

<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2018
2. Current Course abbreviation and Number: EDEX 602	

**TYPE OF CHANGE(S). Check  all that apply.**

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked () above.

**NEW INFORMATION:**

<b>CURRENT INFORMATION:</b>	Course abbreviation and Number:
3. Title: School Communities in a Pluralistic Society	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Culturally Proficient Inclusive Schooling in a Pluralistic Society
4. Abbreviated Title for Banner (no more than 25 characters): School Communities in a Pluralistic Society	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Cultural/Inclusive School
5. Number of Units:	Number of Units:
6. Catalog Description:  Focuses on pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of education services. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)  Focuses upon the pluralistic nature of society and the application of the concepts and tenants of Cultural Proficiency and Inclusive Schooling in order to transform schools into inclusive learning communities that welcome, value, empower, and support the learning of all students and their families.



**7. Mode of Instruction\*** (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*	Grading Method:*
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)	<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:**

**NEW INFORMATION:**

<input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
<b>9. If the NP or CP grading system was selected, please explain the need for this grade option.</b>  	
<b>10. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	<b>Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
<b>11. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	<b>Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
<b>12. Is Course Cross Listed:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	<b>Is Course Cross-listed?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
<b>13. Prerequisite(s):</b>	<b>Prerequisite(s):</b>
<b>14. Corequisite(s):</b>	<b>Corequisite(s):</b>
<b>15. Documentation attached:</b> <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No  
 If yes, please specify:  
 Education Specialist Credential Program and MA in Education (Special Education Option)

**17. Does this course change impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed.  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

\_\_\_\_\_  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

\_\_\_\_\_  
 Discipline \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Support \_\_\_\_\_ Oppose \_\_\_\_\_

**18. Reason(s) for changing this course:**  
 This course required an up to date title, course description, and assignments. This course will replace EDUC 602 in the MA in Special Education program as this course is more focused on inclusive learning environments.

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

1. Originator (Please Print) Jodi Robledo 3/13/17  
 Date

2. Program Director/Chair [Signature] 3/14/17  
 Date

3. College Curriculum Committee [Signature] 4/26/17  
 Date

4. College Dean (or Designee) [Signature] 5-1-17  
 Date

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

Tracker \_\_\_\_\_  
 PS \_\_\_\_\_  
 RP \_\_\_\_\_

<b>Course Number</b>	<b>EDEX 602</b>
<b>Title</b>	<b>Culturally Proficient Inclusive Schooling in a Pluralistic Society</b>
<b>Units of Credit</b>	<b>3</b>

### **COURSE DESCRIPTION**

Focuses upon the pluralistic nature of society and the application of the concepts and tenants of Cultural Proficiency and Inclusive Schooling in order to transform schools into inclusive learning communities that welcome, value, empower, and support the learning of all students and their families.

### **SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

#### *Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

#### *Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

### **BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student-centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

### **Required Texts and Web Site**

Lindsey, Delores B., Thousand, Jacqueline S., Jew, Cynthia L., & Piowlsky, Lori R. (2018). *Culturally proficient inclusive schooling: All means ALL*. Thousand Oaks, CA: Corwin Press. [DTJP2018]

Villa, Richard A., & Thousand, Jacqueline S. (2017). *Leading an inclusive school: Access and success for all*. Alexandria, VA: Association for Supervision and Curriculum Development. [VT2017]

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: American Psychological Association. [APA]

Conversations That Matter video website: <http://conversationthatmatter.org/user>

Please subscribe by first clicking on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button. Select CSUSM and Jodi Robledo or Jacque Thousand as the instructor. The page will show student registration as \$20. Click on the ADD TO CART button. A page appears which requests your e-mail and billing information. Complete all fields and then click on CONTINUE TO NEXT STEP. You then are directed to PAYPAL where you can either pay through your PAYPAL account or with a credit card. AS soon as you pay, you will receive an e-mail with a temporary password that will allow you to immediately access the site. If you don't receive an e-mail, check your junk mail folder. If you still can't find the e-mail, log in with your e-mail address and click on the "forgot my password" link. This will send another e-mail to you. You will be using this account all year in all courses. The first assignment in this class requires you to registration, so register right away and have some fun discovering and listening to the words of internationally known disability rights advocates and celebrities.

### **Recommended Texts and Web Sites**

Villa, Richard A., & Thousand, Jacqueline S. (2016). *The inclusion checklist; A self-assessment of best practices*. Naples, FL: Dude Publishing. [VT2016]

[www.calstat.org](http://www.calstat.org) (CalSTAT - California Services for Technical Assistance & Training, find SpecialEdge link for current and past journal issues)

<http://www.cde.ca.gov/ci/cr/ri/> [www.cde.ca.gov/sp/se/sr/selinks.asp](http://www.cde.ca.gov/sp/se/sr/selinks.asp) and [www.cde.ca.gov/sp/se/cc/](http://www.cde.ca.gov/sp/se/cc/) (CA Dept. of Education MTSS, Special Ed. Resources, and Common Core Resources & Webinars)

[www.interventioncentral.org](http://www.interventioncentral.org) (Response to Intervention and other resources, go to RTI\_WIRE and download links)

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

## COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of this course, candidates will be able to:

- Goal 1. explain the principles of **Inclusive Schooling** and the four **Tools of Cultural Proficiency** (i.e., the **Barriers to Cultural Proficiency**; and the nine **Guiding Principles** of Cultural Proficiency; the six phases of the **Cultural Proficiency Continuum**; the five **Essential Elements** of Cultural Competence - Assessing Culture, Valuing Diversity, Managing the Dynamics of difference, adaption to Diversity, and Institutionalizing Cultural Knowledge) as they apply to transforming and supporting classrooms and schools that are intentionally designed to educate ALL learners.
- Goal 2. articulate, prioritize, and provide justification for the most compelling rationale for **Culturally Proficient Inclusive Schooling**
- Goal 3. describe the **Barriers to Cultural Proficiency** they have experienced and observed and how they have or could impede cultural proficiency.
- Goal 4. describe and provide examples of how the **Guiding Principles of Cultural Proficiency** serve as core values for their personal, professional, and organizational values and behavior.
- Goal 5. describe and plot on the **Cultural Proficiency Continuum** unhealthy and healthy values and behaviors and school policies and practices.
- Goal 6. describe and provide examples of how use the five **Essential Elements of Cultural Competence** as standards for their personal and professional behavior and their schools' formal policies and non-formal, prevalent practices.
- Goal 6. describe and explain how to use a **Multi-tiered System of Supports (MTSS)** framework of proactive intervention to differentiate instruction, early respond to students failing to meet grade-level academic and behavioral expectations, and reduce referral for assessment for special education
- Goal 8. describe and provide examples of how they have or could use **evidence-base Inclusive Schooling practices** such as co-teaching, the Retrofit and Universal Design for Learning (UDL) approaches to differentiating of instruction, and creative problem-solving processes to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers.
- Goal 9. use culturally-proficient **collaborative teaming skills** with members of a school and greater community (e.g., teammates, families, educators, administrators, paraeducators, related service personnel), member of the greater community (e.g., district personnel, community agencies, businesses, advocacy groups) as demonstrated and assessed in Base Team meetings, where teammates collaborate to generate group products including a Culturally Proficient Action Plan
- Goal 10. develop a **Culturally Proficient Inclusive Education (CPIE) Action Plan** for creating and sustaining a culturally proficient inclusive schooling environment that welcomes, values, and successfully educates all students.

## PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

### Master of Arts in Special Education Degree

Upon successful program completion, Master of Arts in Education candidates will demonstrate proficiencies to:

**PSLO 1: Professional Dispositions.** Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning

**PSLO 2: Cultural Proficient Inclusive Schooling.** Develop an action plan for creating and sustaining a culturally proficient inclusive schooling environment

**PSLO 3: Assessment and Program Planning.** Conduct and analyze formal and/or informal assessment data to develop assessment reports and Individual Education Program goals based upon individual students' assessed needs

**PSLO 4: Research Analysis.** Analyze and integrate research in educational and professional settings.

Course student learning outcomes, readings, activities, assignments, and assessments are specially designed to assist Master of Arts in Special Education candidates to demonstrate proficiency in PSLO 2 by developing an action plan for creating and sustaining a culturally proficient inclusive schooling environment.

#### **Preliminary Mild/Moderate and Moderate/Severe Education Specialist Credential**

Course student learning outcomes, assignments, and assessments are aligned with the CCTC standards for the Preliminary Mild/Moderate and Moderate/Severe Education Specialist Teaching credential and the Education Specialist Teaching Performance Expectations. This course is specially designed to develop candidates' ability to demonstrate knowledge and skills with regard to the following California Commission on Teacher Credentialing (CCTC) Preliminary Education Specialist Teaching Credential standard.

#### **Program Design Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

## SCHEDULE/COURSE OUTLINE

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for readings are as indicated above. Topics and timelines may be adjusted based upon class needs.

Session Date	Topics	Readings and Web Sites in Preparation for Class or Base Team	Assignment(s) DUE
Class 1	<p>Course Overview</p> <p>When Mandate Meets Morality: What are Equity and Access Gaps? Why Do They Persist?</p> <p>Jigsaw of Cultural Proficiency and Inclusive School Concepts and Terms</p> <p>Introduction to Base Teams</p>	<p>Syllabus (Bring a hard copy downloaded from Cougar Courses or access in class via electronic device)</p> <p>Bring to class texts for in-class jigsaw reading of:            DTJB2018 Ch. 1: What are Equity and Access Gaps? Why Do They Persist?            VT2018 Chapter 1: An Inclusive School: Providing Access and Success for All</p>	
Class 2	<p>Overview of the four Tools of Cultural Proficiency and the Schoolhouse Model of Inclusive Education Conceptual Frameworks</p> <p>Base Team Formation &amp; Introduction to Base Team Meeting 1 (Bring BTJP2018 to class to study Part II Lakeside and Lakeside Unified School District and Ch. 10 CPIS Action Planning Components)</p>	<p>BTJP2018 Ch. 2: Using the Tools of Cultural Proficiency and the Vision and Practices of Inclusive Education as a Conceptual Framework.</p> <p>VT2017 Letter to the Reader (pp. 1 – 3), Chapter 1 (pp. 7 – 11, to “The pragmatic definition of inclusive education” &amp; Section II introduction (pp. 43 – 46)</p>	Reflection 1 (4 points)
Class 3	<p>Barriers to Culturally Proficient Inclusive Education</p> <p>In-Class Exploration of Rationale for Inclusive Schooling as a Way to Overcome Barriers (Bring VT2017 to class to examine Ch. 2 rationale)</p>	BTJP2018 Ch. 3: Barriers to Culturally Proficient Inclusive Education	Reflection 2
Class 4	<p>Overcoming Barriers and Creating Opportunities for Learning through Applications of:</p> <ul style="list-style-type: none"> <li>- The Nine Principles of Cultural Proficiency</li> <li>- Presumed Competence</li> <li>- Criterion of Least Dangerous Assumption</li> <li>- MTSS</li> </ul>	<p>BTJP2018 Ch. 4: Overcoming Barriers and Creating Opportunities for Learning</p> <p>VT 2017 Ch. 5: Maximizing Resources and Designing Interventions Through a Multitiered System of Supports</p>	

Session Date	Topics	Readings and Web Sites in Preparation for Class or Base Team	Assignment(s) DUE
BT 1	<p><b>Base Team Meeting 1: Norms, Names, Roles, Division of Labor, and Our School's Demographics, Vision, &amp; Mission</b></p>	<p>DTJB2018 Part Two Introduction: Lakeside and Lakeside Unified School District</p> <p>VT2017 Ch. 4: Collaborative Planning and Problem Solving, pp. 71 – 83</p> <p>Base Team Meeting 1 Agenda</p>	<p>Base Team Meeting Minutes (5 points)</p>
Class 5	<p>Assessing Cultural Knowledge</p> <ul style="list-style-type: none"> <li>- Through Authentic and Differentiation Strategies</li> <li>- Through Views of Diversity (Video viewing)</li> </ul> <p>A Guided Practice in Applying the Inside-Out Process of Assessing and Developing Special Education Cultural Knowledge</p> <p>Application of Assessing Cultural Knowledge to Pegah's Case Story</p>	<p>DTJP2018 Ch. 5: Assessing Cultural Knowledge Through Authentic and Differentiation Strategies (up to Pegah's Case Story)</p> <p>VT2017 Ch. 5, pp. 98 – 101: Positive Behavior Support</p>	<p>Reflection 3</p>
Class 6	<p>Valuing Diversity Through Inclusiveness</p> <p>Application of Valuing Diversity to Zen's Case Story</p>	<p>DTJP2018 Ch. 6: Valuing Diversity Through Inclusiveness (up to Zen's Case Story)</p>	<p>Reflection 4</p>
Class 7	<p>Managing the Dynamics of Diversity Through Collaboration, Creative Problem Solving, and Conflict Management</p> <p>Practice in Conflict Resolution: Who Took the Cooking from the Cookie Jar?</p> <p>Co-Teaching: Examples and Stories from the Field</p> <p>Application of Managing the Dynamics of Diversity to Katlyn's Case Story</p>	<p>DTJP2018 Ch. 7: Managing the Dynamics of Diversity Through Collaboration, Creative Problem Solving, and Conflict Management (up to Katlyn's Case Story)</p> <p>VT2017 Ch. 4, pp. 81 – 92: The Stages of the Osborne-Parnes Creative Problem-Solving Process</p> <p>VT2017 Ch. 7: Co-Teaching to Promote Student Access and Success</p>	<p>Reflection 5</p>



Session Date	Topics	Readings and Web Sites in Preparation for Class or Base Team	Assignment(s) DUE
Class 8	<p>Adapting to Diversity Through Advocacy and Universal Design for Learning</p> <p>Using Multiple Intelligences to Gather Facts About Differentiate Product Options for Students and Create Product Menus</p> <p>Adaption Monarch School's Personal Learning Plan for Students in my School</p> <p>My Strategies for Advocating for Change</p> <p>Application of Adapting to Diversity to A Very Social Dance Case Story</p>	<p>DTJP2018 Ch. 8: Adapting to Diversity Through Advocacy and Universal Design for Learning (up to A Very Special Dance Case Story)</p> <p>VT2017 Ch. 7, pp. 122 – 141: Universal Design for Learning</p>	Reflection 6
Class 9	<p>Institutionalizing Cultural Change Through</p> <p>Peeling Back the Wallpaper: Deconstructing VT2017 Ch. 9: Questions, Concerns, Beliefs, and Practical Advice about Inclusive Education</p> <p>FAQ Responses and Professional Development for CPIS: Planning Our Summer Institute to Address My School's Questions, Concerns, &amp; Beliefs</p> <p>Application of Institutionalizing Cultural Change to Diana's Case Story</p> <p>Introduction to Base Team Meeting 2</p>	<p>DTJP2018 Ch. 9: Institutionalizing Cultural Change (up to Diana's Case Story)</p> <p>Bring to Class: VT2017 Ch. 9: Questions, Concerns, Beliefs, and Practical Advice about Inclusive Education</p>	Reflection 7

Session Date	Topics	Readings and Web Sites in Preparation for Class or Base Team	Assignment(s) DUE
Class 10	<p>Engaging in Action: When All Means All by Engaging in</p> <ul style="list-style-type: none"> <li>- An Inside-out Review of the Essential Elements of Cultural Proficiency</li> <li>- A Guided Practice in Developing a Cultural Proficient Inclusive Schooling (CPIS) Action Plan</li> <li>- A Guided Practice in Writing SMART Goals for Systems Change</li> </ul>	<p>Bring to Class: DTJP2018 Ch.10: Engaging in Action: When All Means All</p> <p>Bring to Class: VT2017 Voice of Inclusion: The Principal's Rose in Creating and Sustaining Inclusive Education</p>	
BT 2	<p><b>Base Team Meeting 2:</b> Complete at least Vision and Skills goals and activities of the CPIS Action Plan</p>	<p>DTJP Ch. 10</p> <p>Base Team Meeting 2 Agenda</p>	<p>Base Team Meeting Minutes (5 points)</p>
Class 11	<p>Retrofit and Universal Design for Learning: Contrast and Comparison</p> <p>Practice in Differentiating Instruction: From Retrofit to Universal Design for Learning</p> <p>Practice in Conflict Resolution: Who Took the Cooking from the Cookie Jar?</p>	<p>VT2017 Ch. 7: Differentiated Instruction: Access to the General Education Curriculum for All</p> <p>VT2017 Ch. 4, pp. 81 – 92: The Stages of the Osborne-Parnes Creative Problem-Solving Process</p> <p>Review DTJP Ch. 7 section entitled Appreciating the Challenges and gifts Diversity Brings: Using Retrofit Approaches to Differentiate Instruction</p> <p>Review DTJP Ch. 7 section entitled Teaching and Using Creative Problem-Solving and Conflict Resolution Processes</p>	
BT 3	<p><b>Base Team Meeting 3:</b> Complete Incentives and Resources goals and activities of the CPIS Action Plan</p>	<p>Base Team Meeting 3 Agenda</p>	<p>Base Team Meeting Minutes (5 points)</p>

<b>Session Date</b>	<b>Topics</b>	<b>Readings and Web Sites in Preparation for Class or Base Team</b>	<b>Assignment(s) DUE</b>
Class 12	<p>Access and Success for All: What Can One Person Do? (VT2017 Ch. 8 In-Class Processing)</p> <p>Ro and Bob: Voices of Inclusion – Busting Barriers (Which ones?)</p> <p>Who is my Hero? What is my Voice of Inclusion?</p>	<p>VT2017 Voice of Inclusion: From My Friend, Ro Vargo, (pp. 31 – 42)</p> <p>VT2017 Voice of Inclusion: Everything About Bob Was Cool, (pp. 177 – 188)</p>	Reflection 8
Class 13 (WEEK 16)	<p>In-Class Base Team Meeting 4: Preparing to Present the CPIS Action Plan</p> <p>CPIS Action Plan Presentation</p> <p>Final Base Team Group Processing using Figure 4.3: Team Collaboration Checklist</p> <p>Ending at the Beginning: "If I were to dedicate my journey to cultural proficiency it would read as follows.</p> <p>Course Evaluation</p>	<p>DTJP2018 About Authors</p> <p>DTJP2018 Acknowledgements</p> <p>DTJP2018 Dedications</p> <p>Review of VT2017 Ch. 4, pp. 81 – 83 and Figure 4.3: Team Collaboration Checklist</p>	Culturally Proficient Inclusive Education Action Plan (15 points) and Presentation (5 points)

## GRADING STANDARDS

### Grading Scale (in percentages):

**A: 93-100    A-: 90-92    B+: 78-89    B: 83-86    B-: 80-82    C+: 78-79**

**NOTE:** The minimum acceptable grade for a course in the professional education credential sequence is C+. A "B" average must be maintained for continuation in the program.

There is no Final Exam in this course

### Late Assignments

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.

## COURSE REQUIREMENTS

Weekly Class Attendance and Participation	(39 points)
Base Team Meetings	(15 points)
Reading Reflections	(24 points)
Culturally Proficient Action Plan and Presentation	(22 points)
<b>Total Maximum Points:</b>	<b>100 points</b>

### **Base Team Meetings (3 "out of class" meetings at 5 points = 15 maximum points)**

*Base teams*, formulated at the beginning of the course, meet a minimum of three times outside of class and use the Figure 4.2 Collaborative Planning Meeting Agenda format presented on pages 80 and 81 of Villa and Thousand's 2017 *Leading an Inclusive School: Access and success for all* (VT2017) to practice collaborative teaming skills, complete assignments, and develop a Culturally Proficient Inclusive Schooling (CPIS) Action Plan. Each base team is required to create a team notebook (e.g., 3-ring binder with dividers) that compiles team meeting minutes, team products, and group processing outcomes and evidences achievement of Course Student Learning Outcome Goals 9 and 10.

Note that the face-to-face interaction at the base team meetings together with the preparation for and homework associated with each meeting is the equivalent of at least one face-to-face class session. Therefore, participation in base team meetings is mandatory; no base team can meet without all members present throughout the meeting. For each base team meeting, posted on Cougar Courses is a suggested Collaborative Planning Meeting Agenda that details the activities, timeframes, division of labor, and products to be generated and completed during the meeting as well as readings and products to be generated between meetings. Base team members can earn up to **5 points per meeting** for documented attendance and preparation for and participation in the prescribed meeting agenda (i.e., posted on Cougar Courses and documented via team meeting minutes and products).

A fourth and final *in-class* base team occurs in the final class and involves in-class team preparation for and delivery of a 15-minute public unveiling of selected elements of the CPIS Action Plan as well as a final team group processing of collaboration teaming behaviors. A

presentation rubric posted on Cougar Courses is used to evaluate the CPIS Action Plan unveiling presentation.

### **Base Team Meetings**

Mtg. 1: Norming, Forming, Getting Organized  
Mtg. 2: Culturally Proficient Action Plan Development  
Mtg. 3: Culturally Proficient Action Plan Development

### **Collaborative Teaming Assessment**

Forming/Functioning Self-Assessment  
Formulating Self-Assessment  
Fermenting Self-Assessment

## **Reading Content and Personal Application Reflections (8 Reflections = 24 points)**

### **Reflections 1: Cultural Proficiency and Inclusive Schooling Framework (3 points)**

Given a reading of Chapter 2 of *Culturally Proficient Inclusive Schooling: All Means ALL* text and a reading of (a) the Letter to the Reader (pp. 1 – 3), (b) Chapter 1 pages 7 – 11, to “The pragmatic definition of inclusive education,” and (c) the Section II introduction (pages 43 – 46) of *Leading an Inclusive School: Access and Success for All*, compose, in at least 2 to 3 pages, a response to the following six questions.

#### ***Inclusive Education***

1. As you think about Inclusive Education in your current setting, what’s important for you to notice?
2. What questions are surfacing for you about what IS and is NOT Inclusive Education?
3. Of what do you want to be mindful about your educational practice given the descriptions of Inclusive Classrooms and Schools?

#### ***Cultural Proficiency Conceptual Framework***

4. Given the four Tools of Cultural Proficiency presented in Table 2.1 and our description of Inclusive Education, what is emerging as a single framework that integrates Cultural Proficiency and Inclusive Education? You may describe this framework in words and/or in a graphic representation.
5. Of what do you want to be mindful about your practice given your current context?
6. In what ways might the four Tools of Cultural Proficiency inform your current work?

### **Reflections 2: Barriers to Culturally Proficient Inclusive Education (3 points)**

Given a reading of Ch. 3: Barriers to Culturally Proficient Inclusive Education of *Culturally Proficient Inclusive Schooling: All Means ALL*, compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. Describe in your own words the Barriers to Culturally Proficient Inclusive Education.
2. What are two obvious Barriers that you recognize in your classroom, school, or district?
  - a. Describe each Barrier in as much detail as you can.
  - b. What is the affect of each of these Barriers on students, educators, and/or families?
  - c. In what ways might conversations about each of these Barriers guide actions toward overcoming these Barriers?
3. Former director of the U.S. Department of Education’s Office of Special Education Programs, Thomas Hehir, has observed that “[t]he most damaging ableist assumption is the belief that disabled people are incapable.
  - a. What might be some assumptions that you have heard about people with disabilities that might serve to restrict their access to an equitable education? Of what are you aware about deeply held assumptions that function as barriers?

- b. What are your experiences with surfacing assumptions about students with disabilities and how these students are treated and served? How are these assumptions preventing educators from breaking through the Barriers?
4. What is your overall reaction, personally and professionally, to this Barriers chapter? What more do you want to know/learn about Barriers of ways to overcome barriers?

**Reflections 3: Assessing Cultural Knowledge (3 points)**

Given a reading of Ch. 5: Assessing Cultural Knowledge Through Authentic and Differentiation Strategies (up to Pegah's Case Story) of *Culturally Proficient Inclusive Schooling: All Means ALL* and pages 98 – 101 on Positive Behavior Supports in Chapter 5 of *Leading an Inclusive School: Access and Success for All*, compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. After reading Ch. 5: Assessing Cultural Knowledge, return to Table 5.1. What from the content of Table 5.1 and the elaboration of this content in Ch. 5: Assessing Cultural Knowledge most informs or is most likely to inform your work? How and why?
2. With the Table 5.2 Continuum in front of you, think about how you and other educators in your school respond to students with disabilities, particularly students whose behaviors are troubling or who have pervasive support needs (i.e., students with moderate and severe disabilities). Do you see actions or hear statements of marginalization, reform, tolerance, or valuing? What are they? [Name them, claim them]. What is one commitment you can/will make to confront the underlying view of diversity and disability.
3. Think about what you know about your cultural background. In what ways might it impact/influence your relationship with your students?
4. What are the burning questions you have about the cultural backgrounds, experiences, and assets of your students?
5. What actions have you or could you take to get to know your students' assets? What are ways or methods (e.g., MAPs) you do or will use to get to know the "whole" child that goes beyond state standards?

**Reflections 4: Valuing Diversity (3 points)**

Given a reading of Ch. 6: Valuing Diversity Through Inclusiveness (up to Zen's Case Story), compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. After reading Ch. 6: Valuing Diversity Through Inclusiveness, return to Table 6.1. Carefully reread each of the three actions for culturally proficient educators to show their valuing of diversity represented in the second column. What are systems, practices, strategies, or processes you have employed or could employ to develop and show your valuing of diversity, including and in addition to the ones identified in the second column and described in the chapter? Provide as much detail as you can, so that the instructor and a naïve reader could actually apply the practices strategy and/or system.
2. Consider the following observation made by Fernanda Orsati "When adults 'work with' students and do not use techniques of 'doing to' students, the process of finding solutions to behavior issues is likely to work better."
  - a. What does this quote mean to you and your work with students?
  - b. After reading this quote and the MTSS and SWPBS content of this chapter, what are your thoughts about actions you might take to promote social-emotional learning and positive behavior supports in your classroom and immediate sphere of influence (e.g., grade-level team, special education support team) and school-wide?

3. How might you build the retrofit approach for resolving mismatches between facts about a student and facts about the content, product, and process demands of a class or a disciplinary system into gatherings and conversations at the grade level, discipline specific (e.g., special education, English learner), or school-wide (e.g., professional learning community, faculty) levels? Be as specific as you can, so someone reading your response could replicate the actions.
4. Use the retrofit approach to resolve mismatches for the following student and class. What are your preferred potential solutions? Why?

<i>Facts About the Learner</i> Name: <u>Chang</u>	<i>Facts About Class/Lesson</i> Class: <u>Language Arts</u>	<i>Mismatches Between Student Facts and Class and Lesson Facts</i>	<i>Potential Solutions to Mismatches Between Facts</i>
<p><b>Strengths</b> Background Knowledge and Experiences: Recently arrived from a war-torn country in Southeast Asia</p> <p><b>Interests:</b> Soccer, wrestling volleyball, and gymnastics Playing cards &amp; artistic painting</p> <p><b>Learning Style(s):</b> Relies on phonetic structure to decode</p> <p><b>Multiple Intelligences:</b> Naturalist Logical/Mathematical Interpersonal Visual/Spatial Bodily/Kinesthetic</p> <p><b>Important Relationships:</b> Two fellow students who are from the same country Mr. Johnson, guidance counselor His foster family</p> <p><b>Other:</b> Auditory processing difficulty English language learner Very athletic Sense of humor Great personality, so appears more academically competent than he really is Popular with faculty and students</p> <p><b>Goals/Concerns:</b> Increase English language acquisition, reading &amp; writing</p>	<p><b>Content Demands</b> Students independently read classic novels (e.g., Animal Farm) for homework Teacher and authors use idioms and figurative language</p> <p>Conceptual demands: Understanding symbolism, Generalizing themes to real life, Abstract vocabulary</p> <p><b>Process Demands</b> Teacher begins class with rapid fire questions to students based upon the previous night's homework reading</p> <p>Lecture and whole class discussion</p> <p>Students assigned select passages to read to the class</p> <p><b>Product Demands</b> Answer teacher-directed questions Essay tests Participation in whole-class discussions</p>		

### Reflections 5: Managing the Dynamics of Change (3 points)

Given a reading of Ch. 7: Managing the Dynamics of Diversity Through Collaboration, Creative Problem Solving, and Conflict Management (up to Katlyn's Case Story) in *Culturally Proficient Inclusive Schooling: All Means ALL*, pages 81-92 on the Stages of the Osborne-Parnes Creative Problem-Solving Process in Chapter 4 of *Leading an Inclusive School*, and all of Ch. 7: Co-Teaching to Promote Student Access and Success in *Leading an Inclusive School*, compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. After reading all of the readings, return to Table 7.1 in Chapter 7: Managing the Dynamics of Diversity. What from the content of Table 7.1 and the elaboration of this content in the chapters most informs or is most likely to inform your work? How and why?
2. Chapter 7 of both books is all about redefining the educational roles, rules, and responsibilities of general and special educators, other personnel. After reading both of these two chapters, review the changes in roles, rules, and responsibilities presented in Table 7.2. What are two or three actions you and your colleagues could take to transform one or more of the roles or other roles in your school?
3. Chapter 7 of both books examine the four approaches to co-teaching. Review the four co-teaching approaches presented in Table 7.3 of the Managing the Dynamics of Diversity chapter. With whom can you envision co-teaching? Under what circumstances can you envision using or have you used each of the four co-teaching approaches? Provide enough detail so a naïve reader can envision your actions.
4. To what extent have you experienced differences in values giving rise to conflict and cultural clashes in your professional or personal life? Provide a concrete example or two. What so far in this chapter and book helps you to understand and better manage conflicts and cultural clashes arising from differences in values? Be as specific as you can
5. In what ways might you use any or all of the three CPS variations to help you, colleagues and students problem solve and resolve conflict be helpful in your context? Provide at least two specific examples, providing enough detail that a naïve reader can clearly understand your applications.

### Reflections 6: Adaption to Diversity (3 points)

Given a reading of Ch. 8: Adapting to Diversity Through Advocacy and Universal Design for Learning (up to A Very Special Dance Case Story) in *Culturally Proficient Inclusive Schooling: All Means ALL* and pages 122 – 141 on Universal Design for Learning in Chapter 7 of the *Leading an Inclusive School* text, compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. After reading both readings, return to Table 8.1 in Chapter 8: Adapting to Diversity.
  - a. What from the content of Table 8.1 and the elaboration of this content in the two chapters most informs or is most likely to inform your work? How and why?
  - b. What are actions *other than the ones* featured in this table that you have employed, could employ, have seen others employ, or can envision to advance and advocate for changes in policies and practices to support student diversity and inclusion?
  - c. What are actions *other than the ones* featured in this table that you have employed, could employ, have seen others employ, or can envision to tap student leadership and advocacy?
2. Explain in your own words *cultural reciprocity* and its importance in Culturally Proficient Inclusive Education.



3. Review the content of the UDL Lesson Plan Template in Table 8.4. Are you wondering if UDL is a complex, though powerful, process? Well, yes, it is! So, let's start somewhere. Where might you begin?
  - a. What processes (MI, MAPs, Student-led IEPs) might you use to more deeply get to know all or selected students?
  - b. At which design point, content, product, or process, might you try one or more of the differentiation considerations suggested in the lesson template?
  - c. In what ways might you partner with a colleague to experiment with the UDL lesson plan template for a lesson and possibly co-teach that lesson?
  - d. Which design point interests you most? In what ways might you advocate for professional learning to learn more about UDL and how to use it in your instructional practice?
4. How might you introduce and use Personal Learning Plans (PLPs) as a vehicle to empower and motivate diverse learners to connect with school norms or Common Core standards in your context? Describe how you could employ PLPs to norms, Common Core standards.

### Reflections 7: Institutionalizing Cultural Change (3 points)

Given a reading of Ch. 9: Institutionalizing Cultural Change (up to Diana's Case Story) in *Culturally Proficient Inclusive Schooling: All Means ALL*, compose, in at least 2 to 3 pages, a response to the following prompts and questions.

1. After reading Chapter 9: Institutionalizing Cultural Change return to Table 8.1 in Chapter 8: Adapting to Diversity.
  - a. What from the content of Table 9.1 and the elaboration of this content in the chapter most informs or is most likely to inform your work? How and why?
  - b. Reflecting on the five actions for Institutionalizing Cultural Knowledge, where are you within the five actions? Where are the gaps on which you can focus to develop an action plan?
2. What are or might be some *institutionalizing* change issues your school, community, and/or district are facing related to serving all learners?
3. Chapter 8 examines three frameworks for action planning. What did you learn and or find appealing or useful from each of the three frameworks? How might you use what you learned and/or find appealing in your own actions for change. Be as specific as possible.
4. Action 4 in Table 8.1 charges us to structure opportunities students to learn about and appreciate one another through cooperative group learning and other inclusive instructional strategies. What are opportunities you could structure for students to get to know and appreciate one another. Be specific enough so a naïve reader could actually set up the experience.

### Reflections 8: Voice of Inclusion (3 points)

Sprinkled within the *Leading an Inclusive School* text are three *Voices of Inclusion* representing parent, student, educator, and administrator perspectives. Two of the voices are the following: (a) Voice of Inclusion: From My Friend Ro Vargo (pages 31 – 42) and b) Voice of Inclusion: Everything About Bob Was Cool, Including the Cookies (pages 177 – 188). Select one of the two voices to read. After reading the voice, compose at least a 2 to 3-page response to the following prompts and questions.

1. What are your reactions and learnings from reading this Voice of Inclusion? How does this voice relate to Cultural Proficiency, Inclusive Education, your experiences, or anything else?

2. Identify the audience(s) this Voice of Inclusion might “speak to” and positively influence dispositions toward or knowledge about how Inclusive Schooling and Cultural Proficiency impacts lives or how to lead a school to be more inclusive.
3. Why do you think this was selected as the final reflection for this course?

### **Culturally Proficient Inclusive Schooling Action Plan: Plan and Presentation (22 points)**

#### ***The Scenario:***

Assume that you and your Base Team teammates are members *The Visionizers*, the Lakeside Union School District (LUSD) leadership team charged with answering the question, “How do we use the Essential Elements and other tools of Cultural Proficiency to continue and accelerate movement to create truly inclusive educational experiences for every student? Your task, with your Base Team teammates, is to create a Culturally Proficient Inclusive Schooling (CPIS) Action Plan for your school, one of the schools within the LUSD. You will have three (or more) Base Team meetings to develop a Culturally Proficient Inclusive Schooling Action Plan.

#### ***CPIS Action Plan Product (20 points):***

Given your reading of the *Culturally Proficient Inclusive Schooling: All Means ALL* and *Leading an Inclusive School: Access and Success for All* texts, develop a CPIS Action Plan for your school, using the Culturally Proficient Inclusive Schooling (CPIS) Action Plan Template included in this syllabus and in Chapter 10 of *Culturally Proficient Inclusive Schooling: All Means ALL*.

#### ***In-Class Presentation of CPIS Action Plan (2 points):***

You have fifteen (15) minutes to describe to two to three members of other base teams the school context (e.g., school demographics, vision, mission) and the goals for at least two of the four dimensions (e.g., vision, skills, incentive, resources) of your base team’s **CPIS Action Plan** for which you are most proud and enthusiastic. Please have available for **each** member of the group you are instructing the materials you have prepared. Please also post your CPIS Action Plan and any other related products (e.g., PowerPoint, lecture guide for presentation) in the **Culturally Proficient Inclusive Schooling Action Plan “Submit Here”** location. Note that the Culturally Proficient Inclusive Education Action Plan file folder on Cougar Courses includes a presentation feedback rubric that participants will use to provide presenters with feedback.

**CULTURALLY PROFICIENT INCLUSIVE SCHOOLING ACTION PLAN TEMPLATE**

School Community: \_\_\_\_\_

**Our School Vision:**

**Our School Mission:**

Goals by Change Variable	Culturally Proficient Actions	Success Measure(s) "We will know we are successful if/when..."	Person(s) Responsible	Date by Which to be Achieved	Actual Outcomes
<ul style="list-style-type: none"> <li>• What goals do we need to achieve the outcome of each change variable?</li> <li>• Is the goal written using SMART criteria?</li> <li>• To what extent does the goal align with current vision and mission statements? Do the vision and/or mission statements need to be revisited or revised to better align with Culturally Proficient Inclusive Schooling values?</li> </ul>	<ul style="list-style-type: none"> <li>• List actions chronologically</li> <li>• Include preparation (e.g., funding) and implementation actions</li> <li>• Include actions for:                             <ul style="list-style-type: none"> <li>• assessing cultural knowledge and the current reality</li> <li>• valuing diversity</li> <li>• managing the dynamics of diversity</li> <li>• adapting to diversity</li> <li>• institutionalizing cultural knowledge</li> </ul> </li> </ul>	Include: <ul style="list-style-type: none"> <li>• what is measured</li> <li>• who will measure</li> <li>• when to measure</li> </ul>			

**VISION: Instill and Install a Vision of Inclusive Schooling and a Multi-Tiered System of Supports**

What goals do we need to reach this outcome?

<p><b>Goal One:</b></p>	<p><b>Actions to Achieve Goal One:</b></p>	<p><b>Success Measure(s):</b></p>	<p><b>Person(s) Responsible:</b></p>	<p><b>Date:</b></p>	<p><b>Outcomes:</b></p>
<p><b>Goal Two:</b></p>	<p><b>Actions to Achieve Goal Two:</b></p>	<p><b>Success Measure(s):</b></p>	<p><b>Person(s) Responsible:</b></p>	<p><b>Date:</b></p>	<p><b>Outcomes:</b></p>

**SKILLS: Build Skills and Capacity for Cultural Proficiency, Inclusive Schooling, and MTSS**

What goals do we need to reach this outcome?

<b>Goal One:</b>	<b>Actions to Achieve Goal One:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>
<b>Goal Two:</b>	<b>Actions to Achieve Goal Two:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>

**INCENTIVES: Provide Incentives to Engage People in Culturally Proficient Inclusive Schooling and MTSS Practices**

What goals do we need to reach this outcome?

<b>Goal One:</b>	<b>Actions to Achieve Goal One:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>
<b>Goal Two:</b>	<b>Actions to Achieve Goal Two:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>

**RESOURCES: Orchestrate Technical, Material, Organizational, and Human Resources for Inclusive Schooling and MTSS**

What goals do we need to reach this outcome?

<b>Goal One:</b>	<b>Actions to Achieve Goal One:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>
<b>Goal Two:</b>	<b>Actions to Achieve Goal Two:</b>	<b>Success Measure(s):</b>	<b>Person(s) Responsible:</b>	<b>Date:</b>	<b>Outcomes:</b>

**SMART Goals:**

**Specific** = Who, what, when, where, which, why?

**Measurable** = Concrete criteria for measuring success: How much, how many, how will we know?

**Attainable** = What do we need to be successful? What knowledge, skills, attitudes, and/or resources do we need to develop to attain the goal?

**Realistic** = Is our goal high enough and are we willing to work hard enough to reach it?

**Timely & Tangible** = What is our sense of urgency? Do we have a timeline with short- and long-term actions to achieve the goal?

Can we picture the outcome? Do we know when we have reached the goal?

## EDEX 602 TRACKING FORM

NAME: \_\_\_\_\_ BASE TEAM NAME & MEMBERS: \_\_\_\_\_

### Weekly Class Attendance, Punctuality & Participation

**39 possible points**

Class 1	_____	(3)
Class 2	_____	(3)
Class 3	_____	(3)
Class 4	_____	(3)
Class 5	_____	(3)
Class 6	_____	(3)
Class 7	_____	(3)
Class 8	_____	(3)
Class 9	_____	(3)
Class 10	_____	(3)
Class 11	_____	(3)
Class 12	_____	(3)
Class 13	_____	(3)

### Base Team Meetings & Notebook

**15 possible points**

Base Team Meeting #1	_____	(5)
Base Team Meeting #2	_____	(5)
Base Team Meeting #3	_____	(5)

### Cultural Proficiency Content and Personal Action Reflections

**24 possible points**

Reflection 1: Cultural Proficiency and Inclusive Schooling Framework	_____	(3)
Reflection 2: Barriers to Culturally Proficient Inclusive Education	_____	(3)
Reflection 3: Assessing Cultural Knowledge	_____	(3)
Reflection 4: Valuing Diversity	_____	(3)
Reflection 5: Managing the Dynamics of Change	_____	(3)
Reflection 6: Adapting to Diversity	_____	(3)
Reflection 7: Institutionalizing Cultural Change	_____	(3)
Reflection 8: Voice of Inclusion	_____	(3)
<b>Extra Credit Option:</b>	_____	(3)

You can earn up to an additional 3 extra credit points by (a) reading and reflecting upon the Voice of Inclusion (Ro Vargo or Bob) you did NOT read for Reflection #8 or (b) participating in and documenting an additional base team meeting if needed to complete the CPIS Action Plan.

### Culturally Proficiency Inclusive Education Action Plan

**22 possible points**

Completed CPIS Action Plan	_____	(20)
In-Class Planning and Presentation of Action Plan	_____	(2)

**A: 93-100    A-: 90-92    B+: 78-89    B: 83-86    B-: 80-82    C+: 78-79**

## COURSE REQUIREMENTS

1. **Person-First Language.** “Person-first” language (e.g., “Student with Down syndrome” rather than “Down syndrome student”) must be used throughout all written and oral assignments and discussions.
2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep an electronic copy of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in discussion boards and group activities and demonstrate positive online interpersonal skills with classmates, the instructor(s), and online guests.
6. **Peer Buddy.** Select at least two class “buddies” to ensure you receive any information you may miss or consult to clarify assignments, timelines, and expectations.  
Buddy’s Name:                      Phone:                                      e-mail:  
Buddy’s Name:                      Phone:                                      e-mail:

## GENERAL PROGRAM REQUIREMENTS

### TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates’ TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials and the Master of Arts degree in Special Education should enroll for at least two years.

### Expected Dispositions for the Education Profession (PSLO 1)

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are four levels of performance - *unacceptable*, *approaches target*, *meets target*, and *meets advanced target*. The rubric for the four levels of performance offer measurable behaviors and examples. The assessment is designed to provide candidates with ongoing feedback and opportunities to reflect on their growth in professional dispositions. The dispositions and rubric are presented, explained, and assessed in one or more designated courses in each program as well as in clinical practice. Candidates are expected to achieve the *meets target* level during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

### **Graduate Writing Assessment Requirement**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

### **CSUSM Academic Honesty Policy**

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Academic Honesty and Integrity: Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## **Plagiarism**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

## **Necessary Technical Competency Required of Students**

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Assignments are submitted online at Cougar Courses. Details will be given for each assignment in class.

## **Contact Information for Technical Support Assistance**

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.