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ECPSE 711: Advanced Seminar in Childhood Special Education

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QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs

Graduate Programs in Special Education

ECPSE 711 Advanced Seminar in Childhood Special Education (3 credits)

**COURSE
DESCRIPTION**

Teaching and learning strategies are taught within the context of the general education curriculum to individualize instruction and maximize grade-level content mastery for all learners. Candidates adapt and teach a curriculum unit grounded in the New York State Learning Standards and Common Core State Standards designed to meet the individual needs of students with disabilities by modifying instruction, employing metacognitive, task-specific learning strategies, and utilizing instructional technology. *Field experience of at least 15 hours* involves candidates in adapting a thematic unit for students with learning difficulties and embedding learning strategies within unit lessons.

This course is aligned with the Core Values of the Education Unit of promoting *Equity, Excellence, and Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

The Education Unit uses **Anthology** (previously known as Chalk and Wire) as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to purchase an Anthology ePortfolio obtain a subscription in order to submit their assignments as directed until graduation. Designated course work will be assessed by faculty for professional knowledge and skills through key program course assignments. The electronic portfolio system is not used for grading purposes. Anthology is also the integrated edTPA platform provider system used at Queens College.

Your Anthology ePortfolio helps you collect, organize, and reflect on your academic work. It can contain files, images, and multimedia that document your academic progress, enriching your learning, sharpening your technological skills, and preparing you for certification. You can also share your professional ePortfolio with colleagues, and potential employers. The Anthology ePortfolio is a great tool to use when applying for internships, employment or graduate schools.

Anthology ePortfolio Subscription:

To obtain an Anthology Subscriptions you must visit the link below and complete the required survey. The Office of Assessment & Accreditation will then follow-up

with you about your access and login. Please complete the survey at the link below as soon as possible:

<https://tinyurl.com/QCAnthologyReq>

For more information, please visit our Professional Education Unit Anthology Support Site at:

<https://qccuny.chalkandwire.com/SecureUrlPage.aspx?urlId=36191&u=guest&cus=343>

If you already have an active Anthology account, you will not need to complete the survey until your account expires (or is set to expire). You can check your account's expiration by logging into your account and clicking on your name in the upper right-hand corner.

**COURSE
LEARNING
GOALS &
OBJECTIVES**

Through the exploration of curriculum and teaching in both general and special education, this course also embeds the 7 Initial Level Special Educator Preparation Standards approved by the Council for Exceptional Children (CEC): 1) Learner Development and Individual Learning Differences, 2) Learning Environment, 3) Curricular Content Knowledge, 4) Assessment, 5) Instructional Planning and Strategies, 6) Professional Learning and Practice, and 7) Collaboration.

**COURSE
COMPETENCY**

All candidates upon successful completion of ECPSE 711 will have developed and demonstrated the following knowledge, skills, and dispositions:

ECPSE 711 Course Competencies (Knowledge, Skills & Dispositions)	Education Unit Core Values	CEC Content Standards
1. Knowledge, skills, and dispositions to determine the instructional goals and processes most appropriate for students with mild disabilities based on an assessment of their understandings and strategies.	Excellence	CEC Standards 1, 2, 3 & 4
2. Knowledge, skills, and dispositions to identify research-based effective learning strategies for students with mild disabilities.	Equity Excellence	CEC Standards 1, 5 & 6
3. Knowledge, skills, and dispositions to plan and teach a unit that integrates research based learning strategies to support learning of students with mild disabilities	Equity Excellence Ethics	CEC Standards 1, 2, 3,4,5,6 & 7

TEXTBOOKS

No Textbook Required, Open Educational Resources (OER)

**COURSE
RESOURCES**

- <https://intensiveintervention.org/>
- <http://iris.peabody.vanderbilt.edu/module/sca/#content>

- <http://resources.buildingrti.utexas.org/modules/>
- <https://cedar.education.ufl.edu/>

TECHNOLOGY REQUIREMENTS

- All candidates must have access to a computer/tablet that allows video conferencing (Must have camera and mic.).
- All candidates must have the following accounts.
 - An active Queens College email account
 - Blackboard account
 - Zoom account (For signing up, go to: <https://zoom.us/meetings>)

TECHNOLOGY SUPPORT

If you require technical help with your Queens College email or CUNYfirst account, please contact the Queens College [helpdesk](#) located in the I-Building, Room 151 - (718) 997-4444. Email: helpdesk@qc.cuny.edu.

COURSE PERFORMANCE-BASED ASSESSMENT MEASURES

While asynchronous online classes (dates specified in the class schedules) allow you to be flexible for scheduling your own learning time, it is highly expected that candidates attend class and actively participate in class discussion in a professional way during synchronous online meetings. Please keep in mind that students are expected to **attend the entire class** and **behave appropriately as educational professionals** in and out of class meetings.

A. Class Participation

If there are extenuating circumstances that warrant joining slightly late or leaving slightly early, be sure you discuss them with your professor in advance. Candidates are responsible for obtaining announcements, notes, and so forth for the days missed.

Absences accompanied by doctor’s note or similar documentation will be excused. For each unexcused absence, from your first one, 3 points will be deducted from your participation grade points.

Candidates must notify the Professor *in writing* in advance of classes from which they anticipate being absent to observe a religious holy day or to participate in a university sanctioned extra-curricular event. Notification must be made within the first 15 class days. Candidates will not be penalized for these excused absences, but your professor may appropriately respond if the candidate fails to complete the missed assignments or examination **in a satisfactory manner** within a **reasonable amount of time** after the absence.

B. Instructional Planning & Implementation Project (IPI Project)

For the IPI project, candidate is required to work with 3 students (1 Tier 1, 1 Tier 2, and 1 Tier 3) in an inclusive classroom, plans one set of two lessons on a target skill (virtual and in-person lessons) from the beginning part of a unit of a study and implements either of the two lessons. Candidates should incorporate an evidence-based strategy into their core lesson (Tier 1 instruction) to make instructional differentiations for their Tier 2 and Tier 3 student, respectively. Candidates should also develop their own Curriculum-Based Assessment (CBA) to evaluate the effectiveness of their intervention and monitor students’ learning over the unit lessons. The descriptions of this assignment and the related performance assessment

are available on Blackboard. This assignment must be submitted online to both Blackboard and *Anthology*.

C. Impact on Student Learning Project (ISL Project)

For the ISL project, candidate will develop the second set of two lessons on a target skill from the middle part of a unit of a study and implement either lesson. Candidates should also collect data on student progress over the unit lessons using the CBA developed for the IPI project. The descriptions of this ISL project and the related performance assessment are available on Blackboard. This assignment must be submitted online to both Blackboard and **Anthology**.

D. Cooperative Lesson Study

See *Attachment 1*

E. On-Line Learning Assignments

This course includes 5 asynchronous online learning opportunities, 1 project day, and 8 synchronous online meetings. On-line learning and meetings are described below in more detail.

- **Asynchronous Online Learning**
On each asynchronous class day, candidates are responsible for completing the online learning assignment based on the guideline which will be posted on Blackboard in the first week of the semester. Each online learning assignment should be submitted by the mid night of the on-line learning day to blackboard. **Late submission will be accepted within 3 days after the due date but 5 points will be deducted from the score the candidate will earn. Late submission more than five days will not be accepted.** Each on-line learning assignment is worth **10 points** of the total score of this course (200 pts).
- **Synchronous Online Class Meetings**
For this type of meetings, all candidates are required to have a Zoom account. Candidates are required to be ready for joining each online class on time. **Late attendance or missing a synchronous class will result 3-point deduction from your attendance score.**

GRADE

Grades will be assigned on the basis of the total number of points earned throughout the semester on the performance-based measures in relation to mastery of the course competencies (as identified). A delineation of the point values for each performance-based assessment measure and the corresponding letter grades for total points earned follows.

Performance-Based Assessment Components	Percent of Grade	Possible Points	Actual Points
1. Class Behavior & Class Attendance	8 %	16 points	
2. Syllabus Quizzes	2%	4 points	
3. Instructional Planning and Implementation Project (IPI project)	25%	60 points	

4. Impact on Student Learning (ISL project)	20%	30 points	
5. Cooperative Lesson Study (+ Survey + Team evaluation + Presentation)	20%	40 points	
6. On-Line Learning Assignments (10 points x 5 on-line learning sessions)	25%	50 points	
	100%	200 points	

A+	194 - 200 pts.	B-	160-165pts.
A	186-193 pts.	C	140-159 pts.
A-	180-185 pts.	F	139 pts and below
B+	174-179 pts.		
B	166-173 pts.		

SPECIAL NOTES

- All candidates will be expected to have access to e-mail for communication with the professor outside of class—of course; this does not preclude personal, individual meetings with the professor as needed during the semester or during scheduled office hours.
- The class schedule is a tentative one. In order to individualize instruction, it might be necessary to accordingly change or revise some of the topics or assignments.
- All candidates are expected to keep a copy of any assignments that they hand in to the professor.
- **PLEASE**, if **you** have any difficulty in this course, please contact me or come in to see me.
- If for any reason, **you** feel that you need an accommodation to master or demonstrate your mastery of the material please feel free to contact me directly to discuss appropriate accommodations.

FIELDWORK REQUIREMENT

Field experiences of at least 15 hours involve candidates in assessment, curriculum adaptations, and teaching with elementary students who are receiving special education services and supports. **Field work log** will be provided in class.

CUNY POLICY ON ACADEMIC INTEGRITY

The policy on Academic integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: <http://qcpages.qc.cuny.edu/provost/Policies/index.html>.

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for those purposes, please let the

professor know before the start of the second class. Your cooperation is greatly appreciated.

**REASONABLE
ACCOMMODATIONS
FOR
CANDIDATES
WITH
DISABILITIES**

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students, contact: Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).


**FACULTY
RESPONSIBLE
FOR COURSE
OUTLINE**

This course was developed by Dr. Sun A Kim.

Tentative Schedules*

Date	General Topic(s)	Class Meeting	Materials	Events/Due
W1	1. Overview of Course Syllabus and Requirements	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Syllabus Descriptions of IPI and ISL projects 	<ul style="list-style-type: none"> IPI & ISL projects will be reviewed in class. Syllabus Quizzes Due by midnight
W2	2. Individual Group Meetings with Professor	<ul style="list-style-type: none"> No Class Meeting 	<ul style="list-style-type: none"> 	
W3	3. Differentiated Instruction and Lesson Components	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Lecture Notes 	<ul style="list-style-type: none"> Lesson Study (LS) groups will be announced in class
W4	4. Reading Comprehension Interventions - CSRI	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Lecture Notes 	
W5	5. Online Learning 1: Diagnostic Assessment and Curriculum-Based Assessment	<ul style="list-style-type: none"> Asynchronous 	<ul style="list-style-type: none"> Instructions to be posted on BB 	<ul style="list-style-type: none"> Online Assignment 1 due IPI components 1,2, & 3 due
W6	6. Differentiated Instruction Over the Stages of Student Learning	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> IPI project descriptions & Instructions on how to create CBAs on BB 	<ul style="list-style-type: none"> Template 4 development (IPI component 4) will be reviewed in class
W7	7. Project Day	<ul style="list-style-type: none"> Asynchronous 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> IPI project component 4 and the copy of Curriculum-Based Assessment (CBA) due.

W8	8. Lesson 1 Presentations 1 - LS groups 1, 2, & 3	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Presentation materials 	<ul style="list-style-type: none"> IPI Template 9 Draft due to BB
W9	9. Lesson 1 Presentations 2 - LS groups 4 & 5	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Presentation materials 	<ul style="list-style-type: none"> IPI project components 5 & 6 due
W10	10. Online Learning 2: Creating Lesson Objectives	<ul style="list-style-type: none"> Asynchronous 	<ul style="list-style-type: none"> Instructions to be posted on BB 	<ul style="list-style-type: none"> Online Assignment 2 due IPI project components 7, 8, & 9 (revised lesson 1 based on feedback from me and your team members) to BB
W11	11. Online Learning 3: Qualitative Adaptations for Reading Comprehension Instruction -Modeling	<ul style="list-style-type: none"> Asynchronous 	<ul style="list-style-type: none"> Instructions to be posted on BB 	<ul style="list-style-type: none"> Online Assignment 3 due
W12	12. Spring Break	<ul style="list-style-type: none"> No Class 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
W13	13. Online Learning 4 – Qualitative Adaptations for Reading Comprehension Instruction - Practice	<ul style="list-style-type: none"> Asynchronous 	<ul style="list-style-type: none"> Instructions to be posted on BB 	<ul style="list-style-type: none"> Online Assignment 4 due
W14	14. Response to Intervention (RtI) – RtI Data-Based Instructional Decision - Making	<ul style="list-style-type: none"> Synchronous 	<ul style="list-style-type: none"> Lecture Notes 	<ul style="list-style-type: none"> Lesson Study Survey due IPI project component 10 due IPI Project component 9 – Second Lesson due
W15	15. Online Learning 5: Practice in Explicit Instruction	<ul style="list-style-type: none"> Asynchronous Online 	<ul style="list-style-type: none"> Instructions to be posted on BB 	<ul style="list-style-type: none"> Online Assignment 5 due



The survey link will be available from **April 4th** on BB

W16	16. Wrap -up	• TBA	• TBA	<ul style="list-style-type: none"> • All components of IPI and ISL Projects to Anthology • ISL project components 1, 2, 3, & 4 due to BB
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* This schedule is subject to change. Please check out ECPSE 711 class schedule on our Blackboard site for the most up to date information and activities.

Attachment 1: Lesson Study Collaboration

Lesson Study Group Activities

I. Grading: 40 Pts

1. Draft (before revision) of either an IPI project lesson (Either virtual or in-person) (5 pts) –
2. Summary of your lesson study group's feedback on your lesson (5 pts)
3. Revision of your draft based on your members' feedback (5 pts)
4. Presentation of your lesson (10 pts)
5. Your member evaluation about your feedback (5 pts)
6. Lesson Study Survey Completion (10 pts: Professor)

II. Activities

1. Each member develops their own lesson draft.
2. Each member sends the first lesson draft to the team members for their feedback (You should have your group members review your lesson plan and provide you with their feedback; and you should review and provide your feedback on group members' lessons).
3. Each member presents the first lesson revised based on the team's feedback in class.
4. Complete the Lesson Study Survey (Available on BB)

III. Presentation format: 10 minutes

1. My target students (Tier 1, Tier 2, and Tier 3)
2. The unit of a study I will teach and two lessons I decided to teach
3. My first lesson (revised) –
Share your lesson plan during your presentation and briefly explain the following prompts:
 - 1) Learning objectives (target skill(s))
 - 2) Mode of instruction
 - 3) Pre-requisite skills for learning the target skill(s)
 - 4) Tier 1 Instruction for all (From the curriculum you use to teach the target skill)
 - Advance Organizer
 - Modeling – list problems
 - Guided practice/independent practice - list problems you plan to use
 - 5) Differentiations for Tier 2 student – The skill you will address and the evidence-based strategy you will use during this differentiated activity.
 - 6) Differentiations for Tier 3 student - The skill you will address and the evidence-based strategy you will use during this differentiated activity.

4. Your group member's feedback on your lesson by their name and changes I made based on the team's feedback.

Member Name	Feedback					My Changes
	Target Skill/Pre-requisite skills	Evidence-Based Strategy	Procedures (Clarity)	Procedures (Step-by-step)	Differentiation	