A. COURSE DESCRIPTION:

This course provides an overview of how to be a culturally responsive creator of learning environments, during collaboration and consultation among teachers, related services professionals, and families, and emphasizes culturally appropriate communication strategies. This course is intended to provide students with an overview of culturally responsive collaboration and communication strategies within elementary and secondary learning environments and across the range of students with exceptionalities.

B. PREREQUISITES:

None

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education believe:

- Students with disabilities are part of a larger community of diverse learners;
- All student can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.

D. PROFESSIONAL STANDARDS MET:

Colorado Department of Education (CDE) Standards for the Special Education Generalist: 9.06(3)(c); 9.06(4)(a),(b), (c), (c)(iii), (c)(iv), (d), (e); 9.06(5)(a), (a)(iv), (a)(vi), (c), (f), (h), (i)(iv); 9.06(6), (a)(ii), (b)(ii), (d)(ii), (d)(iii), (d)(iv), (d)(vi), (e)(i), (g); 9.06(7)(b)(i), (c)

CEC Standards (Common Core Curriculum):
- CC5K1-10; CC5S1-16; CC6K1-4; CC6S1-2; CC10K1-4; CC10S1-11

CEC Standards (Individualized General Curriculum):
- GC1K7; GC5K2; GC5K3; GC8K3; GC10K1-4

Colorado Department of Education (CDE) Reading Directorate: 5.01.1; 5.01.4
E. GOALS AND OBJECTIVES OF THE COURSE:

1. Teacher candidates will actively create learning environments for learners with exceptionalities that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement.
   a. Describe the demands of an array of learning environments.
   b. Demonstrate an understanding of classroom management and theories for students with exceptionalities.
   c. Demonstrate effective accommodations for student content acquisition.
   d. Demonstrate an understanding of teacher attitudes and behaviors as they influence the behavior of students.
   e. Demonstrate an understanding of universal design principles.
   f. Encourage active participation and involvement.
   g. Develop daily routines and organizational structures.
   h. Identify supports needed for integration and inclusion in general education.
   i. Describe differentiated instruction for the universal, targeted, and intensive needs of diverse groups of students.

2. Teacher candidates will demonstrate an understanding of behavior management for teaching and learning.
   a. Articulate basic classroom management theories.
   b. Identify realistic expectations for personal and social behavior in various settings.
   c. Demonstrate an understanding of effective management of teaching and learning.
   d. Modify the learning environment to manage behaviors and encourage active participation.
   e. Identify strategies for crisis prevention and intervention.
   f. Use performance data to inform teaching and learning.
   g. Encourage and teach self-advocacy and self-management strategies.
   h. Use effective and varied behavior management techniques.
   i. Organize the responsibilities and activities of paraeducators, volunteers, and tutors.
   j. Use universal precautions.

3. Teacher candidates will demonstrate an understanding of typical and atypical language development and the effects of cultural and linguistic differences.
   a. Demonstrate an understanding of the effects of culture and linguistic differences on growth and development.
   b. Demonstrate an understanding of one’s own culture and use of language as it relates to teaching and learning.
   c. Demonstrate an understanding of differences in language and behavior that can lead to miscommunication.
   d. Use strategies to support exceptional students with cultural and linguistic differences.
   e. Know the scientific research on how oral and written vocabulary develops in first and second language learners.
   f. Understand and apply morphological and etymological similarities and differences in languages in teaching first and second language learners.
4. Teacher candidates will demonstrate an understanding of communication strategies and skills to be used with a variety of learners.
   a. Use communication strategies and resources including augmentative, alternative, and assistive communication technologies.
   b. Match communication methods to an individual’s language proficiency and cultural and linguistic differences.
   c. Use various strategies to support and enhance communication skills.

5. Teacher candidates will effectively collaborate with families and professionals including other educators, related service providers, and personnel from community agencies.
   a. Demonstrate an understanding of models of collaboration/consultation.
   b. Identify factors to enhance consultation and collaboration.
   c. Use strategies for collaboration and consultation.
   d. Demonstrate an understanding of the roles of IEP team members in the development of educational conferencing and planning.
   e. Collaborate with school personnel in integrating students into inclusive environments.
   f. Demonstrate an understanding of issues of confidentiality.
   g. Use group problem-solving skills to enhance collaborative activities.

6. Teacher Candidates will demonstrate an understanding of working with families and students with exceptionalities.
   a. Demonstrate an understanding of the concerns of families.
   b. Maintain confidential and ethical practice in working with families.
   c. Demonstrate an awareness of culturally appropriate relationships with families and students.
   d. Foster respectful partnerships with families and students.
   e. Foster active participation of families and students.

F. CONTENT OF THE COURSE:

Note: Course delivery will be accomplished through lectures, class discussion boards, case studies, group work, blogs, and other online format.

1. Creating Learning Environments:
   a. Array of learning environments
   b. Organizational management
   c. Teacher attitudes and behavior
   d. Cultural diversity and environmental planning
   e. Student participation and involvement
   f. Integration and inclusion to general education
   g. Differentiated instruction techniques

2. Behavior management
   a. Classroom management theories
   b. Modifying the learning environment to ameliorate behavioral concerns
   c. Behavioral strategies
   d. Crisis prevention and intervention
   e. Using performance data to inform practice
f. Teaching self-advocacy and self-management

g. Using paraeducators, volunteers, and tutors

h. Universal precautions

3. Language development and CLDE students
   a. Effects of language and culture
   b. Personal culture and biases
   c. Cultural miscommunication
   d. Strategies to address CLDE concerns

4. Communication strategies
   a. Augmentative, alternative, and assistive technology
   b. Communication methods
   c. Language proficiency and CLD
   d. Strategies for communication skills

5. Collaboration and consultation
   a. Models of collaboration and consultation
   b. Factors to enhance collaboration and consultation
   c. Strategies for collaboration and communication
   d. Roles and responsibilities of IEP team members
   e. Collaboration for inclusive environments
   f. Group problem solving
   g. Confidentiality

6. Working with families and students
   a. Concerns of families
   b. Confidentiality and ethical practice
   c. Culturally appropriate relationships with families and students
   d. Fostering active participation

G. COURSE REQUIREMENTS: All major assignments will have a deduction of 10% for each day they are late—in order to avoid this deduction discuss changes in necessary due dates for your major assignments at least 24 hours (not on Sunday), prior to the due date. All major assignments are submitted to links on Blackboard. Class participation cannot be delayed or made up. Grading rubrics are on the main menu tab titled Assignments.

NOTE: It is required that you use professional writing style -- APA 6th edition and provide an APA style references. See the format video link and the link to the UNC library resources on Blackboard that support your graduate level writing in APA.

Major Graded Assignment 1 -- Behavior and Instructional Management Plan: The teacher candidate will design a behavior and instructional management plan for a classroom of their choice (real or “hoped for teaching position”). The candidate must identify behavioral (academic and social) school expectations and classroom rules for all students in the class. The plan should be proactive and reactive based on a positive behavioral interventions and supports (PBIS) framework using research-based strategies. The assignment must include all of the components listed (please see rubric for detail grading
of these components). All assignments are graded on the overall quality of work, which includes clarity, richness, grammatical/punctuation errors, originality, use of supportive materials, references for best practice research, etc. The plan should be presented in the form of a power point, word, or pdf format. You will follow and use the IRIS Module provided as your skeletal outline.

As a result of this assignment, the learner will develop a good understanding of creating a positive learning environment for students using Positive Behavioral Interventions and Supports.

Major Graded Assignment 2 -- Multicultural Reflection One and Two: The teacher candidate will respond to questions on cultural responsiveness highlighting the elements of culture-language, gender roles, space/proximity, familial roles, autonomy etc. The assignment purpose is to support your expanded reflection of practices, biases, and prejudices and ways in which to address these issues; not a Q & A assignment. These learnings should be seen integrated into the Culturally Collaborative Collection (CCC).

Major Graded Assignment 3 -- Training -- Completed and presented by the end of Unit 8:

Training Module: You will prepare a graphic training presentation (e.g., power point) using the information gained from the module you selected from the list for Modules. You will prepare a training presentation for a specific audience (i.e., parents, administrators, paraeducators, teacher colleagues, or students) and present it by the end of unit 8. You will tell Dr. Murry which module you have selected. You will develop this training with one or two other individuals. It will last 20 minutes and be 15 slides of content (1 APA title slide, 15 content slides, 1 APA References slide).

Major Graded Assignment 4 -- Cultural Collaborative Collection (iWebfolio Portfolio Assignment for your comprehensive program examination): The teacher candidate will develop a comprehensive collaboration collection for working with special educators, parents, general educators, related service professionals and paraprofessionals when addressing culturally responsive teaching, classroom management, communication, collaboration/consultation, UDL, assistive technology, and addressing diverse learner needs. This collection will contain artifacts that you have completed and collected throughout the course this semester (i.e., paraprofessional tasks/duties list, behavior management plan, communication letter, AT brochures, etc.). Consider this Collection to be much like a “Welcome to my Classroom” book. This collection can be used in a way in which a person can pick it up and understand all of the dynamics of your own classroom culture. Think about who each section is written for, how they will use it, what you intend them to do or get out of the information included. This project is very large. Typical students have more than 80 slides. You must have an APA paper included (a separate paper APA format), with your collection explaining how the references were decided upon and how they supported the collection. Two separate assignments, but submitted on the same link, one at a time. This collection can be done in a word processing, power point, or pdf format. It has to be “submittable” to both Blackboard AND iwebfolio.

FOCUS NOTE: This collection should not be just a compiling what you have submitted in class (i.e., it is not resubmitting the behavior management plan, mini participation activities, etc.). You will be creating a collection that can be used to describe how you run your class as a cultural responsive instructor. The collection will be submitted electronically.
The purpose of this assignment is to support the teacher in identifying his/her approach regarding behavior facilitation, their style of communication and comportment, preferences for presentation, special levels of behavior plans, research-based collaborative activities, overall classroom plans for distribution to other professionals combined with a culturally demonstrated understanding of differences among varying ethnicity and cultures.

**Major Graded Assignment 5 - (Ongoing) Participation assignments:** There will be participation assignments throughout the course in addition to those major assignments listed above. In addition to general class participation, there will be activity and assignments as outlined on the schedule and as needed. It is expected that you will actively participate in the class by joining in discussion with relevant comments and questions, the comments made by your classmates, and with demonstrated reading of course materials.

[All standards addressed].

*As a result of this assignment, the learner will practice specific skills/knowledge that is learned in the course.*

**H. GRADING CRITERIA:**

**NOTE:** Please see the assignments folder to locate any rubrics or checklists for the assignments.

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<thead>
<tr>
<th>Activity assignments</th>
<th>65 points</th>
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<tbody>
<tr>
<td>Multicultural Reflection I and II (20 points each)</td>
<td>40 points</td>
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<tr>
<td>Behavior Management Plan</td>
<td>60 points</td>
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<tr>
<td>Selected Module Training presentation</td>
<td>20 points</td>
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<tr>
<td>Course Evaluation</td>
<td>4 points</td>
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<tr>
<td>Cultural Collaborative Collection/notebook</td>
<td>100 points</td>
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**Expanded Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
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<tr>
<td>B</td>
<td>88-90</td>
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<tr>
<td>B-</td>
<td>86-87</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>78-79</td>
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<tr>
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<td>F</td>
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**UNC Incomplete Policy:**

An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined;
a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

**UNC Definition of Plagiarism:**

The following is the approved UNC definition of plagiarism. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes.

**I. REQUIRED READINGS:**


The next two texts have chapters that are to be downloaded from Blackboard


This document can be retrieved for free from the CAST website at: http://www.cast.org/teachingeverystudent/ideas/tes/


Other readings and required articles may be downloaded from Blackboard.
J. SUGGESTED READINGS:


K. DISABILITY ACCESS

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.