Distinguished Teacher in Residence Program

Cover Sheet, Assigned Time Grant Proposal for 2017-2018 AY
(Submit with Proposal)

Title of Grant Proposal: Adapting Learning for ALL Students: Accessible Curriculum

Involved Faculty: Rebecca Brooks

Faculty Position for Academic Year: [ ] Full Professor [ ] Associate Professor [x] Assistant Professor [ ] FERPer

Partnering District(s): San Marcos Unified School District

Proposal: [x] New Project [ ] Continuing Project

Number of Units requested: 3

Signature(s):

CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

District Acknowledgement of proposal submission:
(See DTiR Consortium List for Approved Representative Signatures)

DTiR Consortium District

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Signature(s):

Rebecca Brooks 4/16/17
CSUSM Faculty Member, Signature & Date

San Marcos Unified
DTIR Consortium District

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CSUSM Faculty Member, Signature & Date

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DTIR Consortium District Representative, Signature & Date

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**Distinguished Teacher in Residence Program**

**Checklist, Assigned Time Grant Proposal for 2017-2018 AY**

(Submit with Proposal)

<table>
<thead>
<tr>
<th>APPLICATION IS COMPLETE WITH:</th>
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<tbody>
<tr>
<td><strong>Cover Sheet</strong> with all required signatures</td>
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<tr>
<td><strong>Check List</strong></td>
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</tbody>
</table>
| **ATG Plan Proposal**  
(to be submitted on the DTiR Assigned Time Grant Plan Proposal Template) |  |
| **Description of this as a new or continued project.** | ☒ |
| **Objectives** are clearly stated, measurable, aligned with standard(s), aligned with mission, and describe the population served. | ☒ |
| **Procedures** are aligned with objectives and clearly stated. | ☒ |
| **Timeline** is reasonable for units requested and includes evaluations at intervals. (units calculated with the formula used for RCAP/MAP) | ☒ |
| **Evaluation** measures objectives, data collection, and analysis - yields useful. | ☒ |
| **Benefits** are defined by outcomes for district and School of Education. | ☒ |
| **Previous grant reports if applicable** are provided with evidence of efforts and successes. | ☐ |
| **Letter(s) of Support** from Schools and/or Districts | ☒ |
Distinguished Teacher in Residence Program

Plan Proposal, Assigned Time Grant for 2017-2018 AY

(Plan Proposal should not exceed 2 pages)

Date: April 5, 2017

Name: Rebecca Brooks

Title of Project: Adapting Learning for ALL Students: Accessible Curriculum

1. Type of Project
   - Applied Scholarship in Educational Settings
   - Conducting Research related to SOE Mission

2. Area of focus
   - ELL
   - STEM
   - COMMON CORE
   - OTHER: Special Education

3. Proposed project. Describe and connect to the SOE Mission.

   It is proposed that Rebecca Brooks will provide professional development and on-going support in the area of curricular adaptations, thus creating community through a partnership between CSUSM and the San Marcos Unified School District (SMUSD). SMUSD consists of 18 school sites. This project promotes and fosters social justice and educational equity by ensuring all students have access to general education curriculum and are provided the adaptations (accommodations/modifications) they require to be successful.

   SMUSD recently began implementing a co-teaching model and are including more students with disabilities in general education classrooms with the elimination of separate resource specialist and special day programs. There is a great need to provide training and support to teachers and staff so they will become confident and successful in making curriculum accessible to all learners. In addition, the district has adopted new integrated English Language Arts and English Language Development curriculum aligned to the state standards. The materials reflect the rigor of the standards and co-teaching teams are learning the program and must make appropriate adaptations to meet the needs of their special education students in order to provide equal access. This project will inspire reflective teaching and learning as educators will analyze curriculum through a lens of accessibility and begin to make changes to their lessons in order to ensure all students are
provided with an equitable education. As determined by need, Rebecca's support will include district-wide and site-wide professional developments, small group support, and one-on-one guidance as required. Professional development will not only provide training, but also hands-on support in adapting curriculum currently being used in the classrooms. Rebecca will also spend time in classrooms, providing support in adapting curriculum. Pre- and post-survey data on the effectiveness of the training and support, as well as adaptation strategies being taught and used, will be collected to guide the professional development, provide data to the district and provide data for potential future research projects. The pre-survey will provide information as to what participants already know, what strategies they use and are familiar with whereas the post-survey will focus on what they have learned and the if and how often they utilize specific adaptation strategies. Overall, the project aims to educate and support the teachers and staff of SMUSD with the creation and implementation of universal design for learning and adapted learning through the use of a large variety of curriculum adaptation strategies.

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4. Detailed description of the activities. Provide a timeline.

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<th>NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 6 units 270 hours.</th>
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- May 2017 - August 2017: Rebecca will collaborate with SMUSD's Director of Elementary Education, Tracy Garcia and Director of Special Education, Dawn Dully to plan and prepare for two (elementary and secondary) district-wide professional development days in August prior where Rebecca will provide initial training and support on creating accessible curriculum. A pre-survey of accessible curriculum will be provided to participants.

- September 2017 - December 2017: Rebecca, Tracy, and Dawn will evaluate the effectiveness of the summer professional development and will plan accordingly to best meet the needs of educators throughout the school year in making their curriculum accessible. Individual school site needs will be determined and a planned schedule of continued professional development and classroom observations will be created. Rebecca will also be available to provide one-on-one support to teachers as needed. She will be invited to two vertical planning PLC meetings in the fall. Pre-surveys will continue to be given to new participants.

- January 2018 - April 2018 - Based on the need and support requested following the fall professional developments and vertical planning meetings, a schedule for continued professional development and school site support provided by Rebecca will be developed. She will be invited to two additional vertical planning PLC meetings in the spring and will continue to provide professional development and direct support as needed. Post-surveys will be given to all participants nearing the end of the school year.
It is anticipated that with this level of professional development and ongoing support, students will have equitable access to general education curriculum, especially students with mild-moderate disabilities who are working towards achieving a diploma. Teachers will feel more comfortable and knowledgeable with the concept of Universal Design for Learning (UDL) and the implementation of a variety of curriculum adaptation strategies. The project aims to achieve the end result of all students having access to general education curriculum and educators having the knowledge and comfort level to make all curriculum accessible to learners.
April 6, 2017

To: Assigned Time Grant Committee,

I am writing to support the grant proposal *Adapting Learning for ALL Students: Accessible Curriculum* submitted by Dr. Rebecca Brooks. In San Marcos Unified our Special Education Director, Dawn Dully, has led our teachers toward a co-teaching model to include students with special needs in regular education classrooms thereby providing them access to the core curriculum. As Director of Elementary Education, we have provided professional development to both regular and special education teachers on the new English Language Arts/English Language Development (ELA/ELD) curriculum adopted in 2016. Given the expertise of Dr. Brooks, this proposal would provide professional development to our co-teaching teams in Universal Design for Learning strategies to make appropriate accommodations to meet the specific learning needs of their students.

Our proposal to offer professional development during the summer using the new curriculum as the vehicle to teach the strategies will provide teachers the opportunity for guided planning time with Dr. Brooks using the materials they will use in the classroom. While gaining the necessary skills to develop effective lessons they will be preparing for an effective start to the school year. The plan to continue to meet throughout the school year would enable the teams to come together to share their successes and continue to grow professionally as they grapple with the inevitable challenges of this work.

It is our sincere hope the committee will consider the tremendous benefits this collaborative grant would provide for all San Marcos students and co-teaching teams of teachers. We are willing to share the lesson adaptations our teachers develop with neighboring districts who have adopted the same ELA/ELD Curriculum.

Thank you for your consideration,

Tracy Garcia
Director of Elementary Education
April 11, 2017

To: Assigned Time Grant Committee,

Please accept this letter in support of the grant proposal Adapting Learning for ALL Students: Accessible Curriculum submitted by Dr. Rebecca Brooks. In the San Marcos Unified School District, we have spent the past three years focusing on providing the least restrictive environment for all students. Students on Individualized Education Plans (IEP) are on general education rosters, and we have changed our conversations around mindset for students on IEPs. Our focus is to remind everyone that “special education is a service, not a place,” and whenever possible, services are to be provided within the general education environment. We have implemented this through a co-teaching model at all of our sites.

Although we have conducted professional development for staff: general and special education teachers, instructional assistants, related service providers, and administrators, we believe the expertise, which Dr. Brooks could bring to our teams, would be invaluable. Site teams continue to struggle with how to support all students in the general education environment, and we believe Dr. Brooks could provide a level of training which could take our professional development to a higher level.

One expression states, “it takes a village to raise a child”, and we believe partnering with Dr. Brooks would allow our “village” to expand its knowledge base and grow. This growth would ultimately support staff, students and families. It is our sincere hope the committee will consider the tremendous benefits this collaborative grant would provide our students and staff.

Should you have any further questions, feel free to reach out to me.

Thank you for your consideration.

Sincerely,

Dawn Dully
Executive Director of Special Education