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Course Outline and Weekly Plans for EDS 718 Culminating Master's Project

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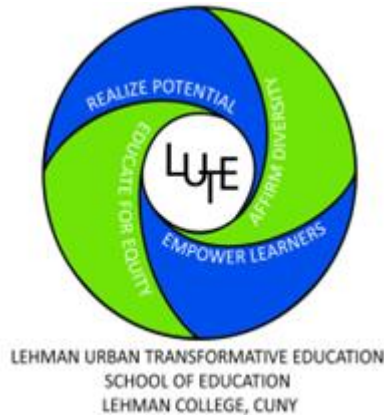
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Department of Counseling, Leadership, Literacy and Special Education
School of Education
LEHMAN COLLEGE
City University of New York



The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: <http://www.lehman.cuny.edu/academics/education/introduction.php>

Semester:

Course Number and Title: EDS 718 Culminating Master's Project

Instructor:

Meeting Time:

Zoom Link:

E-mail:

Office hours and office Location:

Textbook Requirements: This is a Zero Textbook Course (ZTC), so there are no required textbooks to purchase. You can access all readings and videos through Blackboard.

Resources:

CUNY IT Support – <https://cunyithelp.cuny.edu/>

Computer Center Help Desk – 718-960-1111

Instructional Support Services – 718-960-8175

Student Disability Services – 718-960-8441

Counseling Center Services – 718-960-8761

1. Course Description

A case study of a culturally and linguistically diverse learner with special needs in a special education classroom or in an inclusive classroom setting from the social, educational, and behavioral perspectives. Masters candidates will be required to review pertinent literature, research methodology and teaching techniques in order to design a specialized instructional program of study for a focus learner. Structure of the case study will follow the format of the edTPA, a New York State required teacher assessment. A videotaped lesson of this specialized instructional program must be submitted for evaluation to satisfy one of the requirements for this course. (Some adaptations will be made to the course this semester).

15 hours Supervised Practicum Teaching at appropriate developmental level is required.

Readings:

As this is a ZTC, there is not a required textbook. Rather there are presentations made with Google Slides for each week that must be read in entirety. The same way that you would take time to read through a chapter per class session, you are expected to view these presentations. The presentations include slides with text, embedded videos, and links to articles and open resource textbooks.

Each slide, video, and article must be viewed unless stated otherwise (example: “if you would *like to learn more*, click here”). You will click on the underlined words, which are usually “Click Here” to visit a webpage. Most videos are embedded in the slide. You can click play and the enlarge button on the bottom right of the video to watch it without leaving the slide.

We will also use the [edTPA Special Education Handbook](#).

Recommended Readings (this text is used in other 718 sections):

Heacox, D. (2014). *Differentiating Instruction in the Regular Classroom*. Minneapolis, MN: Free Spirit Publishing, Inc.

2. Themes of the LUTE conceptual framework of the School of Education addressed in the course:

Theme I: Empower Learners

SOE faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II: Educate for Equity

SOE faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential

SOE faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV: Affirm Diversity

SOE faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

3. Student outcomes expected upon successfully completing the course (alignment with stated LUTE outcomes):

Students who successfully complete this course will learn:

1. Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs (T1K3, T1K4, T1S1, T1D6, T1D10).
2. Research-based best practices for effective management of teaching and learning (TIK1, TIK3, TIS4, TID2).
3. Ways in which technology can assist with planning and managing the teaching and learning environment (T1S6, T2S4, T3S6).
4. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs (T2K3, T2K4, T2S3),
5. Ethical considerations inherent in behavior management (T3K2, T3S5, T3D1, T3D2, T3D5).
6. Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs (T1D8, T3D3, TID5, TID10, TID11).
7. Social skills needed for educational and functional living environments and effective instruction in the development of social skills (TIK1, T2K3, T3K1, T3S1).

8. Strategies for crisis prevention/intervention (T3S1, T3S2).
 9. Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world (T4S3, T4S4, T4D4).
 10. Model programs, including career/vocational and transition that have been effective for students with special needs (TIK2, T2S3, T2S4, T3K2).
 11. Issues, resources, and techniques used to integrate students with special needs into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers (T3S5, T3S2).
 12. Rationale for selecting specific management techniques with students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3S2).
 13. Continuum of alternative placements and programs available to students; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services (T3K1, T3K2, T3S3, T3S4, T3S5, T3S4).
 14. The theory behind reinforcement techniques and its application to teaching students with special needs (T3K1, T3K2, T3S3, T3S4, T3S5, T3D3).
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4. Instructional methods implemented in the course

- School/center observation and recording of data
 - Use of media and technology specifically related to course content
 - Emphasis on discussion and empowered decision-making, with formative instructor feedback throughout
 - Written and Oral Reflections
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5. Graded course assignments and date/s due

Assignment	Due Date	Weight of Assignment
Discussion Board	June 9	5%
Video Analysis on Blackboard	June 14	5%
Focus Student Introduction (Case Study Part 1)	June 14	10%

edTPA Lesson Plans (Case Study Part 2) Lesson Plan # 1 Lesson Plan #2 Lesson Plan #3	June 16 June 21 June 21	30% 10 10 10
Video and Video Analysis (Case Study Part 3)	June 28	10%
Planning Commentary & Log (Case Study Part 4)	June 30	5%
Take Home Exam	June 23	20%
Participation	Ongoing	15%
Total:		100%

Please see the [Case Study](#) for detailed assignment descriptions and directions. Below you will find a brief explanation of each assignment.

1. **Discussion Board (5 points)**
We will have only one discussion board assignment this semester (for the second class). Post by Thursday, June 10th and reply to at least two classmates by class time Monday, June 14th.
2. **Video Analysis (5 points)**
Watch a sample video and analyze it using time stamps for different noticings.
3. **Focus Student Introduction (10 points)**
Context for learning and background of learner.
4. **Lesson Plans (30 points)**
Three lesson plans created in a similar way to the edTPA.
5. **Video and Video Analysis (10 points)**
Record yourself teaching and analyze the same way you would for the edTPA.
6. **Planning Commentary and Log (5 points)**
A reflection on the instructional choices you made in your lesson plans and log of hours spent in the classroom.
7. **Take-Home Exam (20 points)**
A cumulation of what you have learned in the course.
8. **Class Participation (15 points)**
There are many factors for class participation including:
 - ★ Arriving to class on time--two latenesses (10 minutes or more) will count as an absence

- ★ Attendance--Attendance in class is absolutely critical. To fully benefit from this experience, you are expected to be prepared to engage in collaborative discussion throughout this course. Any student who misses more than one class will receive a five-point reduction in their overall grade for the course. An additional five-point reduction will be incurred for each additional class missed.
 - ★ Group discussion -- guidelines for group discussion/participation include: a) the quantity of a student's contributions is neither significantly more or less than that of other students, b) contributions are almost always on topic, and c) comments frequently engage other participants or support the engagement of other students in a consistently positive manner.
 - ★ Active and engaged listening – which is demonstrated by: a) providing previously provided information to colleagues when asked, b) avoiding redundancy when making comments to the class, c) incorporating others' responses and comments in contributions to class discussions.
 - ★ Openness – which is demonstrated by: a) consistent recognition and consideration of alternative perspectives, b) consistent reaction to alternative ideas in a thoughtful manner, c) a positive response to criticism, and d) a demonstrated ability to reflect on oneself as a developing special educator.
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6. Online Component of the Course:

Each summer course requires 8 sessions, each 4 hours and 20 minutes of in-person or online work. All classes (which will be referred to as modules) will be completed online. We have 8 modules for this summer class in one month—2 per week (a minimum of 8 hours and 40 minutes of work for this course per week). This results in an INTENSIVE course. Think about a 3-month course packed into one month. While I have taken into consideration that we have much less time, please realize that there will be a lot of work to get done in the next month.

This course will contain some work that can be completed online by students at times that are convenient to them; however, there will be deadlines throughout the week that must be met in order to receive full credit. In order to participate in this course, you must have high speed internet access, in order to use Blackboard and other online resources (videos, readings).

Discussion Board Forums

Q&A: If you have questions about assignments, technology issues, etc. please post them here. I encourage everyone to use this space. Feel free to answer a question if you know the answer.

7. Assessment/grading policy (*procedures, components, weights assigned to each component*)

It is vital that students stay on track with work posted on Blackboard. Deductions will be for late assignments. In the event of illness or emergencies, you must notify me by **e-mail**.

If there is anything you do not understand, please post in the Q&A discussion board or send me an email.

8. Detailed rubric/s for assessing course assignments are provided on Blackboard.

Upon completion of each assessment, the candidate will evidence Unsatisfactory, Developing, Satisfactory, or Exemplary competency in the required outcomes (knowledge, skills & dispositions).

Exemplary (4)	Satisfactory (3)	Developing (2)	Unsatisfactory (1)
Exemplary evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. A/A- A =95-100 A-=90-94	Adequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. B+/B/B- B+=87-89 B=83-86 B-=80-82	Partial evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each which requires further development. C+/C/C- C+=76-79 C=73-75 C-=70-72	Inadequate evidence in terms of quantity and accuracy, as well as ability to integrate theory and practice and reflect on each. D/F D+=67-69 D=64-66 D-=60-63 F=0-59

9. Required fieldwork/research

All candidates must complete **15 hours of fieldwork** in a classroom/academic center within their designated grade level (early childhood, childhood, adolescent) as part of this class. You must keep track of your hours and log appropriately.

10. Description of how each of the following is integrated within the course

- Participants will deepen their awareness of the relationship of the demands of children in school with child development so they can promote advocacy and equity for these children.
- Participants will explore the constructs of race, class, ethnicity, language background, and culture as they relate to teaching children with special needs.
- Participants will develop the vital knowledge of policy and practice to better support and serve in the inclusion of children with special needs.
- Participants will become more aware of the benefits of the collaboration with parents, other caregivers, and professionals, in an effort to expand understanding of a child's strengths

and needs, establish mutually agreed upon goals, and successfully facilitate progress toward meeting the goals established for a child with special needs.

- Participants will improve their understanding of the ways in which technology can support the education of children with disabilities.

11. Academic and Plagiarism Policy:

The highest standards of academic integrity are expected from all Lehman students. You are responsible for knowing and understanding Lehman's academic integrity policy. It deals with issues of evaluation, plagiarism, fabrications and other student obligations. For details of Lehman's policy, please go to:

www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf

12. Classroom specific policies

Attendance policy: Attendance online and full participation are highly valued and factor into your final grade. You must attend all classes, especially in a shortened semester with only 8 sessions.

You are also expected to maintain the highest academic standards of Lehman College.

Cell phones and other Electronic Devices: Please use your electronic devices as you should in a school setting. You are expected to adhere to the ethical principles of the profession.

Lateness: Lateness will be considered being 5 or more minutes late to class. Repeated lateness will result in a lesser grade.

Late Assignments Policy: Typically, you will lose points per day that the assignment is late. If you have extenuating circumstances, please let me know so that I can accept an assignment late without deducting points.

APA Guidelines: All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association*. If you are unfamiliar with the APA style of referencing, please visit <http://owl.english.purdue.edu/> and click on the APA Style and Formatting Guide located on the right hand side.

Grammar, Mechanics, and Spelling: Assignments with numerous mistakes in grammar, mechanics, or spelling will not be accepted. If you know that you struggle in this area, use spell check and/or have someone proofread before you submit a final copy. I recommend using Grammarly, an add-on that will be a life-saver.

Revision of Assignments: If you would like to revise any assignment after you receive feedback and a grade, please contact me **within two days of receiving your feedback**. Assignments that are handed in after the due date will NOT be able to be revised.

13. Tentative Course Calendar

Session #	Dates	Session Topics	Assignments Due	Instructor Link to Session Slides and More Note: Remove these links prior to sharing syllabus with students
1	June 7	<ul style="list-style-type: none"> Class Introductions Getting to Know Your Students Introduction to edTPA 	<ul style="list-style-type: none"> Start Here Assignments 	Session 1 Breakout Room Session 1 Google Form Survey *Note: make your own copy and link to session 1 slides
2	June 9	<ul style="list-style-type: none"> Baseline Data Positive Student Profiles Deeper Dive into edTPA 	<ul style="list-style-type: none"> Discussion Board Due Thursday, June 10 & Reply to 2 classmates by Mon, June 14 	Session 2 Breakout Room Session 2 Discussion Board Directions
3	June 14	<ul style="list-style-type: none"> Differentiation Academic Language Writing Measurable Goals and Objectives 	<ul style="list-style-type: none"> Focus Student Introduction 	Session 3 Breakout Room Session 3
4	June 16	<ul style="list-style-type: none"> Lesson Planning What Students Need: Flexible Grouping Instruction, Choices, Tiered Assignments 		Session 4 Breakout Room Session 4 Collaborative Note Taking Session 4
5	June 21	<ul style="list-style-type: none"> Understanding the IEP 	<ul style="list-style-type: none"> Video Analysis on Blackboard Lesson Plan 1 	Session 5 * No breakout room slides this week
6	June 23	<ul style="list-style-type: none"> Classroom Environment 	<ul style="list-style-type: none"> Take Home Exam 	Session 6 Breakout Room Session 6 Take Home Exam

7	June 28	<ul style="list-style-type: none"> • Managing Differentiation • Online Tools for Differentiation 	<ul style="list-style-type: none"> • Video and Analysis • Lesson Plan 2 	Session 7 Breakout Room Session 7
8	June 30	<ul style="list-style-type: none"> • Grading • Reflection 	<ul style="list-style-type: none"> • Log • Planning Commentary 	Session 8 Breakout Room Session 8 Reflection *Note: Make a copy to share with students