

MSE 8102

Implementation of Legislation, Policy and Procedures (3 credits)



Learning Activities/Performance Tasks:

1. Candidates create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
2. Candidates demonstrate knowledge of how to structure the educational environment to provide optimal learning opportunities for individuals with exceptionalities.
3. Candidates demonstrate knowledge of how teacher attitudes and behaviors influence the behavior of individuals with exceptionalities.
4. Candidates organize, develop, and sustain learning environments that support positive intra cultural and intercultural experiences.

Assessment: Candidates will analyze how teacher disposition affects the classroom learning environment and student success.

(InTASC

Standard 7; CEC 5)

Learning Activities/Performance Tasks:

1. Candidates develop ways to incorporate and implement instructional and assistive technology into the educational program.
2. Candidates demonstrate the ability to find sources of specialized materials, curricula, and resources for individuals with exceptionalities.
3. Candidates demonstrate an understanding of the use of research supported methods for academic and nonacademic instruction of individuals with exceptionalities.
4. Candidates demonstrate knowledge of issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds

Assessments: Candidates create a chart highlighting key accommodations and examples of assistive technology for each disability category. Candidates will reflect on how they can provide the resources and support necessary for students with exceptionalities to master the Common Core State Standards. Candidates create a sample lesson plan that incorporates differentiated instruction.

1. Class Discussions
2. ProEthica Learning Modules
3. Case Law Summaries
4. Written Reflections
5. SEA Hot Topic Presentation
6. Additional Activities as Assigned

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's

responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

1. Abou Rjaily, K. & Stoddard, S. (2017). Response to intervention (RTI) for students presenting with behavioral difficulties: Culturally responsive guiding questions. *International Journal of*

24. [The UDL Guidelines](#)
25. Turnbull, H. R., Turnbull, A. P., & Cooper, D.H. (2018). The Supreme Court, *Endrew*, and the appropriate education of students with disabilities. *Exceptional Children*, 84(2), 124-140.
26. [Understanding the IEP Process](#)
27. Watson, K. (2017). From discrepancy to consistency: Improving SLD eligibility guidelines. *Communique*, 46(2), 32-33.
28. [What is Differentiated Instruction?](#)
29. [Wrightslaw](#)
30. Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinski, M., & Christle, C. A. (2016). Avoiding substantive errors in individualized education program development. *TEACHING Exceptional Children*, 49(1), 31-40.
31. Yell, M. L., Katsiyannis, A., Losinski, M., & Marshall, K. (2016). Peer reviewed research and the IEP: Implications of *Ridley School District v. M.R. and J.R. ex rel. E.R. (2012)*. *Intervention in School and Clinic*, 51(4), 253-257.
32. Zirkel, P.A. (2014). The law in special education literature: A brief legal critique. *Behavioral Disorders*, 39(2), 102-107.
33. Zirkel, P.A. (2017). RTI and other approaches to SLD identification under the IDEA: A legal update. *Learning Disability Quarterly*, 40(3), 165-173.

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- Faber, J, Glas, C., & Visscher, A. (2018). Differentiated instruction in a data based decision making context. *School Effectiveness and School Improvement*, 29(1), 43-63. doi:10.1080/09243453.2017.1366342
- Gregory, G., & Chapman, C. (2002). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, Calif.: Corwin Press.
- Kirby, M. (2017). Implicit assumptions in special education policy: Promoting full inclusion for students with learning disabilities. *Child & Youth Care Forum: Journal of Research and Practice in Children's Services*, 46(2), 175-191. doi:10.1007/s10566-016-9382-x
- Lai, Y., & Vadeboncoeur, J. (2013). The discourse of parent involvement in special education: A critical analysis linking policy documents to the experiences of mothers. *Educational Policy*, 27(6), 867-897.
- Morris, R., & Thompson, K. (2008). Juvenile delinquency and special education laws: Policy implementation issues and directions for future research. *Journal of Correctional Education*, 59(2), 173-190.
- Orchard, J, Heilbronn, R., & Winstanley, C. (2016). Philosophy for teachers (P4T) Developing new teachers' applied ethical decision Making *Ethics and Education*, 11(1), 42-54.
- Woodley, X, Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating difference: Best practices in culturally responsive teaching online.
- Young N., & Bittel, P. (2012). *Transforming special*

During Weeks 1 and 2, you will have the opportunity to explore various 'hot topic' issues in special education. Using a problem of practice selected from the approved list, you will create a training pre

and what the educational impact of those cases were. These summaries may or may not be the same as your Weeks 1-5 case law summaries.

Design a 'solution' or ways that your audience can address or prevent this issue from being a problem in your district. Provide concrete suggestions, examples and resources that could be used. Don't promise things you can't deliver. Ex: that the state legislature will change a law, or all schools will get a full time counselor.

Explain in detail how and why your suggestions or resources could help to address the problem of practice. How would these resources or suggestions impact and be used by all members of the educational community including the students, teachers, support staff including paraprofessionals, families, volunteers, related service providers or the broader local community? Make sure you state/know who your target audience is. Your audience

Identification of Hot Topic or Issue	Candidate				
InTASC 9 CEC 2, 6	on which to base their SEA. If this is chosen, candidate				

Proposed "Solution"	Candidate	Candidate	Candidate		
InTASC 4, 10 CEC 6	related to the issues. presented.	is			

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Adherence to Ethical  
Principles and  
Professional Practice  
Standards to Guide Their  
Practice

Candidate

CEC 6  
InTASC 9