

**ACCELERATED COLLABORATIVE TEACHING (ACT) PREPARATION PROGRAM**  
**ELPS 542A/SPED 542B: Moving Forward: Meeting the Needs of All**  
**Students in Urban Schools**  
**Spring 2023**

**SYLLABUS**

*Michael D. Eisner College of Education, California State University, Northridge*

**INSTRUCTOR:**

**MEETING TIME:**

**OFFICE and OFFICE HOURS:**

**PHONE:**

**E-MAIL:**

**I. CONCEPTUAL FRAMEWORK**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:**
  - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
  - Acquire professional and pedagogical knowledge;
  - Acquire pedagogical content knowledge;
  - Use professional standards and empirical research to develop and evaluate programs and guide practice;
  - Capitalize on advancements in technology to promote learning;
  - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
  - Understand, apply, and engage in scholarship and research.
2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. We commit ourselves to, and expect our candidates to:**
  - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;
  - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;

- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
  - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
  - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
  - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
- 3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:**
- Engage in inquiry about what it means to be an ethical and caring professional;
  - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
  - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
  - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
- 4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:**
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
  - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
  - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
  - Identify and use professional and community resources.
- 5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to, and expect our candidates to:**
- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
  - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
  - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
  - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
  - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
- 6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:**
- Engage in continuous and critical reflection;

- Participate in ongoing professional development;
- Accept feedback and consider implications for practice and program renewal;
- Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
- Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

## **II. COURSE GUIDELINES**

### **Catalog Description**

*Prerequisites: Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Residency Program; Successful completion of all Fall semester coursework. Corequisites:*

- *Multiple Subject Credential Candidates: ELPS 542A, EED 565S, EED 568ACT, EED 575; HSCI 465ELM; KIN 595PE, EED 568ACT, EED 559F*
- *Single Subject Credential Candidates: ELPS 542A, SED 529, HSCI 466ADO; SED 521, SED 555, SED 555S.*
- *Special Education Credential Candidates in MM/ESN: ELPS 542A; SPED 542B, SPED 416, SPED 502, SPED 503/505, SPED 640, SPED 580ACT.*

Offered in Spring semester only. SPED 542B with [ELPS 542A](#) is the second of two core courses in the ACT Program designed for elementary, secondary and special education teacher candidates and taught collaboratively by a team of University and school faculty. Building on the content introduced in the first core course related to educational equity, diversity and special populations, topics include developing as a reflective educator who considers the learning needs of all students; creating and managing effective and healthy classroom environments in urban schools; problem solving strategies to facilitate teaching and learning; instructional modifications and accommodations for students with disabilities in general education settings, issues related to diversity and multicultural education; and models of collaboration/consultation. Teacher candidates are provided activities and discussions that emphasize the links between theory and practice.

**Readings:** Journal articles as identified in the syllabus will be posted on Canvas.

**\*\*Additional articles may be identified and are considered required readings.\*\***

### **Course Objectives**

Teacher candidates will demonstrate the ability to do the following:

1. Apply the CSTP, TPEs, and CCSS in the development of instructional decision-making.
2. Analyze and apply how teachers' attitudes, assumptions, values, and beliefs inform instructional planning and practice for diverse populations.
3. Examine significant issues in diversity, multicultural, multiethnic, multilingual education, social justice and restorative justice and their implications for teaching in urban schools.
4. Use knowledge of learning, language acquisition, culture, exceptionality, and gender to analyze instructional planning for students in urban settings.
5. Recognize the need to apply Common Core State Standards (CCSS) for effective planning and instruction for students with and without disabilities.
6. Identify and apply effective problem solving strategies to facilitate teaching and learning for diverse populations.
7. Describe and apply instructional modifications, adaptations, and accommodations for students with special needs in general education and special education settings as identified in their IEPs.
8. Analyze and apply research-based theories and principles related to effective classroom environments and positive behavior supports in making sound instructional decisions for diverse populations.
9. Identify and apply appropriate assessment strategies in evaluating student work.
10. Use empirical evidence and neurodevelopmental methodology to support professional instructional decision-making and reflective practice.

11. Describe purposes and principles of collaboration and consultation with other school professionals and parents and apply models of collaboration/consultation effective in promoting the achievement of K-12 students in urban schools.
12. Describe co-teaching practices in order that prospective special education and general education teachers understand the positive influences on all students in the general education setting.
13. Develop a lesson plan that implements Universal Design for Learning practices.

### **III. STUDENT REQUIREMENTS AND EXPECTATIONS**

#### **Zoom Camera**

Per university policy, students are ENCOURAGED to remain on camera during class sessions, but are not required to unless they are a) presenting, b) engaged in a role-play, c) demonstrating an instructional exhibit. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on as appropriate and engagement with other students and your professors.

#### **Attendance and Participation**

Education is a social endeavor and we learn from one another. Synchronous, online courses should be thought of as equivalent to on-campus classes. Attendance is a mandatory part of instruction. Attendance will be taken at each Zoom session. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. Students are responsible for obtaining any missed information. Students do not need to contact instructors with absences. **Students will be expected to sign-in virtually as directed by the instructors. In-class virtual activities that earn points cannot be made up and are considered as participation points.**

#### **Policy on Academic Honesty:**

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to university computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the university library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the university upon the recommendation of the CSUN Department Chair or the CSUN Dean of the student's college. In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

#### **Core Writing Standards:**

This is a graduate course and students are expected to turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual, latest edition. All assignments should be typewritten and double-spaced, using standard fonts (i.e., Times or Times New Roman, 12 point) with appropriate margins. Additionally, written assignments are to be clear in sentence construction and are to be proofread before they are uploaded onto Canvas. Please discuss individual concerns with your Home Team instructor. **Unless otherwise specified, assignments must have a cover page with the Home Team instructor's name and the date.** Papers will be submitted on Canvas on the due date; 10% deductions will be assessed for each week the paper is late. **There will be no opportunities for resubmitting assignments to improve a grade.**

#### **Students with Disabilities:**

Students with disabilities are encouraged to register with the Disabilities and Educational Resource Services (DRES) Center. Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Disabilities and Educational Resource Services Center is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment or activity. The student's qualifications for accommodation must be on file with the Student Disability Office before the request is made. (Do note that there are no tests in this course).

**Professional Compartment:**

As a student in a graduate class, you are expected to exhibit the behaviors of professional educators and professional students. This includes active and positive participation in class. Students are expected to treat their fellow students, the faculty, and guests with respect and courtesy. Please refer to the ACT Handbook for guidelines related to the use of cell phones and other electronic devices. Unprofessional behavior will be addressed in accordance with the ACT Handbook as well. **Please refrain from checking email, texting and doing unrelated activities when in the virtual Core class.**

**Please note the following:**

- Students are expected to do their own work. Penalties for plagiarism and academic dishonesty are outlined in the University Catalog and will be upheld vigorously.

*As an ACT student, you are accountable for following policies, meeting expectations and following through on professional responsibilities as stated in the ACT Handbook, unless otherwise stated in this syllabus.*

**Additional Information**

- Be sure to have a cover page on **all** assignments you do outside of class that includes your name, specialization, Home Team leader, and the date. **There are no rewrites permitted on any assignments.**
- All assignments must be typed and submitted **on Canvas on or before the due date and prior to class time (4pm).**
- **10% of the points will be deducted each week (or part thereof) for late assignments or assignments that were returned for not following the Core Writing Standards.**
- Students are expected to identify one or two classmates (or “buddies”) who can be approached for class notes, handouts, and information in the case of absences or tardiness. **It is each student’s responsibility to obtain the information missed due to an absence.**

**IV. ASSIGNMENTS**

	<u>Points</u>	<u>% of Total</u>
In-class & Blended Sessions	100	40%
Observation Paper	50	20%
Service Learning Project (4 parts)	100	40%
<b>TOTAL</b>	<b>250</b>	<b>100%</b>

\*\*\*Note: More points may be added to the “in-class” activities category as determined by the instructors.\*\*\*

**Explanation of Assignments**

**Participation:**

**In-class:** In-class activities will be completed regularly relating to that evening’s presentation. In addition, candidates are expected to attend class and be prepared to participate actively by being prepared to respond to assigned readings, application to classroom practice, and collegial collaboration. **In-class activities cannot be made up since they pertain to that evening’s discussion, and are considered participation points.**

**Blended Learning Sessions:** There are three Blended Learning Sessions sessions on Canvas pertaining to that particular week's content and readings. Each Blended Learning Session will have directions on completing the activities. The Blended Learning Sessions will have a one-week window in which they are to be completed. **Once the window closes it will not be reopened for latecomers. We suggest you not wait until the last minute to complete the Blended Learning Sessions, but rather complete them at the time you would otherwise be in class so as not to lose points due to the window closing at the end of the week.**

**Observation Paper:**

You will be observing a student with special needs and a student who is identified as an English Learner (2 hours). You will collect information about the identified students. Instructions for completing the assignment will be provided separately and reviewed in class. (50 points)

U 1.1, 1.2, 1.3, 1.4 1.5, 1.6, 1.6, 1.6, 1.8, 1.8, 2.2, 3.2, 3.2, 3.2, 3.6, 3.7, 4.1, 4.1, 4.1, 4.2, 4.2, 4.4, 4.6, 4.6, 4.6, 4.7, 4.7, 4.8, 5.1, 5.2, 5.3, 5.8, MM 1.2, 1.3, 2.1, 2.5, 2.6, 3.2, EX 1.2, 1.7, 1.8, 2.9, 3.4,

**Service Learning Project:**

The Service Learning Project (SLP) will consist of 4 parts. These components will be turned in at different times, for a total point count of 100 points. Areas of emphasis will include assessment, diversity, neurodevelopmental methodology and special populations. Specific information will be provided in class regarding the 4 parts: Service Learning Literature Review (group - 20 points), Methodology Design (group – 25 points), Assessment (group - 25 points), Service Learning Final Presentation (group – 30 points).

U 1.1, 1.1, 1.1, 1.2, 1.2, 1.2, 1.3, 1.3, 1.3, 1.4, 1.4, 1.4, 1.5, 1.5, 1.5, 1.6, 1.6, 1.6, 1.8, 1.8, 1.8, 2.2, 2.2, 2.2, 3.2, 3.2, 3.4, 3.4, 3.4, 3.6, 3.7, 3.7, 4.1, 4.1, 4.2, 4.2, 4.4, 4.4, 4.4, 4.4, 4.6, 4.6, 4.6, 4.8, 4.8, 4.8, 5.1, 5.1, 5.1, 5.2, 5.2, 5.2, 5.3, 5.8, MM 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 5.6, EX 2.5, 3.2, 4.1, 4.4, 5.5,



**Grading**




Grading is based on a total of 200 points (divided by 2 to create 100%). Attendance and participation in class are expected. A plus and minus grading system will be used.

<b>A</b>	=	95-100	<b>A = Outstanding.</b> The grade of "A" is reserved for those students
<b>A-</b>	=	90-94	whose performance is <i>truly</i> outstanding. Performance reflects an
<b>B+</b>	=	87-89	outstanding level of competency attainment -- including critical
<b>B</b>	=	83-86	analyses, information syntheses, and application of theory and
<b>B-</b>	=	80-82	research to practice. Projects and exams are comprehensive,
<b>C+</b>	=	77-79	thoughtful, well organized, and clearly written.
<b>C</b>	=	73-76	<b>B = Very Good.</b> Performance surpasses a basic level of
<b>C-</b>	=	70-72	competency attainment, understanding, and skill, and indicates
<b>D+</b>	=	67-69	an ability to integrate and apply information.
<b>D</b>	=	64-66	<b>C = Satisfactory.</b> Performance meets expectations for a basic level
<b>D-</b>	=	61-63	of competency attainment and understanding.
<b>F</b>	=	below 60	<b>C- or Below = Failing.</b> Performance does not meet expectations for a basic level of
			competency attainment and understanding. This does not constitute a passing score in the
			Core


## CLASS DATES/TOPICS/READINGS/ASSIGNMENTS/DUE DATES

\*Sessions are subject to change with advance notice. You will be responsible for reading content material.

CLASS SESSIONS/ DATES	TOPIC	READINGS	WORK DUE
<b>Session 1</b>	Response to ACT Evaluation Review Syllabus & Assignments  Teaching and Learning Self Assessment Neurodevelopmental Methodology Observation Paper Service Learning Project (SLP) SLP Groups & SLP Part 1		
<b>Session 2 Blended Online Canvas Class</b>	<p style="background-color: yellow;"><b>Canvas Activity: Collaboration with Families</b></p> <ul style="list-style-type: none"> <li>• <span style="color: red;">Conference Prep Case Study Scenarios</span></li> </ul> U 1.2, 1.2, 2.6, 2.6, 3.7, 3.7, 4.6, 4.6, 4.6, 4.8, 4.8, 4.8, 6.4 MM 2.4, 2.4, 2.4, 6.2 EX 2.4, 6.1 , ***Activities/Directions for the Blended Session are on Canvas***	<ul style="list-style-type: none"> <li>•NEA: 26 tips for Parent Conferences</li> <li>•Parent –Teacher Conference Tip Sheet, Harvard Family Research Project U 1.2</li> <li>•Parent Conferences: Communicating with Families</li> <li>•Rodgers (2020) <i>Using Technology to Connect with Parents</i> U 1.2</li> </ul>	
<b>Session 3</b>	Understanding Students with Exceptionalities Universal Design for Learning (UDL) <ul style="list-style-type: none"> <li>• <span style="color: red;">UDL Lesson Planning Sheet</span></li> </ul> U 1.1, 1.1, 1.3, 1.3, 1.4, 1.4, 1.4, 2.5, 2.5, 3.2, 3.2, 3.2, 3.4, 3.4, 3.4, 3.5, 3.6, 4.1, 4.1, 4.1, 4.1, 4.2, 4.2, 4.4, 4.4, 4.7, 4.7, 4.8, 4.8, 4.8, 5.1, 5.1, 5.8, 5.8, 5.8, MM 2.8 EX. 1.3, 2.10 	<ul style="list-style-type: none"> <li>•CAST (2018) – <i>UDL &amp; the Learning Brain</i></li> <li>•Rao, K, &amp; Meo, G. (2016) <i>Using UDL to design standards-based lessons</i> U 1.4</li> </ul>	
<b>Session 4</b>	<p style="background-color: yellow;"><b>Canvas Activity: UDL</b></p> <ul style="list-style-type: none"> <li>• <span style="color: red;">UDL Matching Review</span></li> <li>• <span style="color: red;">UDL CAST Website--Lesson Plan Analysis</span></li> </ul> U 1.4, 1.4, 1.4, 1.8, 1.8, 2.5, 2.5, 2.8, 3.2, 3.2, 3.2, 3.4, 3.4, 3.4, 3.5, 3.6, 3.7, 3.7, 4.2, 4.2, 4.4, 4.4, 4.7, 4.7, 4.8, 5.1, 5.1, 5.1, 5.8, 5.8, 5.8, MM 2.8 EX. 1.3, 2.10 ***Activities/Directions for the Blended Session are on Canvas***	<ul style="list-style-type: none"> <li>•Ralabate (2014) <i>Universal Design for Learning: Meeting the Needs of All Learners</i> U 1.4</li> </ul>	<b>SLP Part I Literature Review/ Research</b>
<b>Session 5</b>	Addressing Conflict, Engaging in Problem-Solving, Bullying in Schools for Students with and Without Disabilities <ul style="list-style-type: none"> <li>• <span style="color: red;">Reflection: Conflict Resolution Article</span></li> </ul>	<ul style="list-style-type: none"> <li>•<i>Conflict Resolution Education: Understanding Conflict Resolution</i> U 2.1</li> <li>•Law et.al.: <i>Cyberbullying</i></li> </ul>	

	<p>U 2.1, 2.1,2.3,2.3, 2.3, 6.5, 6.6,6.7, 6.7, MM 2.7 EX 2.10</p>  <p><b>ND Construct: Language</b></p>	<ul style="list-style-type: none"> <li>•Mcevoy &amp; Smith (2018) <i>Statistically Speaking-Teacher Bullying</i></li> <li>•PACER (2020) <i>Bulying Statistics</i></li> <li>•Gale (2019) <i>Bullying Topic Oveview</i></li> <li>U 2.1</li> </ul>	
<p><b>Session 6 Blended Online Canvass Class</b></p>	<p><b>Canvas Activity: Differentiation (including for a student(s) with an IEP)</b></p> <ul style="list-style-type: none"> <li>• Differentiation Quiz and Constructed Responses</li> <li>• Introduction to the IEP</li> </ul> <p>U 1.1,1.1,1.3,1.3, 1.3,1.4,1.4, 1.4,1.6,1.6, 1.6,1.8,1.8,2.5,2.5, 3.2,3.2,3.2,3.4,3.4, 3.4,3.5, 3.7,3.7,4.1,4.1, 4.1, 4.2,4.2, 4.4,4.4, 4.8,4.8,4.8, MM 2.1, 2.2, 2.8, 3.1 EX 2.5, 2.6, 2.10 3.3,</p> <p>***Activities/Directions for the Blended Session are on Canvas***</p>	<ul style="list-style-type: none"> <li>•Tomlinson (2017) <i>Faculty Conversation: Carol Tomlinson on Differentiation</i> U 1.1,1.3,1.6</li> <li>•Tomlinson (2015) <i>Differentiated Classroom: Responding to the Needs of All Learners</i> U 1.1,1.4,1.8,</li> <li>•Sparks (2015) <i>Differentiated Instruction – A Primer</i></li> <li>•Rotter (2014) <i>IEP Use by General and Special Education</i></li> </ul>	
<p><b>Session 7</b></p>	<p>Learning about the IEP – IEP Scavenger Hunt Culturally Responsive Curriculum &amp; Pedagogy</p> <ul style="list-style-type: none"> <li>• CRE Quickwrite</li> </ul> <p>U 1.1,1.1,1.4,1.4, 1.4, 1.6,1.6,1.6,2.2,2.2, 2.2,2.3,2.3, 2.3,2.5, 2.5, 3.5,4.1,6.1,6.1, 6.1, 6.2,6.2,6.2, MM: 1.1 1.5 4.4 EX: 1.5 1.6 1.9 1.10 4.5</p> 	<ul style="list-style-type: none"> <li>•NICHÇY (2016) <i>Supports, Modifications and Accomodaios for Students</i> U 1.1</li> <li>•Krasnoff (2016) <i>Culturally Responsive Teaching</i></li> </ul>	<p><b>SLP Part 2 Methodology</b></p>
	<p><b>CSUN SPRING BREAK NO CLASS</b></p>		
<p><b>Session 8</b></p>	<p>Adaptations: Accommodating and Modifying to Address Diverse Student Needs MTSS/SSPT Co-Teaching Assitive Technology</p> <ul style="list-style-type: none"> <li>• Accomodations/Modifications Case Study Scenarios</li> </ul> <p>U 1.1,1.1,1.4,1.4, 1.4, 1.8,1.8,2.5, 2.5,3.2,3.2, 3.2,3.4,3.4, 3.4, 3.5, 3.6, 4.1,4.1,4.1,4.2, 4.2,4.6, 6.7,6.7, MM MM 1.1, 2.1, 2.4, 4.6, 6.4. EX 1.6, 2.5, 2.6, 2.10, 3.3, 4.7</p> 	<ul style="list-style-type: none"> <li>•<i>Accommodations and Modifications and Interventions Too!</i></li> <li>•California Department of Education - Definition of MTSS</li> </ul>	
<p><b>Session 9</b></p>	<p><b>Canvas Activity: Issues in Special Education</b></p> <ul style="list-style-type: none"> <li>• Higher Order Questions 3-2-1 Activity</li> </ul>		<p><b>SLP Part 3 Assessment</b></p>



<p><b>Blended Online Canvas Class</b></p>	<p>U 1.3,1.3,1.3,1.5, 1.5, 3.2,3.2,3.2, 3.7,3.7, 4.8,4.8,4.8, 5.3 MM 6.3, EX 6.4</p> <p>***Activities/Directions for the Blended Session are on Canvas***</p>		
<p><b>Session 10</b></p>	<p>Metacognition: Higher Order Thinking for Diverse Classrooms</p> <ul style="list-style-type: none"> <li>• HOC Activity—3 Little Pigs</li> </ul> <p>U 1.3,1.3,1.3,1.5,1.5,2.1, 2.1,3.2,3.2, 3.2,</p> 	<ul style="list-style-type: none"> <li>•Wilson &amp; Conyers (2014) <i>The Boss of My Brain</i></li> <li>•Spencer (2018) <i>Five Ways to Boost Metacognition in the Classroom</i></li> <li>U 1.3, 1.5</li> <li>•Drew (2020) 13 <i>Examples of Metacognitive Strategies</i></li> <li>•University of Cambridge (2020) <i>Reflective Practice Toolkit</i></li> </ul>	
<p><b>Session 11</b></p>	<p><b>Tips for Getting the Job Panel Discussion with Beginning Teachers</b></p>	<ul style="list-style-type: none"> <li>•Juliani (2018) 15 <i>Mistakes I Made My First Year of Teaching</i></li> <li>•Starr (2015) <i>Advice For First Year Teachers From the “Sophomores” Who Survived Last Year</i></li> </ul>	
<p><b>Session 12</b></p>	<p>Culturally Relevant Classroom Management Diversity Issues: Culture, Language, Gender, Race &amp; Identity</p> <ul style="list-style-type: none"> <li>• Core Topic Review</li> <li>• Responding to Student Behavior Case Study</li> </ul> <p>U 2.1,2.1,2.2,2.2, 2.2,2.3,2.3, 2.3,2.6, 2.6,6.2, 6.2,6.2</p> <p>MM: 1.7 2.5 2.6 4.3 EX: 1.4 2.8 2.9 2.13 4.1</p>	<ul style="list-style-type: none"> <li>•Brown (2019) 7 <i>Culturally Responsive Classroom Management Strategies</i></li> <li>U 2.1, 2.2</li> </ul>	
<p><b>Session 13</b></p>	<p>Restorative Justice Practices (Restorative Justice Circles)</p> <p>U 1.1, 2.1, 2.2, 2.3, 2.6, MM 1.7, 2.5, 2.7, 2.10,6.2, EX 6.4</p>	<ul style="list-style-type: none"> <li>•Winslade (2018) <i>Restorative and Social Justice, Wisdom in Education</i></li> <li>U 1.1, 1.7</li> <li>•Evans, K. et.al. <i>CriticalRace Theory and Restorative Justice Education</i></li> </ul>	<p><b>Observation Paper SLP Part 4</b></p>
<p><b>Session 14</b></p>	<p><b>Independent Work on SLP Group Presentation</b></p>		
<p><b>Session 15</b></p>	<p><b>SLP Video Presentations</b></p>		

## SPED 542B Syllabus linking page

**Instructions requested that only the “I” will be linked:**

Universal	MMSN	EXSN
<b>TPE1-Universal:</b> 1.1-pg 6 1.2-pg 6 1.3-pg 6 1.4-pg 6 1.5-pg 6 1.6-pg 6 1.8-pg 6	<b>TPE1-MMSN:</b> 1.1-pg 8 1.2-pg 6 1.3-pg 6 1.4-pg 6	<b>TPE1-EXSN:</b> 1.3-pg 7 1.7-pg 8
<b>TPE2- Universal:</b> 2.1-pg 8 2.2-pg 6 2.3-pg 8	<b>TPE2- MMSN:</b> 2.1-pg 6 2.2-pg 8 2.4-pg 6 2.5-pg 6 2.6-pg 6 2.8-pg 7	<b>TPE2- EXSN:</b> 2.4-pg 7 2.6-pg 6 2.10-pg 7
<b>TPE3- Universal:</b> 3.2-pg 6 3.4-pg 6 3.5-pg 7 3.6-pg 6 3.7-pg 6	<b>TPE3- MMSN:</b> 3.1-pg 6 3.2-pg 6	<b>TPE3- EXSN:</b> 3.2-pg 6 3.3-pg 8
<b>TPE4- Universal:</b> 4.1-pg 6 4.2-pg 6 4.4-pg 6 4.6-pg 6 4.7-pg 6 4.8-pg 6	<b>TPE4- MMSN:</b> 4.6-pg 8	<b>TPE4- EXSN:</b> 4.1-pg 6 4.4-pg 6
<b>TPE5- Universal:</b> 5.1-pg 6 5.2-pg 6 5.3-pg 6 5.8-pg 7	<b>TPE5- MMSN:</b> 5.6-pg 6	<b>TPE5- EXSN:</b> --
<b>TPE6- Universal:</b> 6.1-pg 8 6.2-pg 8 6.4-pg 7 6.7-pg 8	<b>TPE6- MMSN:</b> 6.4-pg 8	<b>TPE6- EXSN:</b> 6.1-pg 7 6.4-pg 9