6. Grades
7. Modules
8. Quizzes

Please visit our [Technical Requirements \(Links to an external site.\)](#)[Links to an external site.](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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

Please visit the LMS Accessibility webpage for more information:

- [Canvas](#)

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

COURSE PREREQUISITES

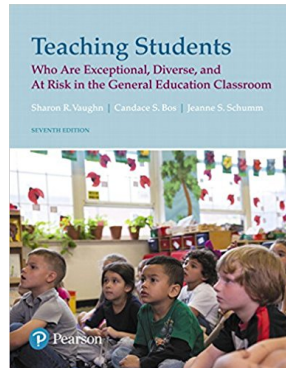
There are no prerequisites for this course.

PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

Required Course Textbook



**Teaching Students Who are Exceptional, Diverse, and
At Risk in the General Education Classroom, 7th Edition**
by Sharon R. Vaughn, Candace S. Bos, and Jeanne S. Schumm

Note: You MUST purchase this version (7th edition) of the text. Older versions are markedly different. Also, you DO NOT NEED to buy a version with the My Education Lab Access Code. This textbook can be purchased in the University bookstore or at many sources online.

EXPECTATIONS OF THIS COURSE

This is an online course, which means all of the coursework 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. As we will communicate frequently via our FIU email, it is critical that you check your FIU frequently-daily is preferred, but minimally every other day.

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.
- **Interact** online with instructor and peers.
- **Review** and follow the course calendar.
- Log in to the course at least **4 -7 times** per week.
- Respond to discussion boards, blogs, and journal postings within the allotted time.
- Respond to **messages** within **1 day**.
- Submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course daily Monday through Friday and optional on the weekends.
- Respond to **messages** within **1 day EXCEPT on weekends (i.e., Friday after 5:00 P.M-Sunday at Midnight)**.
- Grade assignments in a timely manner.

STUDENT CODE OF CONDUCT

The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR)

Standards of Student Conduct

(1) Student Code of Standards: A University is a learning community following a tradition more than 1,000 years old. Florida International University (the 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.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:

- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

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.

Definition of Academic Misconduct: Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate 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 guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Note that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on

that work and in that course and shall report such incidents to the Primary Administrative Officer. Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

University Graduate School Statement on Plagiarism

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.

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.

Access our [website](#) for additional information.

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Canvas Conversations/Inbox and Announcements. It is recommended that students check their FIU email routinely to ensure up-to-date communication.

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

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

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.

In order to facilitate course participation, students will engage with their peers in online discussions. Each discussion will be centered on the essential question. Using information learned during the module, students will post a response to the question (original post) and then respond to at least one other student's post. Student responses must be posted by the dates indicated in the schedule. No late responses will be allowed.

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).
 - The initial post **MUST** be posted the Saturday before the due date to give peers time to respond. The response to peers must be posted by the Sunday due date.
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).

ASSESSMENTS

After completing the assigned reading and tasks for each lesson, students will complete an online quiz that assesses their mastery of the information presented. These quizzes will be completed through Canvas and must be done by the date indicated in the schedule. **No make-up quizzes will be allowed, except in extenuating circumstances.** If you need further technical assistance please contact [FIU Online Support Services](#).

ASSIGNMENTS

Students are required to submit assignments related to the readings, videos, and other materials provided to them to understand the content. These assignments will be a combination of reflections, discussion board posts and replies, videos, films, etc. Each assignment will give you a maximum number of points you may earn.

TASKSTREAM CRITICAL ASSIGNMENT:

Complete Taskstream directions and requirements are found in your Canvas course. The information posted here is to make it clear to everyone that completing and passing the Taskstream assignment is a course requirement. That is you must meet the expectations for each of the Taskstream assignments to pass the course.

Your Taskstream assignment will be 2 parts:

Part 1. Iris Module Classroom Diversity: Working with Students who are different. Complete an online interactive Iris module related to working with students who are culturally and linguistically diverse.

Part 2. Teacher Interview. Interview a teacher about how she/he works with parents to support student learning for students with disabilities, other professionals, and school/community engagement. Also, include in the interview how the teacher uses response to intervention (RTI) and/or other adaptations or modifications to teach students with disabilities.

Field hours 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.

- **Assignment MUST be posted in Taskstream in order to pass the course.**
- **Failing to upload the field hours and critical assignment will result in an F in the course.**

Signing up for Taskstream

This course requires you to use a Taskstream account for uploading your critical assignment for 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 800-311-5656 help@taskstream.com (Monday – Friday, 8:00 am – 7:00 pm ET)	COE IT Department 305-348-6305	coesupport@fiu.edu COE Computer Lab 305-348-6134
---	-----------------------------------	--

Note: All Taskstream codes can be found at:
<https://w.taskstream.com/ts/chang28/COE> **WEBSITE**

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

Signing Up For Field 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.

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.**

Schools Do Not Allow Observations During Testing Please Plan Your Observations Early In The Semester

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)
 - **File Attachments:**
 - [2016 MDCPS School Demographics.xlsx](#)
 - [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.

MODULE APPLICATION TASK ASSIGNMENTS

All module application tasks will be released to students after they have completed the lessons within that particular module. Module application tasks will be due by the date indicated in the syllabus via Canvas. Detailed information about each assignment is provided in Canvas.

Assignment 1: Legal Case Study (20 points)

Students will be provided a student scenario and will write a guide for an IEP team to help them support the student’s education. All action plans should be based on information related to IDEA (2004) and the materials read related to an IEP.

Assignment 2: Using Data to Inform Instruction Under RTI (20 points)

Students will be presented with achievement data from a classroom. Students will be asked to review the information and (a) enter the data in an Excel spreadsheet, (b) create a graph, (c) create instructional groups based on the data provided, and (d) write a justification for grouping, and discuss what types of instruction each group might receive.

Assignment 3: Disability Facts Handout (20 points)

Students will chose a they would like to further explore and research. Each student will develop a handout for the assigned disability.

Assignment 4: Collaboration Guide (20 points)

Students will design a collaboration guide related to working with parents and teachers.

Assignment 5: Evidenced Based Practices Scenario (10 points)

Students will be provided a student scenario and will answer questions related to using evidenced based practices in the classroom.

Assignment 6: Developing a Differentiated Lesson Plan (20 points)

Students will be presented with a lesson plan written for a hypothetical general education class, as well as assessment data and descriptions of some of the students that are in the hypothetical class. Students will be responsible for identifying appropriate curricular modifications (including accommodations and adaptations) for the described students

LATE WORK POLICY

All work for this course is to be submitted electronically via Canvas on the due date. Late assignments will automatically lose 10% for each day late and will be accepted for up to three days following the assignment’s due date. 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 (e.g., illness). Documentation will need to be provided for extenuating circumstances. **Note: No Discussion posts will be accepted after the due date.**

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available
Discussion Board Postings	7	5	35
Lesson Quizzes	9	10	90
Assignments	6	10 (1), 20 (5)	110
Taskstream Assignment Sections	2	40, 12,	52
Field Hours	1	10	10
Total	25		297

FIU Grading Scheme

Letter	Range%	Letter	Range%	Letter	Range%
A	93 or above	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69

Letter	Range%	Letter	Range%	Letter	Range%
B+	87 - 89	C+	77 - 79	F	59 or less

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

(SUBJECT TO CHANGE)

8/20 – 9/2		
Module 1: Special Education History, Laws, Procedures, and Inclusive Schooling		
Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
Part 1: Perceptions of Disabilities and Introduction to Inclusion	<p>Read</p> <ul style="list-style-type: none"> • Course syllabus • Person-First Language readings <p>Watch</p> <ul style="list-style-type: none"> • TED Talk by Aimee Mullins <p>Complete</p> <ul style="list-style-type: none"> • Complete IRIS Module 1: What do you see? Perceptions of Disabilities 	<p>Module 0 Quiz</p> <p>Academic Honesty Policies</p> <p>Due 8/26 by 11:59 p.m.</p>
Part 2: Special Education History, Law, and Inclusive Schooling	<p>Read</p> <ul style="list-style-type: none"> • Morgan (2012): Perspectives on Historical Treatment of People with Disabilities • “Perspectives on the Historical Treatment of People with Disabilities” from <i>Teaching for Diversity and Social Justice</i> (2007). • Chapter 1: Special Education and Inclusive Schooling <p>Review</p> <ul style="list-style-type: none"> • Ch. 1 Presentation <p>Watch</p> <ul style="list-style-type: none"> • Willowbrook • Celebrating 35 years of IDEA 	<p>Introduce Yourself Discussion</p> <p>Module 1 Discussion</p> <p>Chapter 1 Quiz</p> <p>Due 9/2 by 11:59 p.m.</p>

9/3 – 9/9		
Module 2: Inclusion and Individualized Educational Plan (IEP) Guide for General Education Teachers		
Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
Individualized Education Plan	<p>Read</p> <ul style="list-style-type: none"> • A Guide to the Individualized Education Program • Review the website “All About the IEP” found at http://nichcy.org/schoolage/iep. Be sure to focus on the link “Contents of the IEP” • Sample Individualized Education Program (Gargiulo, 2014).pdf <p>Watch</p> <ul style="list-style-type: none"> • Including Samuel • What is an IEP? • Developing a Great IEP, with Gary Mayerson 	<p>Module 2 Discussion</p> <p>Assignment 1: Legal Case Study</p> <p>Due 9/9 by 11:59 p.m.</p>

9/10 – 9/23		
Module 3: Response to Intervention (RtI) or Multi-Tiered Intervention and Data Based Decision Making		
Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
Part 1: Response to Intervention (RTI)	<p>Read</p> <ul style="list-style-type: none"> • Chapter 2: RTI and Multitiered Systems of Support <p>Review</p> <ul style="list-style-type: none"> • Ch. 2 Presentation <p>Complete IRIS Module, Response to Intervention Part 1</p>	<p>Module 3 Discussion</p> <p>Due 9/16 at 11:59 p.m.</p>



	<p>Watch</p> <ul style="list-style-type: none">• Implementing Response to Intervention -- Prairie Children Preschool:	
<p>Part 2: Data Based Decision Making</p>	<p>Watch</p> <ul style="list-style-type: none">• Response to Intervention: Data Based Decision Making <p>Complete</p> <ul style="list-style-type: none">• IRIS Module, Response to Intervention Part 2	<p>Chapter 2 Quiz</p> <p>Assignment 2: Using Data to Inform Instruction Under RTI</p> <p>Due 9/23 at 11:59 p.m.</p>



9/24– 10/14
Module 4: Diagnosis and Characteristics of Students with Disabilities

Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
<p>Part 1: Learning Disabilities, ADHD, and Communication Disorders</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 6: Teaching Students with LD and ADHD • Chapter 7: Teaching Students with Communication Disorders <p>Review</p> <ul style="list-style-type: none"> • Ch. 6 Presentation • Ch. 7 Presentation <p>Watch</p> <ul style="list-style-type: none"> • Learning Disabilities, What are the Different Types? • Raising a child with ADHD • Communication disorders 	<p>Chapters 6 & 7 quizzes</p> <p>Due 9/30 at 11:59 p.m.</p>
<p>Part 2: Emotional and Behavioral Disorders, Autism Spectrum Disorders/Pervasive Developmental Disorders, and Gifted</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 8: Teaching Students with EBD • Chapter 9: Teaching Students with Autism/Pervasive Developmental Disorders • Gifted (Page. 359) <p>Review</p> <ul style="list-style-type: none"> • Ch. 8 Presentation • Ch. 9 Presentation <p>Listen</p> <ul style="list-style-type: none"> • Growing Up Gifted <p>Watch</p> <ul style="list-style-type: none"> • EBD video 	<p>Module 4 Discussion</p> <p>Chapters 8 & 9 quizzes</p> <p>Due 10/7 at 11:59 p.m.</p>

	<ul style="list-style-type: none"> • History of Autism Spectrum Disorders • Experience Autism Through Carly's Eyes 	
Part 3: Intellectual and Developmental Disabilities, Lower-Incidence Disabilities	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10: Teaching Students with Intellectual and Developmental Disabilities • Chapter 11: Teaching Students with Lower-Incidence Disabilities <p>Review</p> <ul style="list-style-type: none"> • Ch. 10 Presentation • Ch. 11 Presentation <p>Watch</p> <ul style="list-style-type: none"> • More Alike Than Different: • Let's Talk About ID • Through the Same Door (2006): (the link goes to Part 1 – but there is also a Part 2 & 3) • Sound and Fury (Deaf culture): 	<p>Chapters 10 & 11 Quiz</p> <p>Assignment 3: Disability Facts Handout</p> <p>Due 10/14 at 11:59 p.m.</p>

10/15 – 10/28 Module 5: Teaching Culturally and Linguistically Diverse Students and Shaping Student Behavior		
Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
Part 1: Teaching Culturally and Linguistically Diverse Students	<p>Read</p> <ul style="list-style-type: none"> • Chapter 4: Teaching Culturally and Linguistically Diverse Students <p>Review:</p> <ul style="list-style-type: none"> • Ch. 4 Presentation 	<p>Taskstream Assignment Part 1: IRIS Module Classroom Diversity: Working with Students who are different.</p> <p>Due 10/21 by 11:59 p.m.</p>



	<p>Complete:</p> <ul style="list-style-type: none"> IRIS Module: Classroom Diversity: An Introduction to Student Differences 	
<p>Part 2: Shaping Student Behavior</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter 5: Promoting Social Acceptance and Managing Student Behavior Simonsen, Sugai, & Negrón (2008).pdf Sayeski & Brown (2011)- Classroom Management Plan Using a Tiered Approach.pdf <p>Watch</p> <ul style="list-style-type: none"> Watch positive behavioral supports on a school campus Watch behavior management strategies. Watch positive behavioral supports on a school campus Watch behavior management strategies. 	<p>Module 5 Discussion</p> <p>Chapter 4 & 5 Quiz</p> <p>Due 10/28 by 11:59 p.m.</p>

10/29 – 11/11
Module 6: Fostering Collaboration

Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
<p>Part 1: Understanding Collaboration</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter 3: Communicating and Collaborating with Other Professionals and Families <p>Listen</p>	<p>Taskstream Assignment Part 2: Teacher Interview</p> <p>Due 11/4 by 11:59 p.m.</p>

	<ul style="list-style-type: none"> NPR podcast on collaborating to include students with disabilities <p>Watch</p> <ul style="list-style-type: none"> Watch the two videos on cooperative teaching 	
Part 2: Co-Teaching	<p>Read:</p> <ul style="list-style-type: none"> Brown, Howerter, & Morgan (2011) Murawski & Lochner (2010) Causton-Theoharis et al. (2007) <p>Watch:</p> <ul style="list-style-type: none"> One Teach, One Observe One Teach, One Assist Station teaching Alternative teaching Parallel teaching Team teaching <p>Review:</p> <ul style="list-style-type: none"> Resources: co-teaching tools 	<p>Module 6 Discussion</p> <p>Chapter 3 Quiz</p> <p>Assignment 4: Collaboration Guide</p> <p>Due 11/11 by 11:59 p.m.</p>

11/12 – 12/2 Module 7: Teaching Practices and Assessments		
Lesson Topic	Assigned Readings, Videos, and Activities	Assignments Due
Part 1: Teaching and Evidenced Based Practices	<p>Complete</p> <ul style="list-style-type: none"> IRIS Module: Evidence Based Practices IRIS Module: Universal Design for Learning <p>Watch</p> <ul style="list-style-type: none"> Learning Styles Don't Exist 	<p>Taskstream</p> <p>Assignment Part 3: Observation Log</p> <p>Assignment 5: Evidenced Based Practice Scenario</p> <p>Upload</p>



	<p>Read</p> <ul style="list-style-type: none">• Chapter 13: Promoting Excellence through the Teaching <p>Review</p> <ul style="list-style-type: none">• Ch. 13 Presentation <p>Review</p> <ul style="list-style-type: none">• Chapter 14 (Facilitating Reading)• Chapter 15 (Facilitating Writing)• Chapter 16 (Helping All Students Succeed in Mathematics)	<p>Due 11/18 by 11:59 p.m.</p>
<p>Part 2: Differentiating Instruction, Accommodations, and Modifications</p>	<p>Read</p> <ul style="list-style-type: none">• Chapter 12 Differentiating Instruction and Assessment for All Learners <p>Review</p> <ul style="list-style-type: none">• Ch. 12 Presentation <p>Complete</p> <ul style="list-style-type: none">• IRIS Module: Differentiated Instruction: Maximizing the Learning of All Students <p>Watch:</p> <ul style="list-style-type: none">• Response to Intervention and Differentiated Instruction Preview• Differentiating instruction example• Differentiated Instruction, Learning Menus	<p>Chapters 12 & 13 Quizzes</p> <p>Assignment 6: Developing a Differentiated Lesson Plan</p> <p>Due 12/2 by 11:59 p.m.</p> <p>Updated Taskstream Assignment Uploaded to Taskstream</p> <p>Due 12/5 by 11:59 p.m.</p>