

New Hampshire State Board of Education
Due to the COVID-19 State of Emergency, this meeting will be held telephonically.

To listen to the meeting, please follow these steps:

1. Dial 800-356-8278
2. Conference pin: 125563#
3. When prompted, State Your Name and Affiliation clearly

Thursday, October 8, 2020



AGENDA

- I. **CALL TO ORDER – 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to Angela.Adams@doe.nh.gov to be published with the monthly meeting materials.
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. Student/Wakefield School Board ~ SB-FY-21-08-001
- V. **PUBLIC HEARINGS** ~ Please contact Amanda Phelps at Amanda.Phelps@doe.nh.gov or by calling (603) 931-9133 for testimony options.
 - A. **10:00-10:30 AM** ~ Home Education (Ed 315)
 - B. **10:30-11:00 AM** ~ Demonstrated Knowledge and Skills in High School (Ed 306.27(d))
- VI. **COUNCIL FOR TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **University of New Hampshire (UNH) Priority Progress Report** ~ LIZ ARCIERI, UNH Coordinator of Accreditation and Certification
- VII. **CHARTER SCHOOL REPORTS/UPDATES** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 - A. **2019-2020 Charter School Annual Reports**
- VIII. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. **Preliminary Objection Response** ~ Robotics Education Fund (Ed 1307)
 - B. **Discuss Remote Instruction** (Ed 306.14 & Ed 306.18(a)(7) and Emergency Order #29
- IX. **COMMISSIONER'S UPDATE**
- X. **OPEN BOARD DISCUSSIONS**
- XI. **OLD BUSINESS**
- XII. **TABLED ITEMS**
 - A. **Capital City Public Charter School Status Change Request and Progress Report**

XIII. CONSENT AGENDA

A. Meeting Minutes of September 10, 2020

XIV. NONPUBLIC SESSION

XV. ADJOURNMENT – 2:00 PM



Reaching Higher NH
40 N Main Street, Concord, NH 03301
(603) 715-9696
staff@reachinghighernh.org

October 8, 2020

Dear Members of the State Board of Education,

Thank you for your time and consideration. For the record, my name is Liz Canada, and I'm the Director of Policy and Practice at Reaching Higher NH. I'm writing today about this week's announcement from the Department of Education related to Modern States and the CLEP (College-Level Examination Program) Exam.

First, I wish to share with the Board brief information about [College Board's CLEP Exams](#). There are 34 CLEP exams, which fall under five different subject categories: Composition and Literature, World Languages, History and Social Sciences, Science and Mathematics, and Business. These exams are administered at CLEP sites, for which New Hampshire has six; the furthest north, for example, is at Plymouth State University.

Colleges and universities set their own CLEP policies, including which exams are accepted and the "cut scores" required to receive credit if the exam is accepted. The individual institutions set their own policies. The [College Board website states](#), "While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept credit for all of them."

I also want to make note that a CLEP exam is not the same as a *placement pre-test*. CLEP is meant to show mastery of a specific subject or course and requires a threshold score to receive credit. It is not meant to place a student in a course. Instead, a comparable test to a *placement pre-test* would be the [College Board's ACCUPLACER](#) – used by many colleges and programs to ensure correct course placement, but does not result in awarded credit by institutions.

This week, the Department of Education announced a partnership with Modern States, in which the first 1,000 CLEP exams would be free-of-charge for students. Below, I've included questions for your consideration on this new partnership:

1. How will students become informed of this new opportunity? What training and professional development will be available to school counselors and school staff to support students in this opportunity?



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2. What is the process for students to apply for this program?
3. Relatedly, how will the Department ensure equity for *all* students– for example, what will be the process to ensure that students who qualify for free or reduced price lunch have equitable access to this program? For students who receive special education services? For students who live in areas of the state that are quite a distance from a testing center? These are three examples, of which there are many more.
4. What supports and/or accommodations will be provided for students with IEPs? For those who are English Language Learners?
5. How will the department track enrollment data, as well as specific demographic and student cohort data, and how often will this information be made public?
6. How will score reporting work in order to evaluate this program? What, and how, will it be made public?

Respectfully,

Liz Canada
Director of Policy and Practice
Reaching Higher NH



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Notice Number **2020-81**Rule Number **Ed 315**

1. Agency Name & Address:

**State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301**

2. RSA Authority:

RSA 193-A:3

3. Federal Authority:

4. Type of Action:

Adoption

Amendment

Repeal

Readoption

Readoption w/amendment

x5. Short Title: **Home Education**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 315 regarding home education is being readopted with amendment. The rules have been amended for purposes of clarity and consistency with RSA 193-A, including but not limited to the following amendments:

- Rules point to the statute for definitions and only include terms that are not defined in statute;
- Ed 315.04 titled “Participating Agencies: Duties and Authority” has been expanded and renumbered from the existing Ed 315.05 to a comprehensive list of the requirements of participating agencies;
- Ed 315.05 titled “Notification Requirements” has been amended and renumbered from provisions in the existing Ed 315.04 on notification to include only the statutory requirements of a notification;
- Ed 315.06 titled “Notification-Termination of a Home Education Program” has been amended and renumbered from provisions in the existing Ed 315.04 to remove “transfer” language, as a program is only established via notification requirements. Transfer is not a statutory requirement; and
- Ed 315.08 titled “Annual Evaluation” has been amended and renumbered from provisions in the existing Ed 315.07 to include only the sections of the statute that necessitate clarification.

6. (b) Brief description of the groups affected:

School districts, the Department, home educated students, and parents of students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 315.01	RSA 193:1, I(e)
Ed 315.02	RSA 193-A:1; RSA 193-A:3
Ed 315.03	RSA 193:1, I(b)
Ed 315.04	RSA 193-A:1, I; RSA 193-A:3; RSA 193-A:4, I

Ed 315.05	RSA 193-A:5
Ed 315.06	RSA 193-A:5
Ed 315.07	RSA 193-A:6
Ed 315.08	RSA 193-A:6
Ed 315.09-Ed 315.13	RSA 193-A:10
Ed 315.14-Ed 315.15	RSA 193-A:10, 11
Ed 315.16	RSA 193:1, 1(f)(2)

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules
Coordinator**

Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**

Phone #: **(603) 271-2718**

Fax#: **(603) 271-1953**

E-mail: **Amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **October 15, 2020**

☒ Fax

☒ E-mail

☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **October 8, 2020 at 10:00 a.m.**

Place:

In-Person: 101 Pleasant Street, Concord, NH 03301 Room 100f

Members of the public wishing to testify on the bill must complete the following steps:

1. Email amanda.phelps@doe.nh.gov ;
2. In the subject line type the following “WISHING TO TESTIFY IN PERSON ON Ed 315”; and
3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.

***If you have written comment in addition to oral testimony, please submit it in the email as a word or pdf attachment when requesting to testify, at the time of your testimony, or prior to the deadline in #8 above.**

Telephonic: (800) 356-8278 Pin: 125563 State name and affiliation when prompted

Members of the public wishing to testify over the phone must complete the following steps:

1. Email amanda.phelps@doe.nh.gov ;
2. In the subject line type the following “WISHING TO TESTIFY OVER THE PHONE ON Ed 315”; and

3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.

***If you have written comment in addition to oral testimony, please submit it in the email as a word or pdf attachment when requesting to testify, at the time of your testimony, or prior to the deadline in #8 above.**

Written Testimony

Members of the public wishing only to submit written testimony must complete the following steps:

- 1. Email amanda.phelps@doe.nh.gov ;**
- 2. In the subject line type the following “SUBMITTING TESTIMONY ON Ed 315”; and**
- 3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.**

***If any member of the public has any issue with access to the meeting, please email or call Amanda Phelps at the contact information referenced in item #7 above.**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 20:071 , dated 8/31/2020

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules. Any cost or benefit associated with the proposed rules is attributable to RSA 193-A and not the rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide a process for parents to notify school districts of their desire to home educate their child, at no cost to the district, unless agreed to by both parties. Therefore, there is no violation of Part I, Article 28-a.

Readopt with amendment Ed 315, effective 3-27-14 (Document #10557), to read as follows:

PART Ed 315 ~~PROCEDURES FOR THE OPERATION OF HOME EDUCATION PROGRAMS~~

Ed 315.01 Statement of Purpose. The purpose of these rules is to provide ~~standards applicable to home education programs.~~ ***a process for uniform application of the requirements of RSA 193-A.*** These rules take into account the fact that home education is an alternative to attendance at a public or private school and is an individualized form of instruction in accordance with chapter 279:2, laws of 1990.

Ed 315.02 Definitions. ***In addition to the words defined in RSA 193-A:1, the following words shall have the meanings indicated when used in Part Ed 315:***

(a) “Certificate ***of completion***” means a ~~letter~~ ***document*** signed by the parent of a home schooled ***educated*** child as defined below in Ed 315.02(b) ***certifying that meets the requirements of 193:1,I (f)(2) the child has achieved the equivalent of a high school diploma by completing a home education program;***

(b) ~~“Child” means “child” as defined in RSA 193-A:1,I.~~

(~~eb~~) “Commissioner” means ***the*** commissioner of ***the New Hampshire department of*** education.;

(~~ec~~) “Composite results,” means one score that is provided by the publisher of the standardized test, or the average of all such scores that have been provided by the publisher of the standardized test.;

(~~ed~~) “Department” means the New Hampshire department of education.;

(~~fe~~) “Educational progress” means growth in learning commensurate with age and ability within the child’s individual home education program chosen by the parent.;

(g) ~~“Nonpublic school” means “nonpublic school” as defined in RSA 193-A:1, II.~~

(h) ~~“Parent” means “parent” as defined in RSA 193-A:1, III.~~

(~~if~~) “Participating agency” means the resident district superintendent, the commissioner, or a ***participating*** nonpublic school principal.;

(j) ~~“Resident district” means “resident district” as defined in RSA 193-A:1, IV.~~

(~~kg~~) “Teacher” means a person who holds ~~N.H. certification~~ ***teaching credential issued by the New Hampshire state board of education***, is ~~certified~~ ***licensed*** in another state which is a party to the interstate contract, or is currently teaching in a nonpublic school.

Ed 315.03 Eligibility and Program Schedule.

(a) A parent shall be eligible under these rules to establish a home education program for a child, ~~at least 6 and under 18 years of age~~ including those defined under RSA 186-C:2, I, and I-a.

(b) Pursuant to RSA 193:1,I(b), home education shall be an alternative to compulsory attendance at a public school. Dates and hours of instruction shall not be required to coincide with the resident district calendar. The academic term of a home education program shall not be required to coincide with the resident district academic year.

~~Ed 315.054 Duties of Participating Agencies~~ ***Participating Agencies: Duties and Authority.***
~~Resident district superintendents or nonpublic school principals as participating agencies shall maintain a list of all home education programs for which they have received notification. This list shall contain the name, date of birth and address of each child for whom a home education program is established. On October 1 of each year, the participating agency shall notify the commissioner of the number of children for whom programs were established.~~

(a) A parent shall select, as a participating agency for home education program notification and support, one of the following:

(1) The commissioner;

(2) The resident district superintendent; or

(3) The head of a nonpublic school.

(b) A parent may select a new participating agency at any time. If a parent selects a new participating agency the parent shall notify in accordance with Ed 315.05 and Ed 315.06.

(c) Pursuant to RSA 193-A:4, II, the selected participating agency shall work with parents upon request in meeting the requirements of RSA 193-A:4, I.

(d) A participating nonpublic school must agree to administer the provisions of RSA 193-A and Ed 315, is not required to be in the resident district, and may require a fee for any request for assistance by the parent.

(e) No fee shall be required when a test utilized in the resident district is administered to the student by the resident district.

(f) A resident district acting as the participating agency may charge fees for any mutually agreed upon alternative used to satisfy the requirements of RSA 193-A or Ed 315, including, but not limited to, portfolio review.

(g) Pursuant to RSA 193-A:11, the commissioner or resident district acting as the participating agency shall not propose, adopt, or enforce any policy or procedure governing home educated pupils that is inconsistent with or more restrictive than the provisions of RSA 193-A, RSA 193:1-c, or the rules of Chapter Ed 315.

(h) On October 1 of each year, the participating agency shall notify the commissioner of the number of children for whom programs were established since the previous report.

~~Ed 315.045~~ ***Notification Requirements.***

(a) Notification of a home education program pursuant to RSA 193-A:5 is required for a parent to comply with the compulsory attendance requirements of RSA 193:1.

(b) The parent of a student currently enrolled in a public school shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin.

(ac) A parent ~~commencing a home education program~~ shall notify the *selected* participating agency *in writing* ~~of such~~ within 5 business days of commencing ~~the a home education~~ program. ***Only the information enumerated in RSA 193-A:5, II is required in the notice. The parent shall provide contact information and update the notification information as necessary.***

(b) ~~Only the information below shall be required in the notification:~~

- ~~(1) The date on which the program will begin or has begun;~~
- ~~(2) The name and full address, including street and town, of the child;~~
- ~~(3) The child's date of birth;~~
- ~~(4) The name and address of the parent(s); and~~
- ~~(5) A phone number at which the parent(s) may be reached during normal business hours.~~

(c) ~~A participating agency or school district shall not require information in addition to the information required under (b) above.~~

(d) ~~If the parent intends to use the state or local assessment provided by the resident district, the parent shall inform the resident district of his or her intent to do so as soon as practicable to provide the district adequate time to prepare and obtain the materials.~~

(e) ~~The parent of a child currently enrolled in a public school in the resident district shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin and shall follow all notification procedures set forth in this section.~~

(f) ~~A resident district superintendent or commissioner or non-public school shall assist the parent making notification in complying with RSA 193-A:5. No fee shall be collected for this service by the resident district superintendent or by the commissioner. Participation in home education programs shall be optional for nonpublic schools which may charge a fee for this service.~~

(gd) ***Within 14 days of receipt of the notification, A resident district superintendent or commissioner or non-public school- a participating agency after receipt of the notification filed, shall review the notification for compliance with Ed 315.04(a) and (b) and take the following action acknowledge receipt of the notification in accordance with the contact information provided by the parent, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.***

(1) ~~If the notification complies with Ed 315.04(a) and (b), send a letter acknowledging the establishment of the home education program within 14 calendar days of receipt of such notification; or~~

(2) ~~If any of the requirements of Ed 315.04(a) and (b) are not met by the notification, return by certified mail with return receipt the notification to the parent within 10 business days of receipt of the notification along with a letter describing the information required to comply with Ed 315.04(a) and (b).~~

~~(he)~~ The parent shall have 10 calendar days from receipt of the returned letter to send an amended notification to the resident district superintendent, commissioner, or nonpublic school principal.

(i) If an amended notification meets the requirements of Ed 315.04(a) and (b) the resident district superintendent, commissioner, or nonpublic school principal shall send a letter within 10 business days of receipt of the amended notification acknowledging that the notification now meets the requirements of RSA 193-A:5, II.

(j) If the amended notification does not meet the requirements of RSA 193-A:5, II, shall notify the parent or parents in writing within 10 business days of receipt of the documents from the resident district superintendent or non-public school principal that the parent or parents may request a grievance conference with a grievance committee of the home education advisory council under the provisions of Ed 315.12.

Ed 315.06 Notification – Termination of a Home Education Program.

(k) A home education program established in accordance with this section shall remain in effect unless terminated in accordance with (m) below. If a program is transferred because of a change in resident district for the child or by choice of the parent, the program shall continue under the new participating agency.

(l) The following shall apply to transfer of home education programs:

(1) If the child moves and the parent wishes to continue a program which was established with the former resident district superintendent as the participating agency and selects the new resident district superintendent as the new participating agency, the parent shall so inform both superintendents in writing;

(2) In any other case, both the participating agency with which the program was established and the new participating agency shall be informed in writing by the parent; and

(3) In either (1) or (2) above, upon notification in writing by the parent of a change in participating agencies, the former participating agency shall transfer all pertinent records to the new participating agency.

~~(m)~~ ***A home education program shall remain in effect unless terminated in writing by the parent.*** A parent wishing to voluntarily terminate an established home education program shall notify the commissioner and the participating agency in writing within 15 business days of ***termination while also*** satisfying any one of the alternatives for compulsory attendance listed in RSA 193:1 ~~such as enrollment in a public or non-public school.~~

Ed 315.067 Records.

(a) In accordance with RSA 193-A:6, the parent shall keep a portfolio each year the child is being home educated. The portfolio shall contain the child's work pursuant to RSA 193-A:6, I.

(b) The portfolio shall be the property of the parent. Access to the portfolio shall be at the parent's discretion, except as provided in RSA 193-A:6, II(a).

~~(c)~~ Participating agencies shall maintain documents concerning home education programs in a manner consistent with other educational records.

Ed 315.078 Annual Evaluation.

(a) The parent shall provide for an annual evaluation for a child that meets the requirements of *the options enumerated in RSA 193-A:6, II* ~~and this section.~~

(b) The resident district superintendent, when acting as the participating agency, shall provide evaluation services, upon request of the parent. If the resident district superintendent is not acting as the participating agency, the resident district superintendent may provide evaluation services. ~~No fee shall be required when evaluation services are performed by a resident district.~~

(c) A parent intending to use the state or local assessment provided by the resident district shall notify the resident district superintendent in writing as soon as practicable to provide the district adequate time to prepare and obtain the testing materials.

~~(ed)~~ If ~~the a~~ parent chooses to have a portfolio review as the method of evaluation *pursuant to RSA 193-A:6, II(a)*, the parent may choose a teacher who agrees to perform evaluation services, or the parent may request the evaluation to be performed through the resident district superintendent when the resident district superintendent is acting as the participating agency.

~~(de)~~ ~~The written portfolio evaluation shall include the following~~ *The contents of the portfolio shall comply with the requirements of RSA 193-A:6, I and the review shall include the following:*

- (1) The name and address of the teacher, including state recognized documentation of certification or the name and address of the nonpublic school in which the teacher is currently teaching;
- (2) The date(s) on which the evaluation(s) took place;
- (3) A description of the work reviewed ~~including quantitative data if available~~;
- (4) A summary of the child's educational progress in the home education program ~~as presented in the notification~~, concluding with a statement that the child has or has not made educational progress; and
- (5) The signatures of the teacher and the parent.

~~(e)~~ ~~The parent shall be responsible for maintaining a copy of the evaluation.~~

~~(f)~~ ~~As a second option, the parent may choose a standardized test which shall be a nationally recognized test, a state assessment instrument, or a test used in the child's resident district. The parent shall maintain as a matter of record the name of the test and the name and address of the test administrator. As referred to in RSA 193-A:6, II(b) a composite result at or above the 40th percentile on such tests shall be deemed reasonable academic proficiency.~~

~~(gf)~~ The parent may choose any other valid measurement tool mutually agreed upon by the parent and the participating agency ~~provided that:~~

- ~~(1) The agreement shall be made in writing and signed by the parent and the participating agency and both parties shall maintain a copy of the signed agreement; and~~

~~(2) A valid measurement tool~~ as provided for in RSA 193-A:6, II(d), **which** shall include but shall not be limited to the following:

- a. Interview;
- b. Educational progress in a particular curriculum as measured by the parent;
- c. Educational progress in a particular curriculum as measured by the provider;
- d. Review of the child's portfolio by a participating agency;
- e. Evaluation by a teacher in a program recognized by any state department of education; or
- f. Specially prepared tests or evaluations measuring educational progress in a particular subject or curriculum.

Ed 315.089 The Home Education Advisory Council.

(a) The home education advisory council shall carry out those duties assigned to it by the commissioner. The council shall work with home educators and representatives of private and public education to encourage an understanding of home education.

(b) Assigned areas of responsibility for the council shall include the following:

- (1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;
- (2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;
- (3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and
- (4) Providing an annual report to the state board on its activities.

Ed 315.0910 Membership Selection For the Home Education Advisory Council and Term of Appointment.

(a) Membership selection for the Home Education Advisory Council shall be as specified in RSA 193-A:10, I. Council chair selection shall be as specified in RSA 193-A:10, III.

(b) Members appointed by the commissioner shall have a term of 3 years, and such terms shall end on ~~June 30~~ **August 31** of the year in which the term is completed. Legislative members shall serve a term which is coterminous with their elected office and will be non-voting members of the council.

(c) The conduct of business shall not depend on the maintenance of full council membership.

(d) In the event of vacancies, replacement members shall be appointed as required under RSA 193-A:10 to fill the unexpired term.

Ed 315.101 Records of the Advisory Council. The records and minutes of the home education advisory council shall be filed and maintained in the department.

Ed 315.142 Funding and Support of Council Activities. The members of the home education advisory council shall serve without compensation. Subject to available funds, the department shall financially support the activities of the council, including but not limited to such expenses as mileage, secretarial assistance, and meeting facilities.

Ed 315.123 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the home education advisory council appointed by the chairperson, consisting of no more than 5 members, a majority of whom shall be representatives of home education associations. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner.

(c) The grievance committee shall call upon consultants and conduct interviews for the purpose of gathering relevant facts if the committee lacks relevant expertise. The grievance committee shall keep a written account of its investigations and shall submit such an account, together with its findings, to the commissioner within 30 calendar days of the commissioner's referral.

Ed 315.134 Request for Grievance Conference. Any party to a home education program may request a grievance conference as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 business days in writing that he/she has scheduled a grievance conference in accordance with Ed 315.13 or that he/she requires additional information to clarify the issues;

(d) The requestor shall have 10 calendar days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, forward the request to the chairperson of the home education advisory ~~committee~~ **council** who shall schedule a grievance conference in accordance with Ed 315.14(b).

Ed 315.145 Grievance Conference.

(a) Upon receipt of a request concerning an action taken under these rules, the commissioner shall notify the chairperson of the home education advisory council of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 business days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

- (1) The simplification of the issues and an agreement of facts;
 - (2) Possibility of settlement; and
 - (3) Such other matters as may aid in disposition of the action.
- (d) Parties to a grievance may be represented at the conference by counsel.
- (e) At the grievance conference the grievance committee shall interview the parties to the grievance to reach a proposed settlement on the facts of the grievance.
- (f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 calendar days of the conference.
- (g) Any settlement reached at a grievance conference shall be subject to review by the commissioner and shall not be implemented unless it is consistent with these rules and with applicable statutes.
- (h) The findings shall list the pertinent facts found by the committee.
- (i) If the parties do not reach a settlement prior to, or during, the grievance conference, the commissioner after reviewing the unresolved grievances shall notify the parties of her/his decision within 10 calendar days of receipt of the committee's findings.
- (j) A party aggrieved by the decision of the commissioner may appeal by requesting an administrative due process hearing in accordance with Ed 200.

Ed 315.156 Certificate of Completion.

(a) *Pursuant to RSA 193:1, I(f)(2),* ~~When the parent of a child under the age of 18~~ submits a **letter document** to the department of education certifying that the child has completed the home school **education** program at the high school level, ~~pursuant to RSA 193:1, I(f)(2),~~ the student shall be determined to have met the requirements for successful completion of a home school **education** program ~~for a child under 18 years of age.~~

(b) The **letter document** containing the statement above shall also include the following information:

- (1) Name and address of the child;
- (2) Name and address of the parents;
- (3) Date of completion of the home school program;
- (4) A phone number at which the parent may be reached during normal business hours; and
- (5) Signature of the parent.

(c) A ~~letter~~ **document** that meets all the requirements of Ed 315.14 (a) ~~&~~ **and** (b) shall be conclusive evidence of:

~~(1) Completion of the parent's duty of compulsory attendance, as set forth in RSA 193:1; and~~

~~(2) Acknowledgment of the responsibilities outlined in RSA 193-A:9.~~

(d) Documentation of receipt shall serve as proof of delivery of such certification.

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 315.01	RSA 193:1, I(e)
Ed 315.02	RSA 193-A:1; RSA 193-A:3
Ed 315.03	RSA 193:1, I(b)
Ed 315.04	RSA 193-A:1, I; RSA 193-A:3; RSA 193-A:4, I
Ed 315.05	RSA 193-A:5
Ed 315.06	RSA 193-A:5
Ed 315.07	RSA 193-A:6
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Ed 315.09-Ed 315.13	RSA 193-A:10
Ed 315.14-Ed 315.15	RSA 193-A:10, 11
Ed 315.16	RSA 193:1, I(f)(2)

Notice Number 2020-83Rule Number Ed 306.27(d)

1. Agency Name & Address:

**State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301**

2. RSA Authority:

RSA 21-N:9, I(a)

3. Federal Authority:

4. Type of Action:

Adoption

Amendment

x

Repeal

Readoption

Readoption w/amendment

5. Short Title: **Demonstrated Knowledge and Skills in High School**

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 306 specifies the minimum standards for public school approval, and Ed 306.27 specifies requirements for the high school curriculum, credits, graduation requirements, and the cocurricular program. Ed 306.27(d) is being proposed for amendment to allow credits to be awarded to students who meet competencies for a specific course of study through a placement pre-test given by the student's school or through the Department of Education.

6. (b) Brief description of the groups affected:

School districts, the Department, and students are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.27(d)	RSA 21-N:9, I(a)

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**Title: **Administrative Rules
Coordinator**Address: **Department of Education**Phone #: **(603) 271-2718****101 Pleasant Street**Fax#: **(603) 271-1953****Concord, NH 03301**E-mail: **Amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **October 15, 2020**☒ Fax☒ E-mail☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **October 8, 2020 at 10:30 a.m.**

Place: **See Below**

In-Person: 101 Pleasant Street, Concord, NH 03301 Room 100f

Members of the public wishing to testify on the bill must complete the following steps:

1. Email amanda.phelps@doe.nh.gov ;
2. In the subject line type the following “WISHING TO TESTIFY IN PERSON ON Ed 306.27(d)” ; and
3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.

***If you have written comment in addition to oral testimony, please submit it in the email as a word or pdf attachment when requesting to testify, at the time of your testimony, or prior to the deadline in #8 above.**

Telephonic: (800) 356-8278 Pin: 125563 State name and affiliation when prompted

Members of the public wishing to testify over the phone must complete the following steps:

1. Email amanda.phelps@doe.nh.gov ;
2. In the subject line type the following “WISHING TO TESTIFY OVER THE PHONE ON Ed 306.27(d)” ; and
3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.

***If you have written comment in addition to oral testimony, please submit it in the email as a word or pdf attachment when requesting to testify, at the time of your testimony, or prior to the deadline in #8 above.**

Written Testimony

Members of the public wishing only to submit written testimony must complete the following steps:

1. Email amanda.phelps@doe.nh.gov ;
2. In the subject line type the following “SUBMITTING TESTIMONY ON Ed 306.27(d)” ; and
3. In the body of the email type the following: Your name, the organization you may be representing, your town of residence, and your phone number.

***If any member of the public has any issue with access to the meeting, please email or call Amanda Phelps at the contact information referenced in item #7 above.**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 20:078 , dated 9/10/20**1. Comparison of the costs of the proposed rule(s) to the existing rule(s):**

When compared to the existing rules, the proposed rule may increase costs to Department of Education by an indeterminable amount.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

The Department states it will incur a cost for developing or contracting for the development of placement pre-tests. The cost is dependent upon what placement pre-tests need to be developed which cannot be determined at this time, however the Department states it will utilize current staff to the best of its ability to reduce the cost.

A. To State general or State special funds:

See 3 above. No impact on State special funds.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for this proposed rule to the state or to political subdivisions. School districts will not be required to create new placement pre-tests and the Department will use existing staff and resources when necessary. Therefore, there is no violation of Part I, Article 28-a.

Amend Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), by amending (d), cited and to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local school district for a particular course, ***or a placement pre-test approved by the department if the local school district has not developed a placement pre-test***, the student shall receive acknowledgement of achievement of the district competencies contained within the course, ***shall be awarded course credit***, and shall be allowed to take a more advanced level of the subject or an elective.



October 8, 2020

Dear Members of the New Hampshire State Board of Education,

The New Hampshire Alliance for College and Career Readiness (NHACCR) submits testimony on ED 306.27 on behalf of our partners and network of stakeholders who share a commitment to advancing opportunities for rigorous and multiple postsecondary pathways for all NH students. At this time, the Alliance does not intend to take a position on the proposed rule but wishes to elevate the awareness and understanding of the NHSBE on a narrow set of language within the proposed and existing ED 306.27 rule.

The terminology “placement” and “pre-test” causes pause for the NHACCR. Placement and pre-tests are formative types of assessment, designed to determine student readiness to learn a particular set of topics. In most circumstances they are not summative nor cumulative in nature providing robust opportunities for student demonstration of mastery and novel application of skills and content. When making decisions about academic credit or the advancement of students along a learning progression of courses, the assessments utilized to determine mastery should be comprehensive, measure student mastery of the full scope of standards and competencies, and offer multiple methods of demonstration. “Placement pre-tests” simply do not offer these features. The Alliance recommends that “placement pretest” be replaced with “competency assessment.” In making this revision the NHSBE will not only ensure chosen assessments go further in guaranteeing student mastery of competency and prerequisite knowledge and skills but will better align and integrate the complete framework of the ED 306 rules.

In offering this testimony the NHACCR has reviewed the full proposed rule and offers a set of recommendations for the State Board of Education. We ask that you consider these revisions carefully during your deliberations. In addition to proposed recommendations, we elevate a few questions and topics that would contribute to thoughtful discussion of the Board.

Proposed NHACCR Revision to NHDOE Amended Rule ED 306.27, October 8, 2020

Boldface text indicates new language recommended by the NHACCR.

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge, skills, **and application of such on an end of course competency assessment developed** by the local school district for a particular course, **or an end of course competency assessment** approved by the department if the local school district has not developed an **end of course competency assessment**, the student shall receive acknowledgement of achievement of the district competencies contained within the course, **may be eligible** for course credit, and **may be eligible** to take **the next or related course(s) within the learning progression** of the subject or an elective.

Proposed new term for definition within ED 306 rules, End of Course Competency Assessment. An end of course competency assessment requires students to demonstrate mastery of content, skills, and application of such through a variety of modalities designed by the LEA. Such assessment/demonstration of learning may include: student portfolios of learning, student exhibitions, cumulative summative tests of competency.

Proposed NHDOE Amended Rule, October 8, 2020

Amend Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), by amending (d), cited and to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local school district for a particular course, ***or a placement pre-test approved by the department if the local school district has not developed a placement pre-test***, the student shall receive acknowledgement of achievement of the district competencies contained within the course, ***shall be awarded course credit***, and shall be allowed to take a more advanced level of the subject or an elective

Questions that remain unanswered within the proposed rule

1. What is the NHDOE process for evaluating, selecting, and approving competency assessments?
2. Who will be involved in this process and to what extent?
3. How will state approved assessments ensure alignment with local graduation competencies?

Respectfully Submitted,

Nicole M. Heimarck
Director of the NH Alliance for College and Career Readiness



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
101 Pleasant Street Concord, NH 03301 TEL. (603) 271-3495

Submitted to the State Board of Education for the October 12, 2020 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

University of New Hampshire (UNH) is one of 13 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board grant full approval of three educator preparation programs and accept the initial progress report while also maintaining conditional approval for two (2) of the educator preparation programs.

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Proposed Recommendation for Approval(s)	
612.07	General Special Education	M.ED	Conditional	8/30/2022	FULL	8/30/2027
612.071	Early Childhood Special Education	M.ED	Conditional	8/30/2022	FULL	8/30/2027
612.20	Music Education	BS	Conditional	8/30/2022	FULL	8/30/2027
614.04	School Principal	Licensure, Ed.S	Conditional	8/30/2022	CONDITIONAL	8/30/2022
614.15	Special Education Administrator	Licensure	Conditional	8/30/2022	CONDITIONAL	8/30/2022

B. RATIONALE FOR ACTION

The intention of the Priority Progress Report is to serve as an update on what UNH has accomplished since the February 13, 2020 State Board of Education meeting concerning the October 21-23, 2019 program review. The reports submitted (for each of the five above listed programs) have been reviewed and found to be thorough and cohesive, providing documentation and narratives at the EPP level that substantially responded to the unmet standards that require responsive action from the 2019 review.

Sufficient progress has been made and the CTE unanimously recommends to the Board the full approval of the General Special Education Program, Early Childhood Special Education Program and the Music Education Program.

Sufficient progress has been made within the Special Education Administrator Program and also the School Principal Program. However, due to circumstances beyond the control of the institution, progress resolving areas of concern long term are in progress. The CTE's recommendation is to accept the progress report and continue the conditional approval with specific concerns.

C. EFFECTS OF THIS ACTION

Twelve (12) programs reviewed at the **University of New Hampshire** in the fall of 2019, and subsequently, **UNH** is continuing to monitor and make adjustments to meet the minimum standards that ensure quality educator preparation programs that lead to educator licensure.

D. HISTORICAL BACKGROUND

- August 2010: A site visit was conducted in October 2010. 27 programs received full approval and two programs received conditional approval.
- March 2011: the Board granted full approval for (30) PEPPs through 8/31/2016; the Board conditionally approved Art Ed, and Program for Intellectual or Developmental Disabilities thru 8/31/2013 with a progress report for unmet standards
- December 2013: the Board granted full approval to align Art Education and Intellectual or Developmental Disabilities through 8/31/2017; noted 27 programs received CTE recommendation for full approval and 2 conditional (see August 2014 SBE)
- August 2014: a moratorium placed on program approval site visits during 2013-2014 academic year due to revision of Ed 600s; UNH extension granted thru August 31, 2017

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X.

- May 2016: the Board approved fully Elementary Math Specialist as a new program thru 8/31/2017
- January 2017: the Board approved all 14 institutions an extension [rationale is consistent with the rule detailed in 602.02(g)(3)]; UNH thru 05/30/2021
- February 2020: the Board approved fully (ECE, Health, Math 5-8, Math 7-12, Super, Int Health/PE, ElEm Math Spec) thru 8/30/2027; the board conditionally approved (Music, Gen SpEd, ECE SpEd, SpEd Admin, Princ) thru 8/30/2022
- April 2020: the Board approved a one-year extension for (23) programs due to State of Emergency (COVID-19) thru 5/30/2022
- July 2020: The Board granted approval of the substantive change of Theatre (M.ED, MAT, & BA) and Dance Education (M.ED, MAT & BA), to offer the Bachelor's in addition to the Master's level through May 30, 2022.

E. POSSIBLE MOTION

The State Board of Education moves to accept the initial priority progress reports for both School Principal and Special Education Administrator and maintain the conditional approval through 8/30/2022.

Professional Educator Preparation Programs- Content Area(s)			Proposed Recommendation for Approval(s)	
614.04	School Principal	Licensure, Ed.S	CONDITIONAL	8/30/2022
614.15	Special Education Administrator	Licensure	CONDITIONAL	8/30/2022

Additionally, **UNH** shall develop a secondary progress report. This report shall be submitted to the department within 6 months of this state board approval decision.

F. POSSIBLE MOTION

The State Board of Education moves to grant full approval of these three (3) **UNH** educator preparation programs having met all unmet standards:

Professional Educator Preparation Programs- Content Area(s)			Proposed Recommendation for Approval(s)	
612.07	General Special Education	M.ED	FULL	8/30/2027
612.071	Early Childhood Special Education	M.ED	FULL	8/30/2027
612.20	Music Education	BS	FULL	8/30/2027

**Response to August 2020 University of New Hampshire Priority Progress Report
Submitted by Nick Marks and Laura Wasielewski, Council for Teacher Education
September 17, 2020**

Introduction:

On August 3, the University of New Hampshire submitted their Progress Report as a condition of their 2019 state approval review and decision. Broadly, the intention of this report was to serve as an update on what the UNH has accomplished since the February 13, 2020 State Board of Education meeting concerning the October 21-23, 2019 program review visit. Nick Marks and Laura Wasielewski individually reviewed the report and subsequently met in September of 2020 to craft a unified response to the report, which is found below.

Summary Response:

We found the report to be thorough and cohesive, providing documentation and narratives at the EPP level that substantially responded to recommendations that require responsive action from the 2019 review.

Findings and Commentary:

Area	Recommendations that Require Responsive Action	Comments and questions from the review team
Ed 614.04 School Principal Program	Although there were no unmet standards or recommendations that required responsive action identified in the NHDOE review team report, the UNH Special Education Administrator Progress Report addresses accessibility concerns identified at the February 13, 2020 State Board of Education (SBE) meeting.	<p>The Education Department Chair continues to work with the College of Liberal Arts Dean and UNH facilities leadership to identify resources for future Morrill Hall renovations. On April 1, 2020, due to conditions caused by COVID 19, UNH instituted a capital spending freeze. Projects not currently in physical construction are suspended until further notice. In the meantime, when possible, special education administrator courses will be offered online, in technology rich classrooms outside of Morrill Hall, and/or at the Manchester campus.</p> <p>In addition, the EDUC 939 Assessment and Teaching of Children with Learning Difficulties syllabus has been revised to explicitly reflect current practices.</p> <p>Due to circumstances beyond the control of the institution, progress in resolving areas of concern long term are in progress.</p> <p>We find this to be sufficient progress. Recommendation is to accept the progress report but continue the conditional approval with specific concerns.</p>

Ed 614.15 Special Education Administrator Program	Although there were no unmet standards or recommendations that required responsive action identified in the NHDOE review team report, the progress report addressed concerns identified at the February 13, 2020 State Board of Education (SBE) meeting.	<p>The Education Department Chair at continues to work with the College of Liberal Arts Dean and UNH facilities leadership to identify resources for future Morrill Hall renovations. On April 1, 2020, due to conditions caused by COVID 19, UNH instituted a capital spending freeze. Projects not currently in physical construction are suspended until further notice. In the meantime, when possible, principal courses will be offered online, in technology rich classrooms outside of Morrill Hall, and/or at the Manchester campus. UNH anticipates hiring a full-time Professor of Practice for the 2021-2022 academic year. Due to circumstances beyond the control of the institution, progress in resolving areas of concern are in progress.</p> <p>We find this to be sufficient progress. Recommendation is to accept the progress report but continue the conditional approval with specific concerns.</p>
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Area	Recommendations that Require Responsive Action	Comments and questions from the review team
Ed 612.07 General Special Education (M.Ed.)	<p>Syllabi examined “reflect the standards are addressed but need updating to align with current instruction and current needs of students.” Students and alumni reported that specialized instruction to children as required under IDEA and state law seemed weaker under standard 6i (<i>Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language</i>).</p> <p>IEP development with focus on strategies for explicit reading instruction; Improvement through articulation of current IEP development, special education law, positive behavioral supports,</p>	<p>UNH conducted a comprehensive examination of all the courses required in the course of study for the GSE pathway, and how students are supported throughout each course.</p> <p>A committee was formed to: (a) review the GSE program of study, (b) decide on a course of responsive action, (c) update relevant syllabi, enhance key assessments, and address faculty needs in the relevant coursework.</p> <p>Specific course revisions are noted in the appendices included with the progress report provided by UNH.</p> <p>We find this to be sufficient progress.</p>

	<p>and methods of explicit reading instruction</p> <p><i>Specific standards not being fully met:</i></p> <p>(6) In the area of instructional planning and strategies, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> f. Identify reading, writing, math and study skills with disabilities and use methods to address these learning needs; i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language <p>(9) In the area of special education law, the candidate shall have:</p> <ul style="list-style-type: none"> a. The ability to understand the federal law, state law, local policies, and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process: <ul style="list-style-type: none"> 1. Identification of children with disabilities under the child find procedures specified in Ed 1105; 2. Referral procedures specified in Ed 1106; 3. Evaluation procedures specified in Ed 1107; 	<p>Specific revisions to courses to address the following unmet standards:</p> <p>EDUC 7/850 Introduction to Exceptionality</p> <ul style="list-style-type: none"> (4) a-h (9) a-c <p>EDUC 7/856 Supporting Families of Students with Exceptionalities</p> <ul style="list-style-type: none"> (9) a, c <p>EDUC 940 Teaching Students with Learning Disabilities</p> <ul style="list-style-type: none"> (6) f, i <p>Revisions are outlined on pages 4-7 of the progress report submitted by UNH.</p> <p>We find this to be sufficient progress.</p>
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	<p>4. Determination of eligibility under Ed 1108; 5. Development of the IFSP or IEP under Ed 1109; 6. Determination of educational placement under Ed 1111; and 7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06</p> <p>b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities; c. The ability to understand IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100; d. The ability to understand Ed 306, Minimum Standards for Public School Approval; and e. Knowledge of and the ability to understand case law and how case law affect professional practice</p> <p>(4) c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service; d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain</p>	
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	attention of students with disabilities.	
Ed 612.071 Early Childhood Special Education (M.Ed.)	<p><i>Specific standards not being fully met:</i></p> <p>(5) A candidate shall</p> <ul style="list-style-type: none"> a. Understand the legal policies and ethical principles of assessment related to early intervention and the special education process; b. Understand the range of formal assessment instruments and their purposes; c. Administer and write reports for formal developmental and academic assessment instruments; e. Interpret and report information from formal and informal assessments <p>It is recommended that a robust, intensive course offering be added to address formal/standardized evaluations, the deliberation of an educational disability, the determination process, and the paperwork process and legal ramifications around this process.</p> <p>Further, it is essential of a case manager / special education teacher needing a broader repertoire of assessments</p>	<p>Early childhood special education course instructors met from February to June 2020 to develop a plan to address the recommendations that require responsive action. Instructors used the NHDOE team report, the ECSE NH DOE self-assessment worksheet, course syllabi, assignments, current research on best practices, cooperating teacher feedback and student feedback to guide their efforts.</p> <p>Feedback from cooperating teachers and graduating students indicated a desire for differentiated courses and assignments for experienced students who are currently practicing in the field. Potential changes in the advising process were identified to provide diversified and individual learning opportunities based on individual students' areas of interest.</p> <p>Specific revisions were made to course EDUC 862 Curriculum for Young Children with Special Needs: Evaluation and Program Design, to better enable candidates to demonstrate competencies required under the (5) a-c and e standards. Specific changes are noted on pages 3 and 4 of the UNH progress report. Additional changes are also noted for the following courses:</p> <p>EDUC 856 Supporting Families of Individuals with Exceptionalities EDU 860 Introduction of Young Children with Special Needs</p> <p>We find this to be sufficient progress.</p>

	regarding the evaluation process through special education process. It is recommended that students be provided guided practice in the selection, application and analysis of varied assessment tools that are part of the required mandates for specific learning disabilities within NH.	
Ed 612.20 Music Education (BM)	<p><i>Specific standards not being fully met:</i></p> <p>(b) 4</p> <p>b. Guide students to express themselves musically through singing, playing instruments, moving purposefully;</p> <p>e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;</p> <p>f. Use competency-based assessment strategies to determine and communicate student progress and achievement</p>	<p>The following courses have been revised to more fully address unmet standards:</p> <p>EDUC 500 Exploring Teaching (4) e and f</p> <p>MUED 790 Elementary Methods (4) b and F</p> <p>MUED 791 Secondary Methods (4) b, e, and F</p> <p>Specific course revisions are noted on pages 2 through 5 of the UNH progress report.</p> <p>The Music Program has taken the following steps based on reviewer suggestions:</p> <ul style="list-style-type: none"> • Increased the emphasis on the 2014 National Core Arts Standards in music courses • Added a mandatory meeting between cooperating teachers and the music education program coordinator before the start of student teaching to review the cooperating teacher responsibilities. Currently, cooperating teacher responsibilities are outlined in the student teaching handbook, the cooperating teacher contract, which cooperating teachers sign before the start of student teaching and in discussions with the UNH supervisor. The mandatory meeting will also provide an additional opportunity to receive feedback from cooperating teachers regarding educator preparation. • Created a “draft” cooperating teacher handbook to distribute prior to student teaching <p>We find this to be sufficient progress.</p>

Progress Report for the New Hampshire State Board of Education

The University of New Hampshire
Professional Educator Preparation Program Ed. 612.071 Early Childhood Special Education

August 3, 2020

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Introduction

Description of the Contents and Organization

The content and organization of this report is taken from the template provided by the NH-DOE entitled *Progress Report Guideline Template* (updated 2/19/2020).

Statement of Purpose of Progress Report

The progress report is intended to serve as an update on what the PEPP has accomplished since the last visit/review with regard to Recommendations that Require Responsive Action.

Background Information Regarding Approval of PEPP

On October 21-23, 2019 a program review was conducted for the UNH Early Childhood Special Education program. The review team and NHCTE recommended approval for 7 years with a program/certification rating of “Effective 3”. From the basis of the reviewer’s Recommendations that Require Responsive Action and concerns that were identified within the “suggestions” section of the NHDOE review team report, at their February 13, 2020 meeting, the State Board of Education voted to grant the Early Childhood Special Education program conditional two-year approval through August 30, 2022 with a progress report due by August 13, 2020.

Overview of What is Addressed in Progress Report

This progress report will articulate our responses to the Recommendations that Require Responsive Action. In particular, we will focus on three aspects: (a) subsequent actions we have taken to address **Ed.612.071 (5) a-c and e**, (b) development and presentation of an updated Self-Assessment Worksheet (Matrix), and (c) evidence of progress towards meeting the standards in the form of revised syllabi and enhanced assignments. Within the progress report we will also address the reviewer’s suggestions.

Reviewer Report Findings

Table 1. Recommendations that Require Responsive Action

<p>4. Recommendations that Require Responsive Action:</p> <p>612.071 Standard (5) a-c and e states that a candidate shall:</p> <ul style="list-style-type: none">a. Understand the legal policies and ethical principles of assessment related to early intervention and the special education process;b. Understand the range of formal assessment instruments and their purposes;c. Administer and write reports for formal developmental and academic assessment instruments;e. Interpret and report information from formal and informal assessments <p>It is recommended that a robust, intensive course offering be added to address formal/standardized evaluations, the deliberation of an educational disability, the determination process, and the paperwork process and legal ramifications around this process. Alumni shared that they were unable to drive the team process for evaluation and eligibility due to a true lack of understanding regarding standardized tests, the administration and scoring of those tests, interpretation and then how that relates to the deliberation and identification process.</p> <p>It is essential of a case manager/special education teacher needing a broad repertoire of assessments regarding the evaluation process through special education process. In the syllabus for EDUC 862: Curriculum for Young Children with Special Needs: Evaluation and Program Design it is indicated that instruction on universal design as well as assessing child development and learning is addressed. This</p>
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syllabus does indicate that certain formal assessment instruments are taught, however, it does not indicate that interpretation and report writing is addressed. There is only one assessment assignment with a focus a current assessment practice. Furthermore, there is one individual/assessment project that explores current assessment practices going beyond known assessments to explore new assessment tools. It is recommended that students are provided guided practice in the selection, application and analysis of varied assessment tools that are part of the required mandates for specific learning disabilities within NH.

Source: NH DOE (2019). *UNH Report*. p. 22.

In section “**4. Recommendations that Require Responsive Action**” of the review, “**612.071 Standard (5) a-c and e**” were identified as an area that require responsive action.

- **Alumni:** “a lack of understanding regarding standardized tests, the administration and scoring of those tests, interpretation and then how that relates to the deliberation and identification process”
- **Syllabus for EDUC 862: Curriculum for Young Children with Special Needs: Evaluation and Program Design:** “instruction on universal design as well as assessing child development and learning is addressed. ... certain formal assessment instruments are taught, however, it does not indicate that interpretation and report writing is addressed.”
- **Course Assignments:** “there is one individual/assessment project that explores current assessment practices going beyond known assessments to explore new assessment tools.”

Based on the above findings, the reviewer recommended

- “**a robust, intensive course offering** be added to address formal/standardized evaluations, the deliberation of an educational disability, the determination process, and the paperwork process and legal ramifications around this process”; and
- “**guided practice in the selection, application and analysis of varied assessment tools** that are part of the required mandates for specific learning disabilities within NH” (p. 22).

Subsequent Actions to “Recommendations that Require Responsive Action”

Early childhood special education course instructors met from February – June 2020 (in person, then remotely via ZOOM meetings) to develop a plan to address the “**Recommendations that Require Responsive Action**”. Instructors used the NHDOE team report, the ECSE NHDOE self-assessment worksheet, course syllabi, assignments, current research on best practices, cooperating teacher feedback and student feedback to guide their efforts.

Cooperating teachers and graduating students were contacted and asked to provide feedback about the UNH program’s coursework and field experiences. Two students and one cooperating teacher mentioned differentiated courses and assignments for experienced students who are currently practicing in the field. Based on the feedback, academic advisors will provide individualized advising sessions to identify individual students’ areas of interest and need to offer diversified and individualized learning opportunities. For example, within the same EDUC 862 course, the assignments for experienced students will be differentiated based on students’ specific teaching context and the range of students with special needs in their current classroom. Students with extensive years of work experience as a special educator will work

PROGRESS REPORT: UNH ECSE

with their advisor to enroll in advanced courses in special education and assistive technology (e.g., OT 889: Using iPads to Support Children With Disabilities; OT 835 – Assistive Technology for Communication and Cognitive Impairments, OT 836 – Assistive Technology and Vision and Hearing Impairments). Students without extensive experience will be advised to enroll in introductory and intermediate coursework first (e.g., EDUC 860 and 861).

Once instructors completed an analysis of course syllabi and assignments which address the (5)a-c and e standards, the determination was made that curriculum content within EDUC 862 Curriculum for Young Children with Special Needs: Evaluation and Program Design would be redesigned to better enable candidates to demonstrate competencies required under the (5)a-c and e standards. The following changes were made to the EDUC 862 Syllabus to reflect explicit instruction in Standard (5) a-c and e

1. Course description and course objectives were revised. (p. 1)
2. Course objectives were explicitly aligned with the standards. (p. 1)
3. Course readings were augmented and updated (pp. 2-3)
4. Course assignments were explicitly aligned with the standards. (pp. 3-5)
5. Course assignments were developed and refined to reflect the standards (pp. 3-5)
6. Course sequence was modified and further developed with aligned modules (pp. 5-8)

Actions Which Address Reviewer's "Suggestions"

The reviewer provided very helpful suggestions around IEP writing, legal knowledge, understanding and managing of a student who has experienced trauma as a result of adverse childhood experiences (e.g., opioid crisis), social language and the development of communication skills and augmentative, alternative and assistive technologies. Instructors are examining reviewer's suggestions and enriching curriculum content through direct coursework in the spirit of continuous improvement. In our revised course syllabi, we addressed the suggested aspects by selecting/adding relevant readings and activities to course modules. For example, please see the following:

Table 2. Actions to Address "Suggestions" in the NHDOE 2019 Team Report

Legal Knowledge
Each course syllabus explicitly lists the readings and assignments involving legal knowledge. For example, EDUC 856
<input type="checkbox"/> Module 3. History, Laws, and Policies
<input type="checkbox"/> <input type="checkbox"/> <u>Disability and education laws</u> (IDEA, ESSA, Section 504, ADA, & Assistive Technology Act)
<input type="checkbox"/> Assignment:
<input type="checkbox"/> <input type="checkbox"/> Family Resource Packet
<input type="checkbox"/> <input type="checkbox"/> Family Advocacy Project
EDUC 860
<input type="checkbox"/> Module 1. Early Childhood Special Education: An Introduction to the Field
<input type="checkbox"/> <input type="checkbox"/> <u>US Government Policies relevant to ECSE</u>
<input type="checkbox"/> <input type="checkbox"/> NH Department of Education. (2017). <u>New Hampshire Rules for the Education of Children with Disabilities.</u>
EDUC 862
<input type="checkbox"/> Module 1. Week 1. Historical Perspectives on IDEA

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- Module 1. Week 2. IDEA Part C & Part B Processes, Procedural Safeguards

Trauma-Informed Practice

EDUC 856

- Module 5. Reading: OSEP. (2016). Intervention IDEAs for infants, toddlers, children, and youth impacted by opioids.

EDUC 860

- Module 10. Trauma Informed Care

IEP/IFSP Writing

EDUC 856

- Module 4. Early supports and services (ESS) and individual family service plans (IFSP)
 - New Hampshire Family Voices (2019). Maneuvering through the maze
 - Evaluating Children for Disability
 - 10 Basic Steps in Special Education
- Module 5. Working with families of school-aged children: Individualized Education Program (IEP)
 - All about IEP

EDUC 860

- Module 7. Developing IEP and IFSP
 - NH SAU 24 (2017). Special Education Procedures Plan
 - U.S. DOE. (n.d.). IDEA 2004 Model Forms: Part C Individualized Family Service Plan.
 - Gillaspy, K., Lucas, A., & Peters, M.(2011). Writing quality IFSP outcomes and IEP goals and linking the global child outcomes. ECTA Center.
 - Bateman, B. D., & Herr, C. M. (2019). Writing measurable IEP goals & objectives.

Social Language, Development of Communication Skills, and Augmentative, Alternative and Assistive Technologies

EDUC 860

- Module 11. Children with Communication Impairments
 - U.S. Department of Justice and Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools.
- Module 14. Children Who Have Motor Issues and Those with Other Health Impairments
 - PACER Center. (2006). Assistive technology for infants, toddlers, and young children with disabilities.

Appendix

NHDOE Self-Assessment Worksheet (Matrix)

See the updated self-assessment worksheet for previously unmet standards (i.e., Ed 612.071 (5)a-c and e) to meet all of the NH standards

Evidence of Progress

A. Revised Syllabi Addressing the Areas Identified in the Report

(See the response above)

EDUC 7/856 Supporting Families of Individuals with Exceptionalities

EDUC 7/860 Introduction of Young Children with Special Needs

EDUC 7/862 Curriculum for Young Children with Special Needs: Evaluation & Program Design

B. List of Assignments and Guidelines Addressing the Areas Identified in the Report

The list of assignments and guidelines addressing the “Recommendations that Require Responsive Action” are available in the revised syllabus for EDUC 862. Other activities addressing the areas in the “Suggestions” are available in the revised syllabi for EDUC 856 and EDUC 860 as well as EDUC 862. Please see the attached syllabi.

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UNH Report

Program name: Early Childhood Special Education

Program Number: 612.071

Recommendation: Approval

Reviewer: Deannah Rae

1. Summary of Findings:

"The graduate program in Early Childhood Education is an advanced course of study designed to prepare teachers, administrators, and specialists to assume leadership roles in the development and implementation of programs and services for young children and their families. The program emphasis on leadership is interpreted as a means of empowering teachers who are both capable of and responsible for learning about, responding to, and advocating for all children in their care, including those with cultural and developmental differences. This conception of early childhood professionals thus incorporates a view of teachers as decision-makers, advocates, and reflective practitioners who are committed to the well-being of young children and to their own continuing professional development."

As stated by the University of New Hampshire (UNH) staff, Educator Preparation is a department and not a college or a school of education at UNH. As a result, there is a Department Chair instead of a Dean. Faculty shared that a Department Chair does not have the power of a Dean nor do they have financial control.

The Early Childhood Special Education Program (Graduate) offers two pathways for completion. A student can enroll in a 36 credit Early Childhood Special Education Program or dually enroll in Early Childhood Education and Early Childhood Special Education requiring approximately 38 credits and an additional 150 internship hours over the 600 hours required for just the Early Childhood Program. As evidenced in the Self-Assessment, the Early Childhood Special Education Program has had 20 completers over the course of four years (2015-2018) with there being only one completer in 2018. This decline in enrollment and completion of the program supports the critical shortage in this area across the state. The student is exposed early and often to hands on field experiences in order to cement their skills and passion for the profession as is evidenced in EDUC 856 Supporting Families of Individuals with Exceptionalities and EDUC 860 Introduction to Young Children with Special Needs. Interviewed students and cooperating teachers reported that candidates need more direct instruction in regard to standardized assessment, disability deliberations and determinations, process/procedures/laws and the writing of the Individual Education Plan. These topics are touched upon in a couple of courses however, not done in an in-depth manner. It is rather the informal assessment of a student's day-to-day skill acquisition that is focused upon in lesson planning and practice.

The quality of the reviewed artifacts demonstrate an effective Clinical Practice model (Ed 604) is designed and in place for fostering early, often, and ongoing practice within this PEPP. Theory and pedagogy is rich. Candidates are provided multiple opportunities to learn and practice lesson planning and lesson delivery. Early and ongoing placement allows for immediate hands on hours with children. There is a highly effective systematic process in place for collecting and assessing candidate outcomes. The candidate, his/her instructors and ultimately his/her supervising teacher provide regular assessment and feedback throughout the coursework experience directly related to lesson planning, implementation, and delivery as well as interaction with colleagues and families.

The Candidate Assessment System (Ed 606) is effective with a systematic process for collecting and assessing candidate outcomes throughout the program. Syllabi across required coursework emphasizes research, oral and written output, synthesis of information, leadership, exposure to children and families and reflective practice. Candidates are regularly called upon to lead discussions and lessons in class in order to promote command of the content and a confidence in regard to his/her own pedagogy and teaching/leadership style. The visual provided by the faculty team clearly describes the three-phase process from admissions to coursework/field experiences and finally to the culminating experience, which

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allows for multiple opportunities for evaluation and feedback and in rare cases being counseled out of the program. The NHTCAP is the culminating assessment tool, which requires multiple lesson plans and reflections.

The Program and Certification Standards (Ed 612) are highly correlated to both state and national standards. The program summary submitted by the UNH Early Childhood Special Education Team provides a crosswalk of the Early Childhood/Special Education Teaching Standards. Curriculum content is keyed to National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) guidelines for advanced degree programs along with New Hampshire State Teacher Certification standards. "The program is designed for experienced teachers and other early childhood practitioners who wish to improve their professional competence and broaden their career opportunities. The curriculum emphasizes the acquisition of knowledge and competencies in child development (birth through eight years), learning environments, developmentally appropriate curriculum, developmental and cultural diversity, parent collaboration, and professional leadership. The course work culminates in an extensive 1-year internship experience. This program emphasizes the personal development of each student in close collaboration with faculty and fellow students."

2. Commendations:

- In-depth understanding of child development
- Early and ongoing field experiences
- Focus on leadership and presentation skills
- Wide variety of field experiences required
- Emphasis on families, communication and collaboration
- Process and Product focused
- Dedicated faculty, show a personal interest in the students and an avid interest in the field

3. Suggestions:

During multiple forums, which included current students, alumni, faculty, and cooperating teachers, it was noted that coursework was not intensive enough in the areas of Individual Education Plan (IEP) writing and legal knowledge. These are critical areas of practice for a special educator therefore additional and in-depth coverage of these topics is suggested. During professor interviews it was confirmed that IEP writing primarily occurs during the internship where the candidate case manages two students and is responsible for the whole case plan. Additionally, there are current trends impacting classrooms and the field of education that alumni also noted as an area of weakness in the program. Recent graduates, now teaching in the field, noted having little to no knowledge or skill set in regard to the understanding and managing of a student who has experienced some sort of trauma as a result of adverse childhood experiences. Trauma and the Opioid crisis are greatly impacting our children and their ability to control their behaviors thus changing the landscape of our classrooms and our approaches to classroom management. Professors confirmed that these topics are addressed through student projects and initiatives and not through direct coursework. In the area of language development, EDUC 806: Introduction to Reading Instruction does a nice job with the methods and understanding behind reading and writing instruction however, this reviewer questions the lack of instruction/coursework dedicated to the understanding of social language and the development of communication skills. EDUC 806 is a traditional teaching of reading course. A child's language development and social communication skills do not appear to be addressed. Augmentative, alternative and assistive technologies are also not addressed. EDUC 860 does mention developmental language concerns on one class period of the course outline. Social emotional and language/literacy development is referenced in EDUC 861. Finally, students and alumni reported that course availability has been a struggle as well as clear advisory regarding when courses will be offered and when to take them in order to have a clear path to completion. Several students have had to take Independent Studies to complete their degrees. These Independent Studies have at times resulted in up to seven students needing the same course for graduation. This reviewer would think that seven students would constitute a course being

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offered. One additional overarching theme that emerged throughout all discussions was the declining facility available to the Education Department. Morrill Hall appears to be in physical heavy decline from a structural and functional perspective and the buildings do not have adequate/current educational technologies. Current students and alumni praise the dedication of the faculty in the Education Department and are concerned about their workload and thus their ability to adequately support the student body and the department as a whole. Frequency of course offerings appear to have diminished in recent years, which in turn is impacting faculty workload and student progression through the program.

4. Recommendations that Require Responsive Action:

612.071 Standard (5) a-c and e states that a candidate shall:

- a. Understand the legal policies and ethical principles of assessment related to early intervention and the special education process;
- b. Understand the range of formal assessment instruments and their purposes;
- c. Administer and write reports for formal developmental and academic assessment instruments;
- e. Interpret and report information from formal and informal assessments

It is recommended that a robust, intensive course offering be added to address formal/standardized evaluations, the deliberation of an educational disability, the determination process, and the paperwork process and legal ramifications around this process. Alumni shared that they were unable to drive the team process for evaluation and eligibility due to a true lack of understanding regarding standardized tests, the administration and scoring of those tests, interpretation and then how that relates to the deliberation and identification process.

It is essential of a case manager/special education teacher needing a broad repertoire of assessments regarding the evaluation process through special education process. In the syllabus for EDUC 862: Curriculum for Young Children with Special Needs: Evaluation and Program Design it is indicated that instruction on universal design as well as assessing child development and learning is addressed. This syllabus does indicate that certain formal assessment instruments are taught, however, it does not indicate that interpretation and report writing is addressed. There is only one assessment assignment with a focus a current assessment practice. Furthermore, there is one individual/assessment project that explores current assessment practices going beyond known assessments to explore new assessment tools. It is recommended that students are provided guided practice in the selection, application and analysis of varied assessment tools that are part of the required mandates for specific learning disabilities within NH.

5. Program/Certification Rating (*refer to Appendix*): Effective, 3

6. Evidence Supporting the Rating Includes:

Syllabi across coursework emphasizes research, written and oral output
Visual describing three phases of candidate assessment system
NHTCAPs
Alumni & current student interviews
Cooperating teacher interviews

**Early Childhood Special Education Programs (Ed 612.071)
Self-Assessment Worksheet**

Ed 612.071 Early Childhood Special Education Programs

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.071 EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	The University of New Hampshire uses the New Hampshire Teacher Candidate Assessment of Performance (NHTCAP) as one measure to demonstrate candidates' ability to meet the NH Ed 610.02 standards for beginning teachers. The NHTCAP is completed during the culminating experience EDUC 900/901 Internship and Seminar.	
(a) An early childhood special education program shall provide the candidate seeking certification as an early childhood special education teacher for children from birth up to age 8 with skills, competencies and knowledge through a combination of academic and supervised field-based experiences in the following areas:		
(1) In the area of theoretical foundations , the candidate shall have the ability to: a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in early childhood education and special education; b. Understand how philosophical and historical perspectives influence professional practice; c. Understand the role of families in supporting the development of a young	EDUC 941 Diversity and Child Development: (1)a, b, & c The course readings, discussions, and assignments address: (a) theoretical foundation of child development and (b) philosophical and historical perspectives that have influenced professional practice. The textbook, "Diversity in Early Care and Education", emphasizes (c) the important role of families in supporting children's development and learning	EDUC 941 Weekly Reading Reflections (syllabus, p. 6) →(1)a ,b, & c Perspectives/Theories of Development – PowerPoint Presentation (syllabus p. 7) →(1)a Developmental Case Study (syllabus pp. 7-8) →(1)c Research Review (syllabus p. 8)

<p>child's ability to learn, interact socially, and participate in the community; and</p> <p>d. Understand the functions of schools, school systems, and other agencies and their relationships to early childhood education and special education;</p>	<p>EDUC 942 Sociocultural Perspectives on Teaching and Learning:</p> <p>(1)c</p> <p>This course expands upon the knowledge base provided in EDUC 941 by considering more directly the broader influences of <i>culture, community, and family</i>. It focuses on several socio-cultural perspectives on development of infants and young children including: a) cultural and social-constructivist theories of learning, b) the diversity of children and their families, and c) play and entrance into the various symbol systems required for later competence in our culture.</p> <p>EDUC 861 Inclusive Curriculum for Young Children:</p> <p>(1)d</p> <p>In designing inclusive curriculum for young children, candidates are given opportunities to consider the functions of schools, school systems, and other agencies and their relationships to early childhood education and special education while exploring the <i>Individuals with Disabilities Education Act, including Free and Appropriate Public Education in the Least Restrictive Environment</i></p>	<p>→(1)a, b, & c</p> <p>EDUC 942</p> <p>Field-Based Projects (including observations and program review report) →(1)c</p> <p>Field-based Research and Practice: In order to provide opportunities to collaboratively examine contemporary issues in early childhood education using a socio-cultural lens students will be required to engage in a field experience with <u>infants and toddlers in Early Supports and Services and/or Early Head Start programs and participate in a variety of community-based experiences</u>. Class sessions will include group reflection on the field experience. (Syllabus, p. 1)</p> <p>EDUC 861</p> <p>Readings and in-class discussions (Syllabus, p. 1) →(1)a-d</p> <p>Required Texts</p> <p>1) Copple, C. Bredekamp S., National Association for the Education of Young Children. (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8</i>. Washington, D.C.: National Association for the Education of Young Children.</p> <p>2) Horn, Palmer, Butera & Lieber (2016). <i>Six Steps to Inclusive Preschool Curriculum: A UDL-Based Framework for Children's School Success</i>. Baltimore: Paul H. Brookes</p> <p>3) Sandall, S. R., & Schwartz, I. S. (2008). <i>Building Blocks for Teaching Preschoolers with Special Needs</i> (2nd ed.). Baltimore: Paul H. Brookes</p> <p>4) Required resource (free): Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014</i>. Available at http://www.dec-sped.org/recommendedpractices</p> <p>→(1)a-d</p> <p>Week 3 Reading.</p> <p>Chapter 2: The Role of Theory in Early Childhood Special Education and Early Intervention. In Reichow, B., Barton, E., Boyd, B.</p>
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		& Odom, S. (2016) <i>Handbook of Early Childhood Special Education</i> (pp. 21-36) (e-Reserve on Canvas) → (1)a
<p>(2) In the area of characteristics of learners, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Describe child development and the similarities and differences in patterns of learning and development within and across temperament, cognitive, social, emotional, communicative and physical domains in young children birth – grade 3 with and without disabilities; b. Describe the characteristics of various types of disabilities and the impact on learning and development; c. Understand the etiologies and medical aspects of various types of disabilities and their impact on learning and development; and d. Understand that the experiences of young children with disabilities impact their ability to function within the family and community environment; 	<p>EDUC 941 Diversity and Child Development: (2)a The course readings and discussions address child development and the similarities and differences in patterns of learning and development within and across temperament, cognitive, social, emotional, communicative and physical domains in young children birth – grade 3 with and without disabilities</p> <p>EDUC 860 Introduction to Young Children with Special Needs: (2)a-d This course examines the developmental characteristics and sociocultural environment of children from birth to eight years who are disabled, developmentally delayed, or at-risk for disabling conditions. Course text and modules address the characteristics, etiologies, and medical aspects of various types of disabilities and the impact on learning and development.</p>	<p>EDUC 941 Developmental Case Study Guidelines & Rubric in the Syllabus (pp. 7-8) → (2)a</p> <p>EDUC 860 Weekly Quizzes (based on main textbook and weekly readings) (See Revised Course Syllabus) → (2)a-d</p>
<p>(3) In the area of approaches to learning, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Understand and utilize the range of accommodations and modifications that can be used to support learning; b. Use knowledge of the broader context of families, peers, communities and culture and understand how these factors impact learning; c. Use knowledge of how young children approach learning and use 	<p>EDUC 861 Inclusive Curriculum for Young Children: (3)a-b & e-g Modifying and accommodating children with identified needs is a focus of readings and lecture material; Principles of Universal design for Learning are covered. Lesson Planning assignment includes providing ways to differentiate instruction for diverse learners.</p> <p>EDUC 862 Curriculum for Young Children</p>	<p>EDUC 861 Curriculum Unit Plan Lesson Planning → (3)a-b & e-g</p> <p>EDUC 862</p>

<p>children's strengths and needs in the development of IFSPs/IEPs; d. Understand the impact of transitions and need for continuity across time and settings; e. Apply knowledge of a child's auditory, visual, and kinesthetic preferences to learning; f. Match levels of support to the needs of the young child with disabilities, creating instructional opportunities that are adapted to diverse learning needs; and g. Utilize the child's interests and abilities in planning instruction and intended teaching;</p>	<p>with Special Needs: Evaluation and Program Design (3)c Students create an IEP based on children's strengths and needs.</p> <p>EDUC 900B/901B Internship and Seminar in Teaching (3)a-g a. Lesson plan includes plans for accommodations and modifications for students with special needs. b. Lesson plan and reflective journal entries address the context of families, peers, communities and culture. (socio-cultural context section) c. List of field experiences include the development of IEP/IFSP d. Internship experiences in both early intervention and public school allow opportunities to understand the impact of transitions and need for continuity e. Lesson plan f. Lesson plan (individualization and differentiation section) g. Lesson plan contains plans for utilizing children's interests and abilities in planning instruction</p>	<p>Text: Gibb, G. & Dyches, T. (2015). <i>IEPs: Writing Quality Individualized Education Programs</i>. Assignment #4: IEP (syllabus, p. 5) →(3)c</p> <p>EDUC 900B/901B</p> <p>List of Field Experiences Lesson Plans Reflective Journal Entries → (3)a-g</p>
<p>(4) In the area of learning and social environments, the candidate shall have the ability to: a. Design learning environments that encourage individual development and academic success in one-to-one, small-group, and large-group settings; b. Identify realistic expectations for social behavior and social skills needed for success in natural environments and</p>	<p>EDUC 861 Inclusive Curriculum for Young Children: (4)a & b Modifying and accommodating children with identified needs is a focus of readings and lecture material; Principles of Universal design for Learning are covered; Curriculum Project and Lesson Planning assignments include providing ways to differentiate instruction for diverse learners.</p>	<p>EDUC 861</p> <p>Curriculum Project Lesson Planning →(4)a & b</p>

<p>school and community settings;</p> <p>c. Use functional and developmental assessments to create plans related to instruction, behavior, intervention, supports, and direct services;</p> <p>d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning and social relationships, and maintain attention of young children with disabilities;</p> <p>e. Recognize and use strategies for crisis prevention and intervention;</p> <p>f. Identify supports needed for inclusion in various natural settings and program placements;</p> <p>g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;</p> <p>h. Create learning environments that allow young children to retain and appreciate their own and each other's respective language and cultural heritage;</p> <p>i. Understand demands of the learning environment and foster accessibility;</p> <p>j. Understand the barriers influencing acceptance of young children with disabilities; and</p> <p>k. Structure activities to increase a young child's self-awareness, self-management, self-control, self-reliance, and self-esteem for increased independence in learning and daily functioning;</p>	<p>EDUC 860 Introduction to Young Children with Special Needs: (4)d & e In Module 10, students discuss PBIS and Trauma-Informed Care.</p> <p>EDUC 942 Sociocultural Perspectives on Teaching and Learning (4)d & e Readings and class discussions of <u>Tools of the Mind</u> are used to develop a greater understanding of curriculum related to the development of executive function skills</p> <p>EDUC 856 Supporting Families of Individuals with Exceptionalities (4)g & h Course objective #2 is about developing cultural humility and cultural understanding to foster family engagement. Through readings, discussions, and activities such as cultural competence self-assessment, implicit-bias training, students are more sensitive to culturally responsive teaching and can be more intentional in providing learning environments for children to thrive in culturally diverse society to appreciate their own cultural heritage.</p> <p>EDUC 900B/901B Internship and Seminar in Early Childhood Education (4)a-k During the yearlong internship period, teacher candidates are required to engage in lesson planning, teaching lessons, video recording of the lessons, and reflections on each phase of the lesson (e.g., lesson planning, implementation, and assessment) activities that provide multiple</p>	<p>EDUC 860 Readings Module 10. Children Who Have Challenging Behaviors & Mental Health Issues; PBIS Quiz 9 ➔(4)d & e</p> <p>EDUC 942 Readings and Discussions ➔(4)d & e</p> <p>EDUC 856 Readings "Affirming Diversity-Strengths-Based Portraits of Culturally Diverse Families" Culturally Responsive Teaching Cultural Competence Checklist Implicit-Bias Training ➔(4)g & h</p> <p>EDUC 900B/901B Lesson Plans Reflective Journal Entries Teaching Videos ➔(4)a-k</p>
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	opportunities for the candidates to develop abilities to create learning and social environments addressing standards (4)a-k.	
<p>(5) In the area of assessment, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Understand the legal policies and ethical principles of assessment related to early intervention and the special education process; b. Understand the range of formal assessment instruments and their purposes; c. Administer and write reports for formal developmental and academic assessment instruments; d. Understand and utilize the range of informal assessment instruments for making educational and program decisions; e. Interpret and report information from formal and informal assessments; and f. Identify and implement national, state, and local assessment accommodations and modifications for young children with disabilities; 	<p>EDUC 861 Inclusive Curriculum for Young Children: (5)a Individuals with Disabilities Education Act is covered, including Free and Appropriate Public Education in the Least Restrictive Environment; Parent Rights; IEP/IFSP Processes; eligibility requirements</p> <p>EDUC 862 Curriculum for Young Children with Special Needs: Evaluation and Program Design: (5)a-e This course will provide an overview of assessment and intervention issues relevant to early childhood special education, focusing on children ages birth through age eight who have or are at risk for developmental delays or disabilities. Authentic, norm-referenced, and</p>	<p>EDUC 861 readings and assignments (5)a</p> <p>Readings Required Texts 2) Horn, Palmer, Butera & Lieber (2016). <i>Six Steps to Inclusive Preschool Curriculum: A UDL-Based Framework for Children's School Success</i>. Baltimore: Paul H. Brookes 3) Sandall, S. R., & Schwartz, I. S. (2008). <i>Building Blocks for Teaching Preschoolers with Special Needs</i> (2nd ed.). Baltimore: Paul H. Brookes 4) Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014</i>. Available at http://www.dec-sped.org/recommendedpractices</p> <p>Reading Reflections (on Assessment & DEC) 4) Division for Early Childhood. (2014). <i>DEC recommended practices in early intervention/early childhood special education 2014</i>. Available at http://www.dec-sped.org/recommendedpractices (see the Student Work Sample)</p> <p>EDUC 862 Revised Syllabus with Readings Modules Assignments</p> <p>1. Assessment Labs 1-5</p> <p>Lab 1: Ages & Stages Questionnaire-3 (ASQ-3) & ASQ-Social Emotional (ASQ-SE)</p>

	<p>criterion-referenced assessment tools will be explored through class readings and field assignments. Instruction will include developing an understanding of the legal process under the <i>Individuals with Disabilities Education Improvement Act (P.L. 108-466)</i>, developing skill at interpreting evaluation information in the design of educational programming, team process for disability deliberations, and eligibility determinations. Students will be expected to work directly with young children in order to complete course requirements.</p>	<p>Lab 2: Brigance Diagnostic Inventory of Early Development III and Mullen Scales of Early Learning Lab 3: Social-Emotional Assessment/Evaluation Measure (SEAM) Lab 4: Writing a Strengths-based report Lab 5: Assessment & Evaluation Programming System (AEPS)</p> <p>Guided practice in selection, application, interpretation, and report writing.</p> <p>Assessment Labs are structured in 3 Parts:</p> <p>Part I. A Review of the Administration Manual, Scoring Procedures, and Sample Protocols for the Assessment Tools being covered (Guided Practice)</p> <p>Part II. Two Mock Assessments with classmate (1 Developmental Screening tool and 1 Developmental Evaluation tool) (Guided and Collaborative Practice)</p> <p>Part III. Two Practice Assessments and Developmental Summary Reports (Independent Practice) (1 Developmental Screening tool and 1 Developmental Evaluation tool) →(5)b, c, & e</p> <p>2. Individual Assessment Experience</p> <p>Students will visit a local, school, early intervention agency, community program (e.g., Easter Seals, Head Start), or hospital that conducts formal</p>
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		<p>developmental screening and assessment of young children birth through age 8. Each student will schedule an appointment, observe a screening/evaluation being conducted by an evaluation team that includes an early childhood specialist, and prepare a post-evaluation interview. (See Revised Syllabus for detailed guidelines 2.a-2.h regarding the team process) →(5)a & b</p> <p>3. Developing Expertise in Child Observation, Developmental Summary, Curriculum-based Assessment & Interview</p> <p>Students are required to observe a child between the ages of birth and age eight <i>with a developmental delay or suspected developmental delay</i> conduct an interview with a member of the child's team Part 3.1), conduct a curriculum-based (criterion-referenced) assessment of a child and write a developmental summary report (Part 3.2). (See Revised Syllabus for detailed guidelines for Part 3.1 and Part 3.2) →(5)c, d, & e</p> <p>4. Eligibility Determination, the Individualized Education Program & Mock IEP Meeting</p> <p>Students will 1) deliberate on the data collected during assignment #2 to determine eligibility for an educational disability category under IDEA, 2) complete the necessary process for setting up a meeting to discuss</p>
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	<p>eligibility with the family, 2) draft an IEP (measurable goals and objectives) using data from the anecdotal observations, team interview, curriculum-based assessment and developmental summary report, and 4) hold a “mock” IEP meeting with the family. →(5)a & e</p> <p>EDUC 900B/901B Internship and Seminar in Early Childhood Education (5)a-e During the yearlong internship period, teacher candidates are required to follow the legal policies and ethical principles, conduct a variety of formal and informal assessments, and engage in the special education process as a case manager of two students, and write IEPs.</p>	<p>EDUC 900B/901B Syllabus Internship Handbook List of Internship Activities Assessments Case Management of 2 students IEP writing →(5)a - e</p>
<p>(6) In the area of instructional planning and strategies, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Participate in co-teaching to strengthen learning and achievement in natural environments and early childhood curriculum for young children with disabilities; b. Implement and evaluate individualized learning goals, prioritizing areas of the early childhood curriculum and the importance of play; c. Design and implement instructional programs that address self-help skills and career awareness for young children; d. Identify resources and techniques used to transition young children with disabilities across time and settings; e. Create and utilize methods and lesson plans that demonstrate a 	<p>EDUC 861 Inclusive Curriculum for Young Children: (6) a-n Curriculum Project and Lesson Planning assignments allow students opportunities to develop their ability to design and implement instructional programs while planning for ways to differentiate and individualize instructional strategies for diverse learners.</p> <p>EDUC 900B/901B (6) a-n Through an yearlong internship experience in early intervention and early childhood special education settings, students engage in the cycle of the instructional planning, implementation, and evaluation and practice various instructional strategies during instruction.</p>	<p>EDUC 861 (6) a-n Syllabus, Readings, Discussions, Assignments (Curriculum Project and Lesson Planning), and Class Activities</p> <p>Curriculum Project Guidelines Lesson Planning Guidelines</p> <p>EDUC 900B/901B (6) a-n</p> <ul style="list-style-type: none"> a. Co-teaching with special educator in an inclusive setting b. Participation in IEP meetings and writing IEPs c. Lesson Planning and Teaching d. Internship in Early Intervention Program as well as in Public School PreK-3 Setting allows

<p>repertoire of evidence-based instructional strategies to individualize instruction for young children with disabilities;</p> <p>f. Use developmentally appropriate methods to promote the foundations of learning, including, but not limited to, language, literacy, math and study skills;</p> <p>g. Identify and teach essential concepts, vocabulary, and content across the early childhood curriculum;</p> <p>h. Use instructional methods to strengthen perception, comprehension, and memory;</p> <p>i. Implement systematic instruction to teach accuracy, fluency, and comprehension in reading and writing;</p> <p>j. Identify and use federal, state, and local curriculum standards in planning and modifying the scope and sequence of curriculum;</p> <p>k. Incorporate instructional and assistive technology into the educational program;</p> <p>l. Promote the development of self-awareness, study skills, and other cognitive strategies to meet the learning needs of a young child;</p> <p>m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and</p> <p>n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;</p>		<p>for opportunities to address (6)d.</p> <p>e. Lesson Planning and Teaching based on learning from EDUC 861 that utilized <i>DEC recommended practices in early intervention/early childhood special education 2014</i> as one of the texts.</p> <p>f. See the course syllabus</p> <p>g. See the course syllabus</p> <p>h. See EDUC 806 syllabus</p> <p>i. See EDUC 806 syllabus</p> <p>j. Lesson Plan Template (see syllabus and modules)</p> <p>k. Syllabus and Site Visit Form</p> <p>l. Reflective journal entries</p> <p>m. TCAP</p> <p>n. Lesson Plan Template and TCAP</p>
<p>(7) In the area of language development and differences, the candidate shall have the ability to:</p>	<p>EDUC 860 Introduction to Young Children with Special Needs (7)a, c, & e</p>	<p>EDUC 860 Syllabus Module 11 (Chapter 11)</p>

<p>a. Understand typical and atypical language development and the implications on a young child's ability to use language and engage in language-based experiences both academic and social;</p> <p>b. Use individualized strategies to enhance language development and teach communication skills;</p> <p>c. Understand the use of augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of young children with disabilities;</p> <p>d. Provide effective language models and use strategies and resources to facilitate learning of the early childhood curriculum; and</p> <p>e. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;</p>	<p>Week 11 Children with Communication Impairments</p> <p>EDUC 806: Introduction to Reading Instruction</p> <p>Instruction provides candidates a deep understanding of the methods in reading and writing instruction, including current procedures and materials and diagnostic techniques. The course includes required practicum experiences to help scaffold instruction to support young children's listening, speaking, reading, writing, and viewing skills.</p> <p>EC Special Education core courses (EDUC 856; EDUC 860; EDUC 861)</p> <p>Internship seminar (EDUC 900B/901B)</p>	<p>Quiz 10 →(7)a, c, & e</p> <p>EDUC 806 Syllabus</p> <p>Students study contemporary methods of instruction as they come to understand the social and cognitive contexts of learning to read and to write, including how children's families, culture, and language influence their acquisition of literacy in schools and communities. University class work is balanced by a practicum in which students spend time in an early elementary classroom and experience planning, teaching, and evaluating literacy lessons; informal diagnostic procedures; managing classroom reading and writing activities; and using classroom-based tools for literacy assessment. This combined approach exposes pre-service teachers to a range of theoretical perspectives and methods, and provides a grounding in classroom experiences related to literacy instruction and development. Students complete the reading comprehension practicum project.</p>
<p>(8) In the area of professional and ethical practice, the candidate shall have the ability to:</p> <p>a. Understand the ethical principles and current issues related to knowledge and practice in early childhood and</p>	<p>EDUC 856 EDUC 860 EDUC 861 EDUC 862 EDUC 941 EDUC 942</p>	

<p>special education; b. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession; c. Design a professional development plan recognizing current issues and developmentally appropriate and evidence-based practices; d. Recognize personal cultural biases and differences that affect one's teaching; e. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of young children with disabilities and their families; f. Identify organizations and publications relevant to young children with disabilities; g. Identify sources of unique services, networks, and organizations for young children with disabilities; h. Advocate for appropriate services for young children with disabilities; i. Describe the rights and responsibilities of schools, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities; and j. Understand how issues of human diversity can impact families, cultures, and schools in the delivery of special education services;</p>	<p>EDUC 948 EDUC 900B/901B</p> <p>Professional and ethical practice is discussed throughout the program of study, and especially in the context of special education law- Individuals with Disabilities Education Act- parent rights, FAPE, LRE.</p> <p>EDUC 856 Supporting Families of Children with Special Needs: (8)d & e Students are introduced to the CEC Code of Ethics and how it relates to parents/families. Discussion of ethical behavior and challenges is included. Issues related to cultural diversity are addressed through the text utilizing case studies (single parents; non-English speaking parents; Native American families; differing socioeconomic status, etc.). Students complete 2 projects that include the development of a portfolio and analysis of community agencies and programs that may be resources for families and colleagues. Students complete a project relating to their understanding of special education law for both federal and state levels.</p> <p>EDUC 948 Leadership in Early Childhood Education (8) a-b & d-j Readings, activities, and assignments of the course are built on the understanding of ethical principles and current issues related to knowledge and practice in early childhood and special education (8)a. For the advocacy project assignment, students demonstrate educational practice within the code of ethics (8)b, describe the rights and responsibilities of involved parties (8)i, identify organizations, publications,</p>	<p>EDUC 856 Cultural Competence Self-Assessment Implicit Bias Training ➔(8)d & e</p> <p>EDUC 948 (8) a-b & d-j Readings ➔(8)a Reflective Essay on Leadership ➔(8)d-e Policy Review Paper/Presentation ➔(8)f-j Advocacy Project and Report ➔(8)b, f-j</p>
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	services (8)f-g relevant to young children with disabilities and initiate an advocacy project (8)i .	
<p>(9) In the area of special education law, the candidate shall have:</p> <p>a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:</p> <ol style="list-style-type: none"> 1. Identification of children with disabilities under the child find procedures specified in Ed 1105; 2. Referral procedures specified in Ed 1106; 3. Evaluation procedures specified in Ed 1107; 4. Determination of eligibility under Ed 1108; 5. Development of the IFSP or IEP under Ed 1109; 6. Determination of educational placement under Ed 1111; and 7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06; <p>b. The ability to develop and implement comprehensive IFSPs or IEPs and transition plans which address the abilities and needs of young children with disabilities;</p> <p>c. The ability to understand IDEA, Parts B and C;</p> <p>d. The ability to understand Ed 306, Minimum Standards for Public School Approval, that affect all students and related parts of the procedural safeguards notice requirements of 34 CFR 300.504 and the ESEA; and</p>	<p>EDUC 861 Inclusive Curriculum for Young Children: (9) a-e Individuals with Disabilities Education Act is covered, including Free and Appropriate Public Education in the Least Restrictive Environment</p> <p>EDUC 856 Supporting Families of Individuals with Exceptionalities (9) a, b, c One of the course assignment is “Family Advocacy Project.” In order to advocate for a family, students have to collect resources for families, understand special education laws and steps in the special education process (9)a; explain the special education laws and process to families (9)a & c; and help the family understand their rights in the IEP/IFSP process. (9)a, b, & c.</p> <p>EDUC 860 Introduction to Young Children with Special Needs (9)a-e The course starts with reading and understanding the federal law, state law, and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100.</p>	<p>EDUC 861 Readings and lecture materials →(9) a-e</p> <p>EDUC 856 (9) a, b, c Readings on special education law →(9)a & c. Family Resource Packet (containing information on special education laws, special education process, and family rights) →(9)a, b, & c. Family Advocacy Project report →(9)a, b, & c.</p> <p>EDUC 860 Readings (9)a-e</p>

<p>e. Knowledge of and the ability to understand case law and how case law affects professional practice; and</p>		
<p>(10) In the area of collaboration, the candidate shall have the ability to:</p> <ul style="list-style-type: none"> a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for young children with disabilities in a variety of settings; b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to young children with disabilities; c. Participate in co-planning to strengthen learning in the early childhood curriculum for young children with disabilities; d. Facilitate the successful transitions of young children with disabilities across settings and services; e. Foster respectful and beneficial relationships between families and professionals; f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IFSPs and IEPs; g. Structure, direct, and support the activities of paraprofessionals, volunteers, and peer and adult tutors; and h. Collaborate with families, other educators, service providers, and personnel from community agencies to promote young children's independence and family advocacy. 	<p>EDUC 861 Inclusive Curriculum for Young Children: (10)a, b, e, & h The importance of collaboration and teamwork is emphasized-especially the role of families on teams.</p> <p>EDUC 856 Supporting Families (10)a, b, e, & h Students conduct an interview a family to learn about family values and practices and to ascertain what has been successful support for the child and family, what has been challenges, and how their needs can be better addressed. (10)a Through a <i>Community Mapping activity</i>, students can find a way to collaborate with families, service providers and community agencies. (10)h Conducting a <i>Family Advocacy Project</i>, students engage in various forms of collaborative activities with their target families and diverse groups of educators, service providers, and/or personnel from community agencies. (10)a, b, e, & h</p> <p>EDUC 942 Sociocultural Perspectives on Teaching and Learning: (a)(10)a The community participation requirement of EDUC 942 is used to help students develop greater understanding of the variety of community influences.</p>	<p>EDUC 861 (10)a, b, e, & h PTAN Preschool Inclusion Assessment and Interview Assignment</p> <p>EDUC 856 Family Interview and Community Mapping Assignment</p> <p>Family Advocacy Project</p> <p>(See REVISED Syllabus for assignment guidelines) →(10)a, b, e, & h</p> <p>EDUC 942 (a)(10)a</p> <ul style="list-style-type: none"> o Community participation and home visiting logs o Program review (including examination of policy in relation to parent and staff interviews) <p>EDUC 900B/901B (a)(10) a-h</p>

	EDUC 900B/901B Internship & Seminar in ECE: (a)(10) a-h Through an yearlong internship, candidates develop their ability to collaborate with families, school personnel, agencies, and community members in culturally responsive ways	Readings, Discussions, Case Studies, Journal Entries, & Portfolio Internship portfolio regarding the <i>Early Childhood Program Goal #7</i> specifically targets the candidates' ability to collaborate with families, school personnel, agencies, and community members in culturally responsive ways.
(b) Each candidate for certification as an early childhood special education teacher for children from birth up to age 8 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:		
(1) Skill in engaging with young children with and without disabilities from birth up to age 8; and	EDUC 900B/901B Internship & Seminar in ECE (b)(1) Through a yearlong internship, candidates hone their skills in engaging with young children with and without disabilities from birth up to age 8. <ul style="list-style-type: none"> Student's teaching performance in the early childhood classroom/internship setting Participation in internship seminar/assignments Professional interactions with students, family, and personnel 	EDUC 900B/901B (b)(1) <ul style="list-style-type: none"> Syllabus Internship Handbook List of internship activities Yearlong Internship Site Visit Form 2 weeks of solo teaching during the second semester Case management of 2 students
(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a young child with disabilities.	EDUC 900B/901B Internship & Seminar in ECE (b)(2) Through a yearlong internship, candidates engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a young child with disabilities. Candidates are placed in an early intervention setting as well as in an early childhood classroom of a public school from August to May (even extended to June beyond UNH academic calendar).	EDUC 900B/901B Syllabus Internship Handbook List of internship activities Yearlong internship 2 weeks of solo teaching during the second semester Case management of 2 students ➔(b)(2)
(c) Early childhood special education certification shall qualify a teacher to teach children with disabilities:		
(1) Who are able to benefit from general and special education but do not require the		

specialized knowledge and skills of an educator certified under one or more of the programs defined in Ed 612.08 – Ed 612.13;		
(2) For children in kindergarten through grade 3, whose placement is in general education for more than 40 percent of the day; and		
(3) For children from age 3 up to age 6, whose placement is in an early childhood program or an early childhood special education program.		
(d) “General education,” as used in (c)(1) above, means, for children from kindergarten through grade 3, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary school and taught by a certified elementary or early childhood teacher, with supports from special education personnel, as necessary.		
(e) A teacher with general special education certification may serve on the initial coding and the IEP team of a child with a disability:		
(1) For young children with disabilities for whom a categorical certification endorsement does not exist; or		
(2) If the child meets the criteria specified in (b)(1),(2) and (3) above.		

Source. #9991, eff 9-16-11

EDUC 756/856: Supporting Families of Individuals with Exceptionalities

Online: myCourses.unh.edu

E-Term II: Oct.13-Dec.8, 2020

Instructor: Dr. Eun Kyeong (EK) Cho

Office: 210D Morrill Hall, Phone: (603) 862-4435, E-mail: eunkyeong.cho@unh.edu

The best way to reach the instructor is via e-mail.

EDUC 756/856

This course is designed to help educators to improve their knowledge, skills, and attitudes necessary to support families of children with special needs. Families of individuals with exceptionalities come from ***racially, culturally, and linguistically diverse (RCLD) backgrounds***. Educators working with RCLD families need to understand the goal of the families and to provide necessary support for the families to reach their goal in culturally responsive ways.

Advancing Equity

All children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society. Advancing the right to equitable learning opportunities requires recognizing and dismantling the systems of bias that accord privilege to some and are unjust to others. Advancing the full inclusion of all individuals across all social identities will take sustained efforts. ... To effectively advance equity and embrace diversity and full inclusion... educators should be well prepared in their professional knowledge, skills, and dispositions to teach in diverse, inclusive settings. They also need to be supported by, and to advocate for, equity- and diversity-focused public policies.

(Source: NAEYC Position Statement <https://www.naeyc.org/resources/position-statements/equity>)

The Goal for Families of Children with Special Needs

The goal for families of children with special needs is to provide best support for their children and to have the resources they need to participate in their own desired family, school, and community activities. To realize this goal, families need to:

1. understand their child's strengths, abilities, and special needs;
2. know their rights and advocate effectively for their child;
3. help their child develop and learn;
4. have support systems; and
5. access desired services, programs, and activities in their community.

(Source: <https://ectacenter.org/eco/pages/familyoutcomes.asp>)

Professionals Supporting Families of Children with Special Needs

"Equitable education necessitates family engagement. Collaboration between parents and school personnel improves outcomes for students with disabilities who receive special education services (Harry, 2008). However, rather than collaboration, many families have reported for decades feeling they have to fight with school personnel to secure appropriate services for their children with disabilities. RCLD families face additional ***barriers*** to the development of collaborative relationships, including lack of language access (e.g., translated materials and professional language interpretation), cultural misunderstanding, lack of cultural responsiveness by school personnel, and limited accountability by school personnel. Such barriers contribute to poorer outcomes for these children, who so often are multiply marginalized by society, particularly in educational contexts. With nothing short of an onslaught from the recent pandemic on marginalized communities, it is even more important now that educators and those of us involved in professional development and training of educators recommit ourselves to taking personal action toward improving these relationships." (Sauer & Rossetti, 2020).

Note on language: Throughout the course you will see variability in the ways disability is used in language. While many educational settings use people-first language ("person with a disability"), some of our readings use disability-pride language or identity-first language ("disabled person"). We will discuss norms and preferences surrounding the language of disability during our first week (in the Discussion Forum) and encourage everyone to be open to a variety of interpretations and uses of respectful language.

COURSE DESCRIPTION

In this course, we will examine the socio-cultural, linguistic, educational, and psychological circumstances surrounding families raising children with special needs; discuss issues regarding families' experience, family resources, and cultural competencies; address the implications of the special education laws and regulations for families and professionals; and apply the knowledge of special education laws/process and family advocacy to support families of children with special needs.

COURSE GOALS

After successfully completing this course, you will be able to:

1. Understand the **responsibilities** of educators partnering with families of children with special needs
2. Develop **cultural humility and cultural understanding** to foster family engagement
3. Reflect on your own culture and personal values, how understanding your own culture relates to students and their families' culture, and how they foster family-professional collaborations
4. Develop knowledge of **laws and policies** associated with providing supports and services for students with disabilities and their RCLD families
5. Help CLD families understand their **rights** and navigate the special education **system** (e.g., in IFSP, IEP, and transitions)
6. Apply the knowledge of laws to foster **family engagement and advocacy**
7. Gain experience connecting and developing **communication/collaboration** strategies (e.g., using **technology**) with RCLD families who have children with disabilities in **culturally responsive ways**.

COURSE GOALS AND SELECTED EXAMPLES OF RELATED ACTIVITIES

	NH Ed 612.04	NH Ed 612.06	NH Ed 612.07	NH Ed 612.071
1. Understand the responsibilities of educators partnering with families of children with special needs ➤ Readings on Ethical Practice of CEC, TESOL, & NAEYC ➤ Readings on Professional Standards	(b)(1)		(a)(8)i	(a)(8)i
2. Develop cultural humility and cultural understanding to foster family engagement ➤ Readings and Discussions on Text, "Affirming Diversity-Strengths-Based Portraits of Culturally Diverse Families"		(b)(3)c. (b)(5)a.4.	(a)(1)c. (a)(10)a	(a)(10)a
3. Reflect on your own culture and personal values, how understanding your own culture relates to students and their families' culture, and how they foster family-professional collaborations ➤ Activities: Implicit Bias training, cultural competence checklist ➤ Assignment: Family Interview Reflection			(a)(8)j	(a)(8)d
4. Develop knowledge of laws and policies associated with providing supports and services for students with disabilities and their RCLD families ➤ Visiting links to federal and state laws and summarizing key features of the laws/policies ➤ Readings & discussions on the laws on serving ELs and families of children with special needs		(b)(6)a.	(a)(9)a (a)(9)c	(a)(9)a (a)(9)c
5. Help RCLD families understand their rights and navigate the special education system (e.g., in IFSP, IEP, and transitions) ➤ Advocacy Module & Reading "Know Your Rights" https://www.dhhs.nh.gov/dcbcs/bds/documents/kyr-presentation.pdf ➤ Assignment: Family Resource Packet ➤ Assignment: Family Advocacy Project		(b)(6)a.	(a)(9)b (a)(10)d	(a)(8)g (a)(10)b (a)(10)d
6. Apply the knowledge of laws to foster family engagement and advocacy ➤ Assignment: Family Advocacy Project		(b)(6)a.	(a)(10)h	(a)(8)h (a)(10)h.
7. Gain experience connecting and developing communication/collaboration strategies (e.g., using technology) with RCLD families who have children with disabilities in culturally responsive ways. ➤ Assignment: Family Interview ➤ Assignment: Family Advocacy Project	(b)(1) (b)(2)	(b)(6)c.	(a)(10)a (a)(10)e	(a)(10)a (a)(10)e

COURSE ALIGNMENT WITH STATE STANDARDS

This course addresses the following NH DOE standards for educator preparation programs: Elementary Education (Ed 612.04), ESOL (Ed 612.06), Special Education (Ed 612.07), and Early Childhood Special Education (Ed 612.071).

Ed 612.04 The elementary education program for **grades K-6 or K-8** shall provide the teaching candidate with the skills, competencies and knowledge developed through a combination of academic and supervised practical experience in the following areas:

(b) In the area of **communication and collaboration**, demonstrate the ability to promote student learning through:

- (1) Knowledge of the **roles, responsibilities, and interdependency of personnel** indigenous to elementary schools; and
- (2) Application of **technology as a tool to communicate** with members of the professional community and parents;

Ed 612.06 (b) The teacher preparation program for an **ESOL teacher in grades K-12** shall provide the teaching candidate with skills, competencies, and knowledge ... in the following areas:

(3) The candidate shall demonstrate **how cultural groups and individual cultural identities affect language learning and school achievement** as follows:

- c. **Understand how cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation;**
- (5) In the area of assessment, the candidate shall demonstrate an understanding of **various assessment issues as they affect ELs, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations** as follows:

a. For educational assessment

4. **Language differences, giftedness, and special education needs;**

(6) In the area of professionalism the candidate shall demonstrate **knowledge of history, research and educational public policy** as follows:

- a. The evolution of the **laws and policies affecting linguistic minorities in the U.S.**, including ... **the educational rights of ELs;**
- c. The importance of **providing EL families with information regarding school and community resources.**

Ed 612.07 (a) A **general special education** program shall provide the candidate with skills, competencies and knowledge ... in the following areas:

(1) In the area of **theoretical foundations**, the candidate shall have the ability to:

c. **Understand the role of families** in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community

(8) In the area of **professional and ethical practice**, the candidate shall have the ability to:

i. Describe the **rights and responsibilities of schools, students, families, teachers, and other professionals** related to the identification, placement, and service of students with disabilities; and

j. Understand how **issues of human diversity** can impact families, cultures, and schools, in the delivery of special education services;

(9) In the area of **special education law**, the candidate shall have:

a. The ability to understand the **federal law, state law, local policies** and the **New Hampshire Standards for the Education of Children with Disabilities in Ed 1100**, including the following steps in the special education process:

1. **Identification** of children with disabilities under the **child find procedures** specified in Ed 1105;
2. **Referral procedures** specified in Ed 1106;
3. **Evaluation procedures** specified in Ed 1107;
4. Determination of **eligibility** under Ed 1108;
5. Development of the **IFSP or IEP** under Ed 1109;
6. Determination of educational **placement** under Ed 1111; and
7. **Implementation and monitoring** of the IFSP or IEP under Ed 1109.06;

b. The ability to develop and implement comprehensive **IEPs and transition plans** which address the abilities and needs of the students with disabilities;

c. The ability to understand **IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;**

(10) In the area of **collaboration**, the candidate shall have the ability to:

a. **Collaborate with families**, school personnel, agencies, and community members **in culturally responsive ways** to facilitate access for students with disabilities in a variety of settings;

d. Facilitate the successful **transitions** of students with disabilities across settings and services;

e. Foster **respectful and beneficial relationships** between families and professionals;

h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and **advocacy**.

Ed 612.071 (a) An **early childhood special education** program shall provide the candidate with skills, competencies and knowledge ... in the following areas:

(8) In the area of **professional and ethical practice**, the candidate shall have the ability to:

d. Recognize **personal cultural biases and differences** that affect one's teaching;

g. Identify **sources** of unique services, networks, and organizations for young children with disabilities;

h. **Advocate** for appropriate services for young children with disabilities;

i. Describe the **rights and responsibilities of schools, families, teachers**, ... related to the identification, placement, and services ...

(9) In the area of **special education law**, the candidate shall have:

a. The ability to understand the **federal law, state law, local policies** and the **New Hampshire Standards for the Education of Children with Disabilities in Ed 1100**, including the ... steps in the special education process

c. The ability to understand **IDEA, Parts B and C**

(10) In the area of **collaboration**, the candidate shall have the ability to:

a. **Collaborate with families**, school personnel, agencies, and community members **in culturally responsive ways** ...;

b. Recognize the **roles of professional groups and referral agencies** in identifying, assessing, and providing services to young children with disabilities;

d. Facilitate the successful **transitions** of young children with disabilities **across settings and services**;

e. Foster **respectful and beneficial relationships** between families and professionals;

h. Collaborate with families, ... and personnel from community agencies to promote ... **family advocacy**.

TEXTS

Sauer, J. S., & Rossetti, Z. (2020). *Affirming diversity: Strengths-based portraits of culturally diverse families*. Teachers College Press.

Readings

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COURSE ASSIGNMENTS

Assignments	%
1. Participation/Professionalism	5%
2. Self-Assessments on “Cultural Competence” and “Social Justice Advocacy”	5%
3. QQTPs (Readings and Discussions)	10%
4. Implicit-Bias Training	20%
5. Family Interview Reflection and Community Assets/Needs Map* OR Family Resource Packet	30%
6. Family Advocacy Project*	30%
Total	100%

*Students in the ESOL certification option must focus on identifying the needs and providing supports for RCLD families.

Flexibility: There will be some flexibility in how you create and submit your assignments. See detailed descriptions below and consult with the instructor.

- Students in this course come from diverse disciplinary and training backgrounds.
- While the course goals are the same for all students, the types of assignments and final products for currently practicing educators (especially, those in special education) seeking an advanced degree in education could be different from the assignments for undergraduate students without previous coursework in education or experience with families of students with special needs.
- For example, as a differentiation for graduate students for the Assignment #4, graduate students who are familiar with the specific laws and regulations (step 3) may decide to further their research on *related court cases*.

1. Participation and Professionalism (5%)

- Posting a video introducing yourself or a written statement with a photo
- Completion of Plagiarism Tutorial (<https://cola.unh.edu/academics/plagiarism-tutorial>)
- Participation* in Discussion Forum

*Given the size and structure of the course, your ACTIVE online participation is critical to the success of this course for you and for your classmates. Our class time will be productive if you come prepared, having done careful and thoughtful analysis of the readings. Each online week there will be a discussion board that require your attention. One discussion board will always be dedicated to reflecting upon the readings, resources, and your QQTP. Engage with one another, and provide additional resources as appropriate. See specific online modules for further details. *This is a multi-media platform, so if you want to add a video, resource, recording, please do so!*

Please follow the guidelines below to help create an inclusive climate:

- Speak/write from your own professional experiences and interpretation of the readings
- Engage thoughtfully with the content of the class
- Listen to others' thoughts and feelings, even if they differ significantly from your own

2. Self-Assessments on “Cultural Competence” and “Social Justice Advocacy” (5%)

Cultural competence is most often defined as a set of congruent behaviors, attitudes, and policies that come together in a system, organization, or among professionals that enables effective work in cross-cultural situations. **“Culture”** refers to integrated patterns of human behavior that include

the language, thoughts, actions, customs, beliefs, and institutions of racial, ethnic, social, or religious groups. “**Competence**” implies having the capacity to function effectively as an individual or an organization within the context of the cultural beliefs, practices, and needs presented by patients and their communities (Cross, 1989).

(Jernigan, et al., 2016, p. 150)

In the contemporary literature, terms such as **social justice advocacy**, **social action**, and **social justice** are often used interchangeably. ... **social justice** [can be defined as (added)] “the fundamental valuing of fairness and equity in resources, rights, and treatment for marginalized individuals and groups of people who do not share equal power in society” (Constantine et al., 2007, p. 24). The term **advocacy** includes action that is directed toward changing or transforming the process by which public decisions are made, thereby affecting the political, social, and economic contexts that influence peoples’ lives (Cohen, 2001). ...**social justice advocacy** can play an important role in the education of children. Social injustices (e.g., poverty, racism, unsafe living environments, poorly performing schools) exist in certain student populations and can affect students’ abilities to academically perform in school and lower their dedication to completing school. Underprivileged children may also lack other support systems in their lives and may need help from teachers to succeed in an otherwise unjust environment (Catapano, 2006; Duncan-Andrade, 2005; Syverson, 2009). By taking social responsibility in their students’ lives, understanding and recognizing injustices occurring in their students’ environments and acting to change these injustices both at an individual and system level, as well as teaching students to become change agents themselves, teachers act as social justice advocates in the school setting (e.g., Catapano, 2006; Duncan-Anrade, 2005). (Nilsson et al., 2011, p. 2)

Students will complete self-assessments on their “**cultural competence**” and “**social justice advocacy**” at two time points (first in week 1 before course readings/activities begin [10/13] and second in week 9 after all other course readings/activities/assignments are finished [12/15]).

Self-assessment tools and links will be available online through **myCourses.unh.edu**

3. QQTPs (10%)

QQTP stands for Quotations, Questions, and Talking Points. These short memos are designed to help support our ongoing analysis of the readings and course content, our abilities to make connections to personal and professional experiences, and provide opportunities to raise questions for discussion. *Feel free to write in the first person and use bullets if appropriate.*

- **Submit your QQTP by Thursday at 11:59 pm.**
- **Select one thought from your QQTP to post on the Discussion Board by Thursday at 11:59 pm.** The point is to generate dialogue with your classmates. Engage in a thoughtful and engaging discussion each week.
- **Respond to at least two other classmates by Friday at 11:59pm.** You are responsible for thoughtfully engaging and extending discussion with classmates. *This is part of your participation grade.*

QQTP Format

- **Quotation(s).** Select a quote or point from the materials you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (i.e., who said it, what book or article, & page number).
- **Question(s).** As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in a discussion forum. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense

out of this information), connection (how does this information connect to other readings and discussions in class), or evaluation (what is the accuracy or validity of the information). This should be a question about which you are genuinely curious and/or are not sure of the answer.

- **Talking Points.** Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had *to synthesize the content for someone who had not read it*. Each finding/conclusion should just be a few sentences. The first Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material.

4. “Implicit-Bias Training” (20%)

4.1. Complete the Modules 1-4 (Week 1 through Week 4) and reflect on it through QQTP and/or discussion forums.

Purpose: (1) To achieve a racially, economically, and social just society in which all children, youth, and families thrive; and (2) to understand and mitigate implicit-bias in their practice.

Link: <https://kirwaninstitute.osu.edu/implicit-bias-101>

4.2. In Module 3, take two Implicit Association Tests(IATs): Disability IAT and Race IAT.

In Module 3, you will see a link to take an Implicit Association Test [IAT]. Please take 2 IATs (1: Disability IAS and 2: Race IAT). Submit the result to the “Assignment” section. If you registered yourself and took the test, you can also receive the result via email address you entered.

*If you are interested in learning more about the **Project Implicit**, please visit:

<https://implicit.harvard.edu/implicit/blog.html>

5. Option A. Family Interview Reflection and Community Assets/Needs Map (30%)

Each of you will interview a family who has a child with a labeled disability who has an Individual Education Plan (IEP), an Individual Family Service Plan (ISFP), or 504 Plan (being served in early childhood settings or elementary schools).

Work with a local teacher or special educator to find a family willing to participate. Students can also use personal or professional connection to interview a family willing to share their experiences raising a child with disabilities.

There are two parts to this assignment:

- **Create a community assets/needs map** that shows the families’ systems of care and supports. It may also reveal what they are missing. This map can be in multiple forms, so be

“Community mapping is a process of discovery and reflection that allows the ‘mapper’ to develop new understandings about a specific geographical area that can assist [their] quest to uncover valuable community resources for children and their families...it may also serve as a reflective capacity-building tool that can open the door to the wealth of resources for families,”
(Ordonex-Jasis & Myck-Wayne, 2012, p. 32).

creative. If comfortable, we highly encourage you to share this map with the family you interviewed. Refer to the following article for examples of what can be included.

Ordoñez-Jasis, R., & Myck-Wayne, J. (2012). Community mapping in action: Uncovering resources and assets for young children and their families. *Young Exceptional Children*, 15(3), 31-45. (Available online through the UNH library)

➤ **Write a reflection paper** after interviewing your target family

- It should include a brief description of the conversation you had.
- Please omit any identifying information---town, child's name, parents' names, etc.
- Use information gained through your readings, class discussions, videos and other sources to reflect on the experience.
- What was familiar to you and what new information did you learn from the family story? (See Reflection Questions in Sauer & Rossetti, p. 36).
- What did you learn and how will you utilize this in your future career?
- Describe the impact on you and your professional development.

Family Interview and “Do Your Research” to learn about your target family (see Ch. 2, Sauer & Rossetti): “ask about the family history in a manner that shows interest and respect. Take the opportunity to find out what you can about the customs and beliefs that this particular family adheres to” (see “Preparing for your first family interview”

<http://www.strongbonds.jss.org.au/workers/cultures/engaging.html>)

- Learn about general cultural backgrounds of your students' families and their unique histories, values, and perspectives about disability.
- Learn about the socio-cultural, linguistic, educational, and psychological circumstances surrounding families raising children with special needs.
- Ask about their children, listen to their stories, and learn about their expertise.
- Recognize the resilience, potentials, strengths, interests, abilities, knowledge, and capacities of the families
- Discuss issues regarding families' experience and family resources.
- Examples of interview questions:
 - Could you tell me about your child (interests, strengths, potentials, resilience, capacities)?
 - Could you share your story about raising your child and working with the school?
 - What do you think are your strengths as a parent?
 - Did educators inquire about the value of your expectations for your child?
 - What educator strategies were most helpful to you in helping your child?
 - What did you get the least of that you needed the most?
 - Has there been a common problematic issue with most educators?
 - How have conflicts with educators been effectively resolved?
 - What have educators done to establish an effective team relationship with you?
 - What type of communication method is best for you and how often is the most effective for you to help you with your child?
 - What has the educator (other personnel) done to establish and maintain collaboration with you during PPT (Planning and Placement Team)/IEP meetings?
 - How has the special education teacher incorporated you as a team member?
 - What has been effectively done or could be done to help you implement IEP/IFSP goals at home?
 - What's the least effective thing an educator can do and most effective thing an educator can do in their support of you to help your child?

- What types of conflicts have you experienced with educators regarding inclusion and placing your child in the least restrictive environment?
 - What is your perspective of the educator's motivation in their placement decisions?
- Adapted from: <http://www.idonline.org/xarbb/topic/15658>

Option B. Family Resource Packet (in Family-Friendly Language/Format)

Students will create a “Family Resource Packet” for RCLD families of children with special needs in their community. While the content is expected to be highly informative and professional, the language and presentation of the content would need to be family friendly (especially the description of the special education process and the rights of the families).

Required Elements:

- Cover
- Table of Contents
- A family-friendly description of **special education process in NH**
- A visual chart (1-page each) of the special education process in NH in English and at least 2 other languages spoken by the RCLD families in your community
- A summary of related **special education laws and policies** pertaining to supporting and collaborating with families of students with special needs (**IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100**)
- A summary of **rights of families in the special education process (in IEP, IFSP, and Transition)**
- A visual tool summarizing the family rights in English and at least 2 other languages spoken by the RCLD families in the community
- A list of community resources (w/description, contact information, and links)

6. Family Advocacy Project (30%)

- 1. Identify a target family (Students in the ESOL certification option will work with a RCLD family; It can be the same family you interviewed for Assignment #3. Option A)
- 2. Describe the target family and the child with special needs: A “Strengths-Based Portrait” of the family (you may use the Family Interview information from Assignment #3 Option A)
 - Describe the family portrait (See the family portrait format in Sauer & Rossetti, e.g., Ch. 2)
 - Describe the strengths of the family
 - Describe potential gaps in the services for the child and the family
 - Identify and describe the challenges of the family to effectively support the child with special needs
- 3. Research and summarize related federal/state special education laws and regulations *specific to the disability(ies) the child has*. For example, see below.
 - U.S. Department of Justice and U.S. Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (Overview of Title II, Section 504, and the IDEA) <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>
 - Extension: If you want to explore further, you may research related court cases regarding similar issues.
- 4. Share the information on the “Rights of Families” with the family
- 5. Identify a local cultural broker (an individual or a group) (p. 2 in Sauer & Rossetti)

- 6. Research and identify advocacy agencies/websites to find information and strategies on effective advocacy for the family
- 7. Engage in the advocacy work (with the support/advocacy network) in support of the family to address their needs
- 8. Report on the progress that has been made to benefit the family as a result of your “Family Advocacy Project” (comparing the supports/issues before and after the project)
- 9. Reflect on the experience (your initial expectations/feelings before beginning the project, the steps you took, the challenges you experienced during each phase of the project, insights you gained from working with the RCLD family, lessons you learned from being a family advocate, tips for future family advocates, how the project is based on ethical and family-centered practice, and how it made you become a culturally competent educator)

COURSE SCHEDULE AND DUE DATES (subject to change)*

Changes in the schedule will be promptly notified to students through “Announcements”

10/13-12/8		Summary of Readings and Activities (See Modules on Canvas for a complete list of readings and activities)	Assignments
Module 1: 10/13-10/19	Introductions Course overview Setting norms Language of disability	<p><u>Baglieri et al. (2011), “The need for plurality of perspectives on disability”</u></p> <p>Prebble (2018), “<u>Disability is not a Dirty Word</u>”</p> <p>Strong Bonds. <u>Engaging CLD Families</u></p> <p>ASHA. <u>Issues in Ethics: Cultural and linguistic competence</u></p> <p>Sauer & Rossetti (Ch. 1)</p> <ul style="list-style-type: none"> ▪ Developing cultural humility to foster family engagement <p>Activity: <u>People first language.</u></p> <p>Implicit Bias Training: Module 1</p>	<p>Self-assessment I (Due: 10/13): Cultural competence Social Justice Advocacy</p> <p>Introduction Video or Paragraph with Photo in Online Discussion Board (Due: 10/19)</p> <p>Review Syllabus</p> <p>Planning for Course Assignments (#5 & #6)</p>
Module 2: 10/20-10/26	Family systems theory and dynamics Developing Cultural Understanding	<p>Sauer & Rossetti (Ch. 2)</p> <ul style="list-style-type: none"> ▪ Developing cultural understanding ▪ “<i>Family portrait</i>” ▪ What is missing from family portrait <p>Ordoñez-Jasis & Myck-Wayne (2012). “Community Mapping in Action: Uncovering Resources and Assets for Young Children and Families”</p> <p>Implicit Bias Training: Module 2</p> <p>Watch “<i>Lost in Laconia</i>”</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>
Module 3: 10/27-11/2	History, laws, and policies	<p><u>Disability and education laws</u> (IDEA, ESSA, Section 504, ADA, & Assistive Technology Act)</p>	<p>QQTP</p> <p>Discussion board post &</p>

		<p>U.S. DOJ and U.S. DOE. (2015a & 2015b). Meaningful and equal participation of EL students</p> <p>Hehir “Policy foundations of universal design for learning”</p> <p>Explore –U.S. Department of Education “<u>Parents</u>” website</p> <p>Implicit Bias Training: Module 3</p>	<p>responses to classmates</p> <p>Disability IAS & Race IAS (Due: 11/2)</p>
Module 4: 11/3-11/9	Early supports and services (ESS) and individual family service plans (IFSP)	<p>New Hampshire Family Voices (2019). <u>Maneuvering through the maze</u></p> <p>Read and review websites listed on myCourses</p> <ul style="list-style-type: none"> ▪ <u>Evaluating Children for Disability</u> ▪ <u>10 Basic Steps in Special Education</u> ▪ <u>Questions Often Asked by Parents about Special Education Services</u> <p>Implicit Bias Training: Module 4</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p> <p>Assignment #5 (Option A or B) (Due: 11/9)</p>
Module 5: 11/10-11/16	<p>Ethics and advocacy</p> <p>Connecting with community resources</p>	<p>Sauer & Lalvani (2017). “From Advocacy to Activism: Families, Communities, and Collective Change”</p> <p>Sauer & Rossetti Ch. 8. Knowledge to action: Enacting cultural humility</p> <p>NH DHHS. (2013). <u>Know your rights</u></p>	<p>QQTP</p> <p>The Exchange Discussion Board post</p>
Module 6: 11/17-11/23	Working with families of school-aged children: Individualized Education Program (IEP)	<p>Sauer & Rossetti Ch.4: A Latina mother’s journey through the special education system Ch. 7: Unveiling the challenges faced by a Somali refugee mother of a child with autism</p> <p>OSEP. (2016). <u>Intervention IDEAs for infants, toddlers, children, and youth impacted by opioids.</u></p> <p>"Children (3 to 22)" (Center for Parent Information and Resources) <u>All about IEP</u></p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>
Module 7: 11/24-11/30	Diagnosis, communication, and collaboration	<ul style="list-style-type: none"> ▪ Principles of Partnership ▪ Families and Professionals as Partners ▪ Families as Partners in Evaluating a Student <p>Revisit - "<u>Evaluating Children for Disability</u>," Center for Parent Information and Resources</p> <p>Watch a TED talk by Joe Valente</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>

Module 8: 12/1-12/8	Partnership amidst diversity and differences	Sauer & Rossetti (Ch. 3, 5, & 6) <u>Minow (2013). “Universal Design in Education: Remaking All the Difference”</u>	QQTP Discussion board post & responses to classmates Assignment # 4. Family Advocacy Project (Due: 12/8) Self-assessment II Cultural competence Social Justice Advocacy (Due: 12/15)
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GRADING

Assignments	%
1. Participation/Professionalism (throughout the semester) <ul style="list-style-type: none"> • Posting a video introducing yourself or a written statement with a photo • Completion of Plagiarism Tutorial • Active Participation in Discussion Forum w/Relevance • Respective and Thoughtful Responses to Other Students' Posts 	5%
2. Self-Assessments on Cultural Competence and Social Justice Advocacy (before/after the semester) <ul style="list-style-type: none"> • I: Week 1 • II: Week 9 (Final Exam Week: After Submission of All Other Assignments) 	5%
3. QQTPs (Readings and Discussions) (each week)	10%
4. Implicit Bias Training (Weeks 1-4, self-paced)	20%
5. Family Interview Reflection and Community Assets/Needs Map* OR Family Resource Packet	30%
6. Family Advocacy Project*	30%
Total	100%

*Students in the ESOL certification option must focus on identifying the needs and providing supports for CLD families.

Grading scale (Determined by total points earned)

An “A” represents excellent work, with demonstrated mastery of all content. This includes coming prepared to class sessions and demonstrating mastery of the content.

97-100 A+

94-96 A

90-93 A-

A “B” represents good work, with few minor problems in terms of the quality of the work.

87-89 B+

84-86 B

80-83 B-

A “C” or below represents work that falls below graduate level expectations, with serious flaws in terms of content or presentation of the work. If you earn a “C” or below on any assignment, you are expected to arrange a meeting with the instructor.

77-79 C+

74-76 C

70-73 C-

68-69 D+

64-67 D
 60-63 D-
 <60 F

UNH ACADEMIC AND ADMINISTRATIVE POLICIES

Please review the UNH Student Rights, Rules, and Responsibilities handbook on-line at <http://www.unh.edu/student-life/handbook>.

Plagiarism and Academic Honesty

Honesty is a core value at the University of New Hampshire. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Please note the University has no tolerance for students who break the University Academic Honesty Policy. Please see the Students Rights, Rules, and Responsibilities Handbook for full description. For more information on the University of New Hampshire's academic honest policy, please visit: <https://d7admin.unh.edu/student-life/09-academic-honesty-2017>

Access to University Programs and Facilities

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations. For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Mental and Emotional Health Support

Your academic success in this course is very important. If during the semester, you find emotional or mental health issues are affecting that success, please contact the University's Counseling Center (3rd floor Smith Hall: 603- 862-2090/TTY:7-1-1) which provides counseling appointments and other mental health services.

Affirmative Action & Equity Policies

The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities. In you have questions about UNH's affirmative action and equity policies, please visit: <http://www.unh.edu/student-life/handbook/administrative/affirmative-action>

Confidentiality and Mandatory Reporting

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

ADDITIONAL INFORMATION

Presentation of Written Assignments

- All written assignments must be submitted via MyCourses. Please save your uploaded file using the naming convention: Name_Assignment_Date (e.g., JaneSmith_FamilyAdvocacy_10-25-2020).
- Use a style of citation that works for your discipline (e.g., APA, MLA, or Chicago Style) when quoting, paraphrasing or citing sources in general. Students in the Education Department are expected to use the APA style.
 - APA Style Writing and Grammar Guidelines: <https://www.apastyle.org/>
 - Dimond Library (862-1535) www.library.unh.edu
 - Center for Academic Resources (862-3698) <https://www.unh.edu/cfar>
 - Writing Center (862-3272) <http://www.unh.edu/writing/cwc/>

myCourses (myCourses.unh.edu)

Check myCourses regularly. The course site will be regularly updated to reflect changes to the syllabus, upcoming events, and other important materials. MyCourses will also be used to distribute readings, participate in discussion boards, and submit assignments.

Resources for Early Intervention

Source: <https://www.parentcenterhub.org/parent-participation-ci/#providers>

The resources below focus on how early intervention programs and providers can support family involvement and active participation in the early intervention services their young child with disabilities receives.

DEC-family recommended practices. <http://ectacenter.org/decrp/decrp.asp>

DEC is the Division of Early Childhood at the Council for Exceptional Children. This special interest division has put together the DEC Recommended Practices to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. For practitioners, it's vital to know what DEC Recommended Practices are for working with families. This webpage will tell you more on DEC-family recommended practices. There are multiple checklists and practice guides available to guide family-centered practices, as well as videos to illustrate those practices. Checklists and practice guides | <http://ectacenter.org/decrp/topic-family.asp>

Family Guided Routines Based Intervention

This 3-page tip sheet describes the importance of providing families with information and resources in ways that are meaningful to and easily understood by the family—whether that be through conversation, videos, materials in print, or another parent. The tip sheet stresses that communication isn't one-way, but transactional, an exchange, with the family sharing needed perspectives about its routines and values with the professional.

<http://fgrbi.fsu.edu/handouts/approach1/Tip%20sheetSupportingFamilies.pdf>

Tools and guides to facilitate family engagement.

These tools can be used by IFSP teams in a variety of ways by anyone engaging with families. Take a look and see how you might use them during ongoing visits or IFSP meetings. They also work well when planning for next steps with families. <http://www.eiexcellence.org/tools-and-guides-to-facilitate-family-engagement-intervention-tools/>

Engaging parents and family members in early intervention.

Here's a 16-slide presentation from the director of First Years that looks at how this new generation of children are identified at or near birth and are increasingly from bilingual or diverse families, and how this calls for changes in professional practice (moving from professional-centered practice to family-centered). The principles of family-centered practice are summarized, and how they play out in the real world (benefits, outcomes) is examined.

http://www.infantheating.org/meeting/partnering2011/partnering_2011_presentations/thursday/Engaging%20Parents%20and%20Family%20Members.pdf

Practice guides for practitioners from the ECTA Center.

The ECTA Center offers practice guides to help practitioners improve their **family-centered practices**, including how to involve families in the assessment process, supporting family member informed decision making, involving families in obtaining supports and resources, and building family capacity in early childhood intervention. In many cases, there are also guides that can be shared with families.

<http://ectacenter.org/decrp/type-pgpractitioner.asp>

Webinar | Engaging and supporting culturally diverse families with young children. <https://youtu.be/qayF0qCn3wY>

This nearly 2-hour webinar from the PACER Center is designed for early childhood care and education providers and early intervention and early childhood special education professionals or anyone who wants to increase their effectiveness in working with families from diverse cultures, especially those who have a young child with developmental concerns or delays.

Webinar | Serving diverse families – Strategies for early childhood providers. <https://youtu.be/IkyGWkCRTUc>

This webinar (also from PACER Center) is designed for early childhood intervention and early childhood special education professionals who want to increase their effectiveness in **working with young children with disabilities from diverse cultures**. It is for everyone who has ever wondered: “How can I avoid offending a parent who is from a culture different from my own?” “How can I help families be comfortable in expressing their opinions and proposing solutions?” “How can I support their decisions, even when I do not agree?” “How can I help the family determine family-directed outcomes based on their concerns, needs, and priorities?”

Resources for Special Education

Checklists:

- Early Childhood Technical Assistance Center. (2018). Family-centered practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Informed family decision-making practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-2_Inf_Family_Decision_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Family engagement practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-3_Fam_Engagement_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Family capacity-building practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-4_Fam_Capacity-Building_2018.pdf

Cultural Competence:

- Implicit Racial Bias 101 (Kirwan Institute for the Study of Race and Ethnicity) <https://kirwaninstitute.osu.edu/implicit-bias-101>
- National Center for Cultural Competence <https://nccc.georgetown.edu/index.php>
Self-assessments (organizational, curricular, and individual self-assessments) <https://nccc.georgetown.edu/assessments/>
A guide for advancing family-centered and culturally and linguistically competent care. <https://nccc.georgetown.edu/documents/fccclguide.pdf>
- Effective Education for Multilingual Students: The Central Roles of Translanguaging, Literacy Engagement, and Identity Negotiation. <https://www.casloncommunity.com/transforming-sanchez-school/>
- Equity, Evidence, and Advocacy in the Development of Bilingualism, Biliteracy, and Cross-Cultural Competence. <https://www.casloncommunity.com/biliteracy-start-literacy-squared-action/>
- CADREworks. (2020). IDEA Dispute Resolution **Parent Guide** Companion Video: Facilitation, Preparing for IEP Facilitation, IDEA Special Education Resolution Meetings, and Due Process Complaints and Hearing.
- Family Engagement Webinars: <http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series-completed-project>

Early Intervention:

- Center for Parent Information & Resources. (2017). Overview of early intervention.
- Center for Disease Control and Prevention. (n.d.). Developmental monitoring and screening. <https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- Center for Parent Information & Resources. (2016). The “Individualized Family Service Plan”: The IDEA 2004’s Part C Regulations. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout8.pdf
- U.S. Department of Education. (n.d.). IDEA 2004 Model Forms: Part C Individualized Family Service Plan. http://www.parentcenterhub.org/wp-content/uploads/repo_items/model.ifsp.form.pdf
- Center for Parent Information & Resources. (n.d.). Transition to preschool and other programs. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout9.pdf
- Center for Parent Information & Resources. (n.d.). Transition plan and conference. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout12.pdf

English Learners with Disabilities

- U.S. Department of Education Office for Civil Rights (OCR). (n.d.). Chapter 6. Tools and resources for addressing English learners with disabilities. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

- U.S. Department of Education Office for Civil Rights (OCR). (n.d.). Schools' civil rights obligations to English learner students and limited English proficient parents. <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Evaluation:

- Center for Parent Information & Resources. (2009). Your child's evaluation. https://www.parentcenterhub.org/wp-content/uploads/repo_items/bp1.pdf
- Center for Parent Information & Resources. (2017). Evaluating children for disability. <https://www.parentcenterhub.org/evaluation>
- Example: How the ASQ-3 Questionnaires and M-Chat is used in a medical center <https://steepchasepedi.com/patient-corner/forms/ages-stages-questionnaires/>
- VEIPD. (2016). [Lily's Assessment & IFSP Development](#).

IDEA and IEP:

- U.S. Department of Education. (n.d.). Building the legacy: IDEA 2004. https://sites.ed.gov/idea/building-the-legacy-idea-2004/#bs_first_tab80
- Office of Special Education Programs. (2018). Increasing capacity for developing high-quality IEPs/IFSPs. <https://osepideasthatwork.org/osep-meeting/increasing-capacity-developing-high-quality-iepsifsp-2018?tab=resources>
- U.S. Department of Education. (2011). Questions and answers on Individualized Education Programs (IEPs), evaluations, and reevaluations. https://sites.ed.gov/idea/files/IEP.QA_September_2011_FINAL-1.pdf

Special Education During the COVID-19:

- Arizona State University. (2018). Best practices for teaching online. https://teachonline.asu.edu/wp-content/uploads/2018/09/Best-Practices-for-Teaching-Online_083118.pdf
- Division for Early Childhood. (n.d.). Resources to support early intervention and early childhood special education during the COVID-19 outbreak. <https://www.dec-sped.org/covid-19>
- Internationals Network. (n.d.). Best practices for remote learning
- Office of Special Education Programs. (n.d.). Continuity of learning during COVID-19. <https://osepideasthatwork.org/continuity-learning-during-covid-19>
- National Disability Rights Network. (2020, April 21). COVID-19 and education of students with disabilities resources. <https://www.ndrn.org/resource/covid-19-and-education-of-students-with-disabilities-resources/>
- NYC Department of Education. (2020). COVID-19 closure: Special education remote learning plan. <https://www.uft.org/sites/default/files/attachments/covid-19-special-ed-plan.pdf>
- Wolfman-Arent, A. (2020, April 20). Special education during coronavirus: What should parents tolerate, demand? <https://why.org/articles/special-education-during-coronavirus-what-should-parents-tolerate-demand/>

Professional/Advocacy Organizations:

- The Advocacy Institute (<http://www.advocacyinstitute.org/index.shtml>)
- Child Care Aware of America (<https://www.childcareaware.org>)
- CLASP (Center for Law and Social Policy) (<https://www.clasp.org>)
- NAEYC (National Association for the Education of Young Children) (<https://www.naeyc.org>)
- NAFCC (National Association for Family Child Care) (<https://www.nafcc.org>)
- NBCDI (National Black Child Development Institute) (<https://www.nbcdi.org>)
- NWLC (National Women's Law Center) (<https://nwlc.org>)
- YWCA USA (<https://www.ywca.org>)
- ZERO TO THREE (<https://www.zerotothree.org>)
- Lawyers for Children (<https://www.lawyersforchildren.org/our-mission>)
- Stand for Children (<http://stand.org/massachusetts/about/what-we-do/family-engagement-organizing>)

Special Education Process, Family Support, Family Rights, and Advocacy:

- Pacer Center (n.d.). [Overview of the special education process](#).

- A school district's example: Merrimack School District. (2012). District Special Education Manual. (highlight sections that are related to family rights)
- Center on Positive Behavioral Interventions and Supports, Center for Parent Information & Resources. (March, 2020). Supporting families with PBIS at home. University of Oregon. www.pbis.org.
- Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.
- Massachusetts Department of Elementary and Secondary Education. (n.d.). IEP: Translated Forms and Glossaries. Translated IEP Forms and Notices
- Institute on Disability. (n.d.). NH-based resources.
- Centers for Disease Control and Prevention: How to get help for your child (A Tip Sheet, Engl/Span)
- Centers for Disease Control and Prevention: Developmental Monitoring.
- NH Family-Centered Early Supports and Services: Know Your Rights presentation.
- Massachusetts Department of Elementary and Secondary Education. (n.d.). Advocacy/Disability Rights.
- CADRE (2014). IDEA Dispute Resolution Parent Guide. <https://www.cadeworks.org/resources/cadre-materials/idea-dispute-resolution-parent-guides>

Trauma-Informed Care:

- **Centers for Disease Control and Prevention:** Learn the signs. Act early.
Resources for families, health care providers, early childhood educators regarding developmental milestones, "Watch Me!" free CEU training modules, links to EC/ECSE websites. CDC's National Center on Birth Defects and Developmental Disabilities (NCBDDD) strives to help children live to the fullest by understanding developmental disabilities. It provides definition, screening and diagnosis for developmental disabilities, treatment, services, data & statistics, research findings, multimedia materials, and stories from people living with each of the specific types of developmental disabilities (also available in Spanish):
 - Attention Deficit/Hyperactivity Disorder (ADHD)
 - Autism Spectrum Disorder (ASD)
 - Early Hearing Detection and Intervention (EHDI)
 - Fragile X Syndrome (FXS)
 - Tourette Syndrome
- **National Center on Substance Abuse and Child Welfare (NCSACW)** <https://ncsacw.samhsa.gov>
NCSACW is a national resource center providing information, expert consultation, training and technical assistance to child welfare, dependency court and substance use treatment professionals to improve the safety, permanency, well-being and recovery outcomes for children, parents and families.
 - Preventing Child Abuse and Neglect
 - Supporting Families Affected by Opioids
- **National Child Traumatic Stress Network (NCTSN)**
For more information about what trauma-informed care looks like systematic, including the family system, visit the NCTSN website. Also available is information about secondary trauma:
 - <https://www.nctsn.org/trauma-informed-care>
 - Families and Trauma: <https://www.nctsn.org/trauma-informed-care/families-and-trauma>
 - Spanish: <https://www.nctsn.org/resources>
- **Substance Abuse and Mental Health Services Administration (SAMHSA)**
 - <https://www.samhsa.gov/>
 - Resources for Families Coping with Mental and Substance Use Disorder
 - Practitioner Training
 - <https://www.samhsa.gov/iecmhc>
- STARR Commonwealth in-person and online trainings, certifications and full courses
Resources for professionals and families: <https://starr.org/resources/>

Guidelines, Recommended Practices, and Tools of Professional Organizations

Council for Exceptional Children (CEC)

www.cec.sped.org

The Council for Exceptional Children works to improve public policy affecting children and youth with disabilities and gifts and talents, their parents, and the professionals who work with them, at all levels of government. *In advocating on behalf of children with exceptionalities, CEC examines policy issues, develops appropriate responses to those issues, and influences local, state, provincial, and federal legislation. CEC also monitors and makes recommendations for program regulations and funding. In addition, CEC maintains a network among its units for influencing policy.* CEC is the recognized leader in advocacy for special education policy. CEC played a large part in developing the predecessor of today's IDEA, then known as the Education for All Handicapped Children Act of 1975 (PL 94-142). This law established the right to a free, appropriate public education for children with disabilities.

CEC - Special Educator Professional Preparation Initial and Advanced Standards

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>

CEC - The Early Childhood Special Education/Early Intervention Specialty Set

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Early%20Childhood%20Special%20Education%20and%20Early%20Intervention.pdf>

Child Care Aware of NH <http://nh.childcareaware.org/>

The mission of Child Care Aware® of New Hampshire, the most trusted resource for referrals, technical assistance and professional development for the diverse needs of families, early childhood providers and community partners, is to improve the quality and accessibility of child care.

DEC (Division for Early Childhood of the CEC) Recommended Practices

<https://ectacenter.org/decrp/decrp.asp>

NAEYC (National Association for the Education of Young Children)

NAEYC Position Statements on Early Childhood Policy, Practice, and Professional Development

<http://www.naeyc.org/positionstatements>

National Board for Professional Teaching Standards

<https://www.nbpts.org/>

<http://accomplishedteacher.org/>

TESOL: Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs

<https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>

ZERO TO THREE - Critical Competencies for Infant-Toddler Educators

<https://www.zerotothree.org/resources/1197-zero-to-three-critical-competencies-for-infant-toddler-educators-related-professional-criteria>

Federal and State Policies

US Government Policies

Legislation, regulations, guidance, and other policy documents can be found here for the Every Student Succeeds Act (ESSA) and other topics such as FERPA (Family Educational Rights and Privacy Act), IDEA, Section 504 of the Rehabilitation Act of 1973 (as amended through P.L. 114-95), Title II of the Americans with Disabilities Act of 1990, and other topics. Please note that in the U.S., the federal role in education is limited. Because of the Tenth Amendment, most education policy is decided at the state and local levels. So, if you have a question about a policy or issue, you may want to check with the relevant organization in your state or school district.

<https://www2.ed.gov/policy/landing.jhtml?src=pn>

NH Statutes

<http://www.gencourt.state.nh.us/rsa/html/indexes/default.html>

<https://www.education.nh.gov/legislation/legislation.htm> (updated site will be available soon)

NH Administrative Rules for Education

https://www.education.nh.gov/legislation/admin_rules_toc.htm

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

EDUC 760/860: Introduction to Young Children with Special Needs

Online, E-UNH (8/31/2020 - 12/14/2020)

Instructor: Dr. Eun Kyeong (EK) Cho

Office: 210D Morrill Hall, Phone: (603) 862-4435, E-mail: eunkyeong.cho@unh.edu

Office Hours: By appointment

COURSE DESCRIPTION

This course presents a basic overview of the physiological, social and psychological causes and consequences of delayed development and disability in young children. The course will examine the developmental characteristics and sociocultural environment of children from birth to eight years who are disabled, developmentally delayed, or at-risk for disabling conditions, as well as, current research in the field of early childhood special education. The lives of children, families and communities will be explored via service learning experiences and multimedia and community reviews. Insights from professionals in the field will contribute to the exploration of major themes, including early identification, roles of multidisciplinary professionals, concerns of family members, and the role of community in child development and design of early intervention programs.

COURSE OBJECTIVES

Students who successfully complete the course will be able to:

1. Discuss developmental and behavioral theories
2. Examine the impacts these theories have on teaching methodologies in the field of special education
3. Identify and describe typical developmental trajectories in major domains of development for young children
4. Identify atypical development in young children through their ability to differentiate atypical patterns from expected typical developmental patterns and behaviors
5. Analyze and support each child's situation by taking into account the various factors (i.e., relationships within a family, community, and culture) that may impact a child's development and coping strategies
6. Better understand the value of the scientific method as a way of thinking about questions concerning the causes of behavior, including the ability to find and comprehend research.

TEXT

Bayat, M. (2017). *Teaching exceptional children: Foundations and best practices in inclusive early childhood education classrooms* (2nd ed.). New York: Routledge.

* We will also read other texts such as articles, reports, and films that are available in Canvas.

ADDITIONAL READINGS

(Readings for each week's module are available via myCourses; see Course Schedule)

Bateman, B. D., & Herr, C. M. (2019). Writing measurable IEP goals & objectives.

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards.

Division for Early Childhood. (2017). Position statement on personnel standards in early childhood special education. <https://www.decdocs.org/position-statement-personnel-standards>

Ennis, R. P., Blanton, K., & Katsiyannis, A. (2017). Child find activities under the Individuals with Disabilities Education Act: Recent case law. *Teaching Exceptional Children*, 49(5), 301-308. DOI: 10.1177/0040059916685063.

Merrimack School District. (2012). District Special Education Manual.

National Association of Special Education Teachers. (n.d.). Examples of IEP goals and objectives: Suggestions for students with Autism.

https://www.naset.org/fileadmin/user_upload/Autism_Series/Examples_IEP_Goals_Objectives_for_ASD.pdf

NH Department of Education. (2017). New Hampshire Rules for the Education of Children with Disabilities.

<http://www.sau88.net/ourpages/auto/2017/4/21/51110067/NH%20Rules%20for%20the%20Education%20of%20Children%20with%20Disabilities.pdf>

NH School Administrative Unit 24. (2017). Special education procedures plan.

Parent Information Center on Special Education. (2017). Steps in the NH Special Education Process.

<http://nhfv.org/wp-content/uploads/2017/04/Steps-in-NH-Special-Education-2017VA.pdf>

PACER Center. (2006). Assistive technology for infants, toddlers, and young children with disabilities.

<https://www.pacer.org/publications/pdfs/ALL7.pdf>

U.S. Department of Education. (n.d.). Protecting students with disabilities: Interrelationship of IDEA and Section 504. <https://www2.ed.gov/about/offices/list/ocr/504faq.html#interrelationship>

U.S. Department of Justice and Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (comparing schools' obligations according to the IDEA, Title II of the ADA of 1990, and Section 504 of the Rehabilitation Act of 1973)

* Additional readings as assigned (Website links or PDF files will be provided via myCourses)

* Supplemental resources are available at the end of this syllabus.

* Federal regulations re: early childhood special education services are listed on the following page.

COURSE REQUIREMENTS

1. **Introduce Yourself** (in the Discussion Forum, under "Introduce Yourself"). **Due: September 6**

2. **Student Information Sheet** (in the Assignments) **Due: September 6**

3. **Plagiarism Tutorial** (in the Assignments) **Due: September 13**

4. **Self-Reflection Paper (10%)**: Keeping Bronfenbrenner's (1979) Ecological systems theory of development in mind, examine who you are, including your upbringing, education, theoretical stance, beliefs and biases. Reflect on how you have come to choose this field of work. What do you think you bring to this profession? How do you think you will benefit from this work? Your self-reflection paper should be a 3-4 full pages (double-spaced, 12 point font, 1-inch margin on all sides; excluding the cover and references pages). Link to the course reading materials should be included and cited properly. **Due: September 20**

5. **Quizzes (25%)**: Students are required to take quizzes via myCourses every week except for the first week. The quiz will open on Monday and close on Sunday each week. Quizzes will not be made available again for students who do not take them during the scheduled quiz period. No exceptions. Students should take the quiz independently. The purpose of the quiz is to assess students' knowledge and understanding of the core concepts of course reading materials, which will provide a foundation for the application of knowledge. See the **Course Schedule** (pp. 8-9) for further details.

6. **Disability Awareness in Media and Community (10%)**: Select one of the following two options:

Option 1: Disability in the Cinema

Select a movie in which a central character(s) is affected by disability (e.g., see: <https://iris.peabody.vanderbilt.edu/resources/films/>). Write a 4-page reflection paper that critically examines the notion of disability and how the individual(s) was portrayed.

- How was the character limited/marginalized by this portrayal?
- What does this depiction say about society's value for and acceptance of difference?
- How were relationships affected?
- How would you rewrite the script given what you have learned?

Link to the course reading materials should be included and cited properly.

Option 2: Disability and Community Awareness

Take a community walk to note how your local community may or may not be accessible to individuals with disabilities. You may select a town, park, or other community setting. Spend time observing how people move in that setting.

- What knowledge is needed to be successful (e.g. ability to visually read signs, know the rules, walk up stairs, etc.)?
- Are there ways that children, families and individuals with disabilities may be limited from participating?
- Do you see individuals with disabilities accessing this community setting?
- If the disability is not physically visible (social/emotional, developmental or behavioral), are there potential limitations or supports available? Give specific examples.
- What recommendations do you have for change?

Write a 4-page reflection paper that critically examines the notion of disability within this community setting. Link to the course reading materials should be included and cited properly. **Due: 9/27**

7. Research Paper (30%): Students are required to complete a research paper focusing on **how significant variations in development** (physical, sensory, language, cognitive and emotional development) or **social and cultural context** (i.e., poverty, linguistic diversity, etc.) can **impact learning**. Students will research a developmental difference or condition in young children that examines how/when limited development may manifest in children. As children grow, does varied development impact their learning in new or different ways? Discuss what the causes and how education may be affected.

References must include *at least four* formal professional sources of information that *are not websites* (e.g., 3 academic journal articles and the textbook), additional on-line sources can then be used to enhance the information gathered. Articles must be chosen from the professional literature (academic journals). The articles may deal with a specific disability, educational programs, techniques, methods, materials, or developmental research relevant to work with infants and young children with special needs and their families. The articles must be chosen from at least three separate journals. The research paper should (1) Summarize the varied development, when it manifests itself and causes; (2) What are the effects on children, families, and learning; (3) How & when is it recognized/diagnosed and treatment or intervention; (4) Relate this research paper to the course reading materials and cite references properly. 7-8 full-pages (double-spaced, 12 point font, 1-inch margin on all sides, excluding the cover, abstract, and references pages). VeriCite (plagiarism detection software) is integrated with myCourses as a reminder for students to abide by the UNH Academic Honesty policy and to encourage originality in their work. **Due: 11/1**

8. Service-Learning Project (20%):

Option A. (If the COVID-19 crisis becomes under control and school/community programs open) Students will participate in a service-learning project that has a direct benefit to children with disabilities (i.e., Children's Museum, Special Olympics, therapeutic riding program, or early intervention). Service-Learning by definition, must have equal benefit for the student and the community (Furco, 1996). Therefore, this project must have a value for the program, not just hours the student volunteers. Students must begin to research possibilities early in the semester.

This project must include direct service work with children and families. The instructor will support students through some suggestions for local programs such as the ones listed on the UNH Civic and Community Engagement (<https://www.unh.edu/serve/disabilities>) or on the UNH Institute on Disability. However, securing a project is the responsibility of the student. Service-Learning Projects must be pre-approved by the instructor via the Service-Learning Project proposal. Students must document **10 hours of completed service**, write a reflection paper about their experience, and share the information gained from that experience with classmates through a discussion board activity.

(1) A Proposal (up to **20 points**; one-page, double-spaced, 12 point font, 1-inch margin on all sides). **Due: 9/27**

(2) A Reflection Paper (up to **100 points**; 3-5 page paper (double-spaced, 12 point font, 1-inch margin on all sides, **excluding** the cover, abstract, and references pages) submitted along with the documentation of 10 hours of service log. This is to include a summary of each phase of the project: planning, implementation, and reflection on the project, with at least half of the paper devoted to reflection. What lessons did you learn from this experience? What went well? What would you change and how? Was it successful – why or why not? How did this experience relate to the course readings and discussions? How has this experience changed your knowledge about disabilities and inclusion? The service log form will be provided on myCourses. Link to the course reading materials should be included and cited properly. **Due: 12/6**

Option B. (If the COVID-19 crisis continues to impact human interactions)

Virtual service learning project: The essence of the service learning project stays the same. The mode of interaction (direct vs. virtual) is the main difference between option A and B.

Option B-1: Virtual interaction with and non-contact support for children with special needs and their families. If you have a personal connection with a family or if you know a special educator or a community agency that can connect you with a family of a child with special needs, you can engage in a virtual service learning project. **Due: 12/6**

Option B-2: If Option B-1 is not feasible for you, indirect service learning project would be your last option. Identify a center, program, or organization that supports children with special needs and their families. Make a contact, discuss possible works for the program. Contribute to the program by taking on some of the tasks of the program. **Due: 12/6**

GRADING

Course requirements	Due Date	%	A: 94-100% A-: 90-93% B+: 87-89% B: 84-86% B-: 80-83%
Introduce Yourself (on the Discussion Forum)	Sunday, 9/6	1	
Student Information Sheet	Sunday, 9/6	1	
Plagiarism Tutorial	Sunday, 9/13	3	
Self-Reflection Paper	Sunday, 9/20	10	

Disability Awareness in Media and Community: A Reflection Paper	Sunday, 9/27	10	C+: 77-79% C: 74-76% C-: 70-73% D+: 67-69% D: 64-66% D-: 60-63% F: 0-60%
Quizzes	Sundays (Weekly)	25	
Research Paper	Sunday, 11/1	30	
Service Learning Proposal Report	Sunday, 9/27 Sunday, 12/6	20	

PROTECTING YOUR WORK

Imagine that you have an important meeting with government officials and you lost your documents the night before. What would you do? Students may lose their in-progress works during the process of preparing a document. To prevent unfortunate events, it is strongly recommended that you save files not only on your computer, but also onto an outside server (e.g., Box, Dropbox, iCloud).

Before you reach to the final version, you may have multiple drafts of a paper. So, do not use “final” in the file name until your final submission copy is ready. Save your file using the following naming system.

In-Progress Drafts: EDUC760_ Assignment_Date-Time

Final Draft for Submission: EDUC760_ Assignment_FirstName-LastName

EDUC760_Research-Paper_Jane-Smith

EDUC860_Self-Reflection_Jane-Smith

EDUC860_Disability-Awareness_Jane-Smith

STUDENT SUPPORT

UNH Online Writing Lab

Should the student require assistance with their writing, the Online Writing Lab (OWL) provides free service for all currently enrolled UNH students: <http://unh.edu/writing/online-writing-lab>

- Writing Center (862-3272) <http://www.unh.edu/writing/cwc/>
- Dimond Library (862-1535) www.library.unh.edu
- Center for Academic Resources (862-3698) <https://www.unh.edu/cfar>

Technical Requirements and Technical Support

See website listings for current recommendations and requirements related to this course:

<https://online.unh.edu/student-experience/technical-requirements>. For technical support please call (603) 862-4242 or fill out an online support form at: <https://td.unh.edu/TDClient/Requests/ServiceDet?ID=192>

University Disability Accommodations: The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Student Accessibility Services (SAS, 603-862-2607): <https://www.unh.edu/studentaccessibility>. Please provide the instructor with that information privately so that those accommodations can be reviewed.

APA Style Writing

- APA Style Writing: <https://www.apastyle.org/> (see Style and Grammar Guidelines)
- Summary of the APA Style and Grammar Guidelines re: Paper Formatting for the ‘Title page’ and ‘Heading levels’:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html
- APA Style Referencing: <https://apastyle.apa.org/style-grammar-guidelines/references/examples/>

Elements of a Cover Page

- Title of the paper
- Name of each author of the paper
- Affiliation for each author (typically the school being attended)
- Course number and name for which the paper is being written (e.g., EDUC 760/860)
- Course instructor's name and title (e.g., Dr. Eun Kyeong Cho)
- Assignment's due date (e.g., October 3, 2020)
- Page number (which also appears on the following pages).
- Note also that student papers now lack a running head.

Heading Levels**APA Headings**

Level	Format
1	Centered, Boldface, Title Case Heading Text starts a new paragraph.
2	Flush left, Boldface, Title Case Heading Text starts a new paragraph.
3	<i>Flush Left, Boldface Italic, Title Case Heading</i> Text starts a new paragraph.
4	Indented, Boldface Title Case Heading Ending With a Period. Paragraph text continues on the same line as the same paragraph.
5	<i>Indented, Boldface Italic, Title Case Heading Ending With a Period.</i> Paragraph text continues on the same line as the same paragraph.

Each of the sections of a paper start with level 1 headings.

CLASS POLICY

Late Assignments: Late assignments will be accepted if there are extenuating circumstances such as the death of an immediate family member, car accident, or severe medical emergency. Appropriate documentation (such as medical excuses from a doctor or letters of receipt of services from the hospital, funeral programs, official police reports, court citations if you were in court on the day an assignment is due, etc.) will be required. Documentation must be provided within one week of extenuating circumstances. Students should make every effort to resolve any missing work upon their return to class, within one week.

Late assignment without extenuating circumstances and appropriate documentation will be accepted for two days. Late assignments that are accepted will receive a 10% deduction of possible points assigned to the specific assignment each day they are late (including weekends and holidays). After two days, late assignments will not be accepted.

Professionalism: Students are expected to maintain high professional standards in this course. These include honesty, integrity, punctuality and attendance. Academic dishonesty (i.e., cheating, forgery, or plagiarism) will not be tolerated and places your standing in this class and as a student in jeopardy (see Student Rights, Rules, and Responsibilities, <https://www.unh.edu/student-life/student-rights-rules-responsibilities>). All assignments are to be your original work. Sources of information used in completing assignments are to be fully cited using the American Psychological Association (APA) style guidelines (7th edition). Resources: <http://libraryguides.unh.edu/unhmcitingsources>.
<https://www.library.unh.edu/research-support/citation-styles>

Academic Honesty: Students are required to abide by the UNH Academic Honesty policy. Please visit the link (<https://www.unh.edu/student-life/09-academic-honesty>) and be familiarized with the policy. It is also located in the *Student Rights, Rules, and Responsibilities Handbook* (pp. 29-31).
<https://www.unh.edu/student-life/student-rights-rules-responsibilities>

Please pay extra attention to avoiding "**plagiarism**" as well as following guidelines for preparing a research paper. Plagiarism is defined as "the unattributed use of the ideas, evidence, or words of another person, or the conveying the false impression that the arguments and writing in a paper are your own" (UNH Academic Honesty Policy, 09.3, <https://www.unh.edu/student-life/09-academic-honesty>). Helpful information regarding how to cite others' work properly is on the web.

For example, "**Quotation marks surround the quoted text; the source is clearly identified in the student's writing; and a full bibliographic citation is provided in the references**" (<https://cola.unh.edu/academics/plagiarism-tutorial>). Plagiarism of any type may be grounds for receiving an "F" in an assignment or an "F" in the overall course. Incidents are reported to the school dean and may be grounds for further action.

*Please take the **Plagiarism Tutorial** from: <https://cola.unh.edu/academics/plagiarism-tutorial>

Communication Expectations:

- The instructor will be online daily during weekdays (M-F).
- Students will post general (not private) course-related questions (e.g., assignments) in the "**Questions about this course**" discussion forum.
- Responses to students' inquiries will be made within 1-2 days.
- If you post late on Friday or during weekends/holidays, responses will be made on the next weekday. If you post a question about this course, such as "I have trouble finding the reading link", post your question to "**Questions about this course**" discussion forum. Questions related to assignments or learning should first be asked in the "**Questions about this course**" discussion forum.
- The use of email (eunkyeong.cho@unh.edu) is reserved for questions of a private nature or for scheduling Zoom office hours.

- If you would like to schedule Zoom office hours, send me an email and I will respond within 24-hours to schedule a time. After the meeting date/time is scheduled, you will be receiving an invitation to a Zoom meeting room with a link.

*Note: This syllabus is subject to change. Students will be promptly notified of any changes.

Course Schedule* & Assignments

Fall 2020

(8/31/2020 - 12/14/2020)

*This is a tentative schedule. Changes may be made at the discretion of the instructor.

Dates	Topics	Readings and Assignments
Module 1 (8/31 – 9/6)	Course Introduction Early Childhood Special Education: An Introduction to the Field	<ul style="list-style-type: none"> - Read the course syllabus - Introduce yourself to your classmates via Discussion Board by Sunday, 9/6 - Submit your completed ‘Student Information Sheet’ by Sunday, 9/6 <p>Check Week 1: Readings section (Chapter 1 and other readings) and follow instructions</p> <ul style="list-style-type: none"> ➤ Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. ➤ Division for Early Childhood. (2017). Position statement on personnel standards in early childhood special education. ➤ <u>US Government Policies relevant to ECSE</u> ➤ NH Department of Education. (2017). <u>New Hampshire Rules for the Education of Children with Disabilities.</u>
Module 2 (9/7 – 9/13)	Theoretical Foundations in Early Childhood Special Education	<ul style="list-style-type: none"> - Check Week 2: Readings section (Chapter 1 and other readings) and follow instructions - Take Quiz 1 (Based on Chapter1) - Complete ‘Plagiarism Tutorial’ and submit the ‘screenshot of the completion message’ by 9/13
Module 3 (9/14 – 9/20)	Typical and Atypical Development	<ul style="list-style-type: none"> - Check Week 3: Readings section (Chapter 2 and other readings) and follow instructions - Take Quiz 2 (Based on Chapter 2) - Submit ‘Self-Reflection Paper’ by Sunday, 9/20
Module 4 (9/21 – 9/27)	Families Are the Most Important of All	<ul style="list-style-type: none"> - Check Week 4: Readings section (Chapter 3 and other readings) and follow instructions ➤ Center for Parent Information & Resources. (2016). <u>The “Individualized Family Service Plan”: The IDEA 2004’s Part C Regulations.</u> ➤ Parent Information Center on Special Education. (2017). <u>Steps in the NH Special Education Process.</u> - Take Quiz 3 (Based on Chapter 3)
Module 5 (9/28 – 10/4)	Children Who are At-Risk	<ul style="list-style-type: none"> - Check Week 5: Readings section (Chapter 4 and other readings) and follow instructions ➤ Center for Disease Control and Prevention. (n.d.). Developmental monitoring and screening.

		https://www.cdc.gov/ncbddd/childdevelopment/screening.html - Take Quiz 4 (Based on Chapter 4)
Module 6 (10/5 – 10/11)	Identification and Intervention	- Check Week 6: Readings section (Chapter 5 and other readings) and follow instructions ➤ Ennis, R. P., Blanton, K., & Katsiyannis, A. (2017). Child find activities under the Individuals with Disabilities Education Act: Recent case law. - Take Quiz 5 (Based on Chapter 5)
Module 7 (10/12 – 10/18)	Developing IFSP and IEP	- Check Week 7: Readings section (Chapters 6 -7 and other readings) and follow instructions ➤ NH SAU 24 (2017). Special Education Procedures Plan ➤ U.S. Department of Education. (n.d.). <u>IDEA 2004 Model Forms: Part C Individualized Family Service Plan.</u> ➤ Gillasp, K., Lucas, A., & Peters, M.(2011). <u>Writing quality IFSP outcomes and IEP goals and linking the global child outcomes.</u> ECTA Center. ➤ Center for Parent Information & Resources. (n.d.). <u>Transition to preschool and other programs.</u> ➤ Bateman, B. D., & Herr, C. M. (2019). <u>Writing measurable IEP goals & objectives.</u> ➤ U.S. Department of Education. (n.d.). <u>Protecting students with disabilities: Interrelationship of IDEA and Section 504.</u> - Take Quiz 6 (Based on Chapters 6-7)
Modules 8-15. Disabilities: Diagnosis, Characteristics, and Best Practices		
Module 8 (10/19 – 10/25)	Children Who Have Autism Spectrum Disorder	- Check Week 8: Readings section (Chapter 8 and other readings) and follow instructions ➤ National Association of Special Education Teachers. (n.d.). <u>Examples of IEP goals and objectives: Suggestions for students with Autism.</u> - Take Quiz 7 (Based on Chapter 8)
Module 9 (10/26 – 11/1)	Children Who Have Attention Deficit Hyperactivity Disorder	- Check Week 9: Readings section (Chapter 9 and other readings) and follow instructions ➤ <u>Attention Deficit/Hyperactivity Disorder</u> - Take Quiz 8 (Based on Chapter 9) - Submit 'Research Paper' by Sunday, 11/1
Module 10 (11/2 – 11/8)	Children Who Have Challenging Behaviors & Mental Health Issues	- Check Week 10: Readings section (Chapter 10 and other readings) and follow instructions ➤ <u>Trauma Informed Care</u> - Take Quiz 9 (Based on Chapter 10)

Module 11 (11/9 – 11/15)	Children with Communication Impairments	<p>- Check Week 11: Readings section (Chapter 11, and other readings) and follow instructions</p> <ul style="list-style-type: none"> ➤ ASHA. (n.d.). <u>Social Communication Disorder</u>. ➤ U.S. Department of Justice and Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (comparing schools' obligations according to the IDEA, Title II of the ADA of 1990, and Section 504 of the Rehabilitation Act of 1973) <p>- Take Quiz 10 (Based on Chapter 11)</p>
Module 12 (11/16 – 11/22)	Children with Intellectual Disability	<p>- Check Week 12: Readings section (Chapter 12 and other readings) and follow instructions</p> <p>- Take Quiz 11 (Based on Chapter 12)</p>
Module 13 (11/23 – 11/29)	Children with Hearing Loss and Visual Impairment	<p>- Check Week 13: Readings section (Chapter 13 and other readings) and follow instructions</p> <ul style="list-style-type: none"> ➤ <u>Early Hearing Detection and Intervention</u> <p>- Take Quiz 12 (Based on Chapter 13)</p>
Module 14 (11/30 – 12/6)	Children Who Have Motor Issues and Those with Other Health Impairments	<p>- Check Week 14: Readings section (Chapter 14 and other readings) and follow instructions</p> <ul style="list-style-type: none"> ➤ PACER Center. (2006). <u>Assistive technology for infants, toddlers, and young children with disabilities</u>. ➤ Willkomm, T. (n.d.). <u>101 assistive technology solutions that you can create with discarded election signs</u>. <p>- Take Quiz 13 (Based on Chapter 14)</p> <p>- Submit 'Disability Awareness in Media and Community: Reflection Paper' by Sunday, 12/6</p>
Module 15 (12/7 – 12/13)	<p>Education of Children with Disabilities in Primary School Years: Grades K-3</p> <p>Children Who Are Gifted</p>	<p>- Check Week 15: Readings section (Chapters 15-16) and follow instructions</p> <ul style="list-style-type: none"> ➤ Merrimack School District. (2012). <u>District Special Education Manual</u>. <p>- Take Quiz 14 (Based on Chapters 15-16)</p>

Early Childhood Special Education Process in a Nutshell

Early Identification and Screening

Unless a medical diagnosis is made at birth or during a well-child visit, the first step in identifying a young child's disability is a concern raised by someone familiar with the child. Usually a parent, preschool teacher, or other caregiver becomes worried about a young child's development or learning because they have noticed delays in the skills listed on the previous pages. Pediatricians and child-care providers are often the first to receive referrals from parents, discuss concerns, and begin the process of identification.

The first assessment is usually a brief screening to determine if more comprehensive assessment is warranted. Screening assessments involve evaluating a few key skills in each of the major areas of development: physical, cognitive, communication, social-emotional, and adaptive. Pediatricians routinely conduct developmental screenings during well-child visits, and publicly funded early education programs such as Head Start also screen children annually. In many communities, schools, public health departments, and other agencies also provide early childhood screening clinics.

Results of screening assessments indicate which children seem to be developing as expected, and also identify those for whom a comprehensive assessment is needed to determine if there are significant delays or disabilities.

Comprehensive Evaluation and Services

If screening results indicate a potential disability, a comprehensive evaluation is conducted to determine the nature and severity of the problem and establish a child's eligibility for special services. Comprehensive evaluations generally involve a very careful and detailed assessment of the skills a child has in each area of development, and are often conducted by a multidisciplinary team of professionals.

Birth to 3 Services

Early intervention services for infants and toddlers with special needs, including **eligibility evaluations**, are provided **by school districts** in some states, **and by health and human service agencies** in other states. Once a child is determined to be eligible under Part C of IDEA, **further assessment** focuses on **identifying the functional skills** that very young children need to participate in daily routines and family life, such as eating, sleeping, moving about, interacting, and playing. **Therapists, psychologists, and early interventionists may participate on assessment teams for birth to 3-year-olds, and parents** also are considered to be important members of assessment teams. The team also discusses **family priorities, concerns, and resources** for the child being assessed. **An Individualized Family Service Plan (IFSP) combines family priorities with child assessment results** to determine unique and relevant outcomes for each family. Services for eligible infants and toddlers are provided in "natural environments" such as children's homes, neighborhood play groups, child-care settings, parks, libraries, or other places where families participate with infants and toddlers without disabilities.

Preschool Services, Ages 3 to 5

Local school districts are responsible for providing preschool special education services, including comprehensive evaluations. Children ages 3 through 5 are usually scheduled for **an evaluation at the school by a multidisciplinary team of professionals**. **The evaluation team** may include **therapists, psychologists, and educators** who participate in a detailed assessment. All the assessment results are combined **to determine if the child meets eligibility requirements and needs special education**. **If the child is eligible, an Individualized Education Program (IEP) is designed** that contains goals and objectives for each child. Preschoolers who are eligible for special education are usually served in preschool classrooms in the local school district, or community-based preschool programs that enroll children with and without disabilities.

Slentz, K. (2015). Early childhood disabilities and special education. National Association of School Psychologists.

SUPPLEMENTAL READINGS

- ASHA. (n.d.). Social Communication Disorder. <https://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorder/Autism-Intervention-Video-Training-Series-ABA-Autism-Training-Chapter-1-The-Discrete-Trial-Video>.
- KNAPP Center for Child Development. (n.d.). Discrete Trial Instruction: <http://knappcenter.org/sample-page/treatment-programs/initial-steps/dtt-daytreatment/> (Definition, Elements, Documentations)
- Çen, S. (2016). Ecocultural perspective in learning disability: Family support resources, values, child problem behaviors [Unpublished master's thesis]. Hacettepe University. https://pdfs.semanticscholar.org/da03/3aef52b0423e504dfa3f33cac9a14bdae04a.pdf?_ga=2.237417600.1456117230.1592132625-54018842.1583268973
- Disability Rights Center – NH. (2019). *Individualized Education Programs (IEPs) and 504 Plans: What's the difference?*
- Lucas, A., Gillaspay, K., Peters, M. L., & Hurth, J. (2014). *Enhancing recognition of high quality, functional IEP goals: A training activity for early childhood special education staff*. The Early Childhood Technical Assistance Center. <https://ectacenter.org/~pdfs/pubs/rating-iep.pdf>
- Parent Information Center on Special Education. (2017). *A family guide to special education in New Hampshire*. <https://www.nhcedd.org/links/FamilyGuideToSpecialEducation.pdf>
- Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49(5), 328-338. DOI: 10.1177/0040059916680103.
- SAMHSA. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed care*.
- STARNET. (2016). *ABC: Autism, Behavior, and Communication – Using Visual Support* (Video, 35:29)
Linda Hodgdon* explains the link between behavior, communication, and visual strategies for young children with autism spectrum disorders or other communication and behavior challenges. She discusses a multitude of visual tools that have been used effectively to support communication and manage behavioral issues. This presentation is to provide practical approaches to help families and educators support children who have behavior or self-management challenges.
*Linda Hodgdon, M.Ed., CCC-SLP, is a Speech Language Pathologist who is internationally known for her expertise in developing the use of visual strategies to support communication needs for students with autism, asperger's syndrome, and others with communication or behavior challenges. Linda is an author of both *Visual Strategies for Improving Communication and Solving Behavior Problems in Autism and Other Communication Disorders*.
- U.S. Department of Justice and U.S. Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (Overview of Title II, Section 504, and the IDEA) <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>
- U.S. Department of Education, Office for Civil Rights. (n.d.). Disability Discrimination Resources. <https://www2.ed.gov/about/offices/list/ocr/disabilityresources.html>
- Willkomm, T. (2013). Assistive technology solutions in minutes – Book II. University of New Hampshire, Assistive Technology in NH.
- 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. <https://doi-org.unh.idm.oclc.org/10.1177/0040059916662204>

ADDITIONAL RESOURCES

Federal and State Policies

US Government Policies

Legislation, regulations, guidance, and other policy documents can be found here for the Every Student Succeeds Act (ESSA) and other topics such as FERPA (Family Educational Rights and Privacy Act), IDEA, Section 504 of the Rehabilitation Act of 1973 (as amended through P.L. 114-95), Title II of the Americans with Disabilities Act of 1990, and other topics. Please note that in the U.S., the federal role in education is limited. Because of the Tenth Amendment, most education policy is decided at the state and local levels. So, if you have a question about a policy or issue, you may want to check with the relevant organization in your state or school district.

<https://www2.ed.gov/policy/landing.jhtml?src=pn>

NH Statutes

<http://www.gencourt.state.nh.us/rsa/html/indexes/default.html>

<https://www.education.nh.gov/legislation/legislation.htm> (updated site will be available soon)

NH Administrative Rules for Education

https://www.education.nh.gov/legislation/admin_rules_toc.htm
http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

Guidelines, Recommended Practices, and Tools of Professional Organizations

Council for Exceptional Children (CEC)

www.cec.sped.org

The Council for Exceptional Children works to improve public policy affecting children and youth with disabilities and gifts and talents, their parents, and the professionals who work with them, at all levels of government. *In advocating on behalf of children with exceptionalities, CEC examines policy issues, develops appropriate responses to those issues, and influences local, state, provincial, and federal legislation. CEC also monitors and makes recommendations for program regulations and funding. In addition, CEC maintains a network among its units for influencing policy.* CEC is the recognized leader in advocacy for special education policy. CEC played a large part in developing the predecessor of today's IDEA, then known as the Education for All Handicapped Children Act of 1975 (PL 94-142). This law established the right to a free, appropriate public education for children with disabilities.

CEC - Special Educator Professional Preparation Initial and Advanced Standards

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>

CEC - The Early Childhood Special Education/Early Intervention Specialty Set

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Early%20Childhood%20Special%20Education%20and%20Early%20Intervention.pdf>

DEC (Division for Early Childhood of the CEC) Recommended Practices

<https://ectacenter.org/decrp/decrp.asp>

NAEYC (National Association for the Education of Young Children)

NAEYC Position Statements on Early Childhood Policy, Practice, and Professional Development

<http://www.naeyc.org/positionstatements>

National Board for Professional Teaching Standards

<https://www.nbpts.org/>

<http://accomplishedteacher.org/>

TESOL: Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs

<https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>

ZERO TO THREE - Critical Competencies for Infant-Toddler Educators

<https://www.zerotothree.org/resources/1197-zero-to-three-critical-competencies-for-infant-toddler-educators-related-professional-criteria>

Trauma-Informed Care and Practices

Centers for Disease Control and Prevention: Learn the signs. Act early.

CDC's National Center on Birth Defects and Developmental Disabilities (NCBDDD) strives to help children live to the fullest by understanding developmental disabilities. It provides definition, screening and diagnosis for developmental disabilities, treatment, services, data & statistics, research findings, multimedia materials, and stories from people living with each of the specific types of developmental disabilities (also available in Spanish):

[Attention Deficit/Hyperactivity Disorder \(ADHD\)](#)

[Autism Spectrum Disorder \(ASD\)](#)

[Early Hearing Detection and Intervention \(EHDI\)](#)

[Fragile X Syndrome \(FXS\)](#)

[Tourette Syndrome](#)

National Center on Substance Abuse and Child Welfare

<https://ncsacw.samhsa.gov>

NCSACW is a national resource center providing information, expert consultation, training and technical assistance to child welfare, dependency court and substance use treatment professionals to improve the safety, permanency, well-being and recovery outcomes for children, parents and families.

Preventing Child Abuse and Neglect (in accordance with the Family First Prevention Services Act as codified in Title IV-E of the Social Security Act)

Supporting Families Affected by Opioids

National Child Traumatic Stress Network (NCTSN)

For more information about what trauma-informed care looks like systematic, including the family system, visit the NCTSN website. Also available is information about secondary trauma:

<https://www.nctsn.org/trauma-informed-care>

Many resources and trainings are also available for several audiences, including families.

Resources are also available in Spanish: <https://www.nctsn.org/resources>

Families and Trauma: <https://www.nctsn.org/trauma-informed-care/families-and-trauma>

The Office of Student Wellness

Resource guide: <https://www.nhstudentwellness.org/trauma.html>

SAMHSA (Substance Abuse and Mental Health Services Administration)

<https://www.samhsa.gov/>

Resources for Families Coping with Mental and Substance Use Disorder
Practitioner Training

<https://www.samhsa.gov/iecmhc>

STARR Commonwealth in-person and online trainings, certifications and full courses: <https://starr.org/>

Resources for professionals and families: <https://starr.org/resources/>

Organizations with the ECSE Expertise

Child Care Aware of NH <http://nh.childcareaware.org/>

The mission of Child Care Aware® of New Hampshire, the most trusted resource for referrals, technical assistance and professional development for the diverse needs of families, early childhood providers and community partners, is to improve the quality and accessibility of child care.

Early Childhood Research & Reference Portal.

Also from the ECTA Center, the portal links to national and state by state EC data sources, evidence-based practices, online journals, literature databases, and grants databases.

<http://ectacenter.org/portal/portal.asp>

ECO

ECO stands for the Early Childhood Outcomes Center. In past years, it has provided national leadership to help states implement high-quality outcome systems for early intervention and early childhood special education programs. It's now merged with the ECTA Center, so explore the many resources that transferred.

<http://ectacenter.org/eco/index.asp>

Land first at the ECTA (Early Childhood Technical Assistance) Center. <http://ectacenter.org/sitemap.asp#topics>
Project CONNECT

CONNECT has developed web-based, instructional resources for faculty and other professional development providers that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules help build practitioners' abilities to make evidence-based decisions. <https://www.connectmodules.dec-sped.org/connect-modules/>

**EDUC 7/862 Curriculum for Young Children with Special Needs:
Evaluation and Program Design**

Spring 2021
Wednesday 4:10-6:30PM

Betsy P. Humphreys PhD
103A Pettee Hall
Phone: 862-4124
elizabeth.humphreys@unh.edu

Office Hours by Appointment

COURSE DESCRIPTION

This course will provide an overview of assessment and intervention issues relevant to early childhood special education, focusing on children ages birth through age eight who have or are at risk for developmental delays or disabilities. Authentic, norm-referenced, and criterion-referenced assessment tools will be explored through class readings and field assignments. Instruction will include developing an **understanding of the legal process** under the *Individuals with Disabilities Education Improvement Act (P.L. 108-466)*, **developing skill at interpreting evaluation information** in the design of educational programming, team process for **disability deliberations, and eligibility determinations**. This course is intended primarily for teachers, but may be applicable for administrators, allied health professionals and therapists. Students will be expected to work directly with young children in order to complete course requirements.

COURSE OBJECTIVES

- Apply theories of development to interpret young children's behavior and learning for typical and atypical patterns of development **Ed 612.071 Standard (2) a-d**
- Demonstrate understanding of special education law under the *Individuals with Disabilities Education Act of 2004* as it pertains to Part C Early Intervention and Part B Early Childhood Special Education **Ed 612.071 Standard (5) a**
- Demonstrate knowledge of the range of developmentally appropriate standardized (formal) and curriculum-based (informal) evaluation instruments used to assess children in early childhood settings **Ed 612.071 Standard (5) b & d**
- Demonstrate skill in administering a range of early childhood assessments and interpreting the results through the writing of formal developmental and academic reports **Ed 612.071 Standard (5) c, d & e**
- Demonstrate skill in developing educational programming, identifying appropriate instructional strategies and accommodations/modifications including assistive technology for individual children **Ed 612.071 Standard (3) a-g & Standard (6) a-n**
- Apply knowledge of developmentally appropriate practice to recommend inclusive programmatic placements as defined by NAEYC and CEC/DEC **Ed 612.071 Standard (8) a-j**
- Demonstrate an awareness of the collaborative team process for evaluation and eligibility and be able to identify community resources for young children birth – 8 years **Ed 612.071 Standard (10) a-h**

REQUIRED TEXTS

Bagnato, S. J., Neisworth, J. T., & Pretti-Frontczak, K. (2010). *LINKing authentic assessment and early childhood intervention: Best measures for best practice*. Paul H Brookes Publishing.

Gibb, G. & Dyches, T. (2015). *IEPs: Writing Quality Individualized Education Programs* (3rd ed.). Upper Saddle River, NJ: Pearson.

(Low-cost option: eText: <http://www.mypearsonstore.com/bookstore/ieps-writing-quality-individualized-education-programs-9780134087559?xid=PSED>)

McAfee, O., Leong, D., & Bodrova, E. (2015). *Assessing and Guiding Young Children's Development and Learning* (6th ed.). Upper Saddle River, NJ: Pearson.

(Low-cost option: eText: <http://www.mypearsonstore.com/bookstore/assessing-and-guiding-young-childrens-development-and-9780133988970?xid=PSED>)

Required Resource (free): Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Available at <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/>

Class Companion Website: <https://mycourses.unh.edu/>

COURSE READINGS

- Acar, S., & Blasco, P. M. (2018). Guidelines for Collaborating With Interpreters in Early Intervention/Early Childhood Special Education. *Young Exceptional Children*, 21(3), 170-184.
- Boyd, B. A., Odom, S. L., Humphreys, B.P., & Sam, A.M. (2010). Infants and Toddlers With Autism Spectrum Disorder: Early Identification and Early Intervention. *Journal of early intervention*, 32(2), 75-98.
- Bradshaw, W. (2013). A framework for providing culturally responsive early intervention services. *Young Exceptional Children*, 16(3), 3-15.
- Bricker, D. D., Felimban, H. S., Lin, F. Y., Stegenga, S. M., & Storie, S. O. M. (2020). A Proposed Framework for Enhancing Collaboration in Early Intervention/Early Childhood Special Education. *Topics in Early Childhood Special Education*, 0271121419890683.
- Bruns, D. A., & LaRocco, D. J. (2019). Supporting parents' confidence to pull up a chair at the early intervention/early childhood special education table. *Young Exceptional Children*, 22(1), 38-49.
- Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School and Clinic*, 53(1), 58-63.
- Cummings, K. P., & Swindell, J. (2019). Using a Trauma-Sensitive Lens to Support Children with Diverse Experiences. *Young Exceptional Children*, 22(3), 139-149.
- Early Childhood Technical Assistance Center. (n.d.). Screening, evaluation, and assessment. <https://ectacenter.org/topics/earlyid/screeneval.asp>
- Early Childhood Technical Assistance Center. The Center for IDEA Early Childhood Data Systems (May 2020). Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination. https://ectacenter.org/~pdfs/events/Assessment_Tool_Table.pdf
- Edwards, C., & DaFonte, A. (2012). The 5-point plan: Fostering successful partnerships with families of students with disabilities. *Teaching Exceptional Children*, 44(3), 6-13.
- Gatmaitan, M., & Brown, T. (2016). Quality in individualized family service plans: Guidelines for practitioners, programs, and families. *Young Exceptional Children*, 19(2), 14-32.
- Grisham-Brown, J. & Hemmeter, M.L. (2017). Chapter 4 Recommended Instructional Practices. In *Blended practices for Teaching Young Children with Special Needs in Inclusive Settings*, Second Edition. Brookes Publishing.
- Guralnick M.J., Bruder M.B. (2019) Early Intervention. In: Matson J. (eds) Handbook of Intellectual Disabilities. Autism and Child Psychopathology Series. Springer, Cham
- Lipkin, P. H., & Macias, M. M. (2020). Promoting optimal development: Identifying infants and young children with developmental disorders through developmental surveillance and screening. *Pediatrics*, 145(1).
- Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20.

- Moodie, S., Daneri, P., Goldhagen, S., Halle, T., Green, K., & LaMonte, L. (2014). *Early childhood developmental screening: A compendium of measures for children ages birth to five* (OPRE Report 201411). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- McConnell, S. R., & Rahn, N. L. (2016). Assessment in early childhood special education. In *Handbook of early childhood special education* (pp. 89-106). Springer, Cham.
- New Hampshire Parent Information Center (2018) Guide to the New Hampshire Standards for the Education of Children with Disabilities, <https://picnh.org/wp-content/uploads/2020/03/Ed-1100-Guide-to-NH-Standards-updated-11.4.2018.pdf>
- New Hampshire Parent Information Center (2017) A Family Guide the Special Education in New Hampshire <https://picnh.org/wp-content/uploads/2018/06/Family-Guide-To-SPED-6.17.pdf>
- Shepley, C., Lane, J. D., Ayres, K., & Douglas, K. H. (2017). Assistive and Instructional Technology: Understanding the Differences to Enhance Programming and Teaching. *Young exceptional children*, 20(2), 86-98.

ASSIGNMENTS

1. Lab Assignments 1-5 (20%; Meets 612.071 Standard (5) b, c, and e): Lab assignments will provide guided practice in the selection, application and analysis of varied assessment tools in educational settings in early childhood special education. In-class labs (see course schedule) will include an overview of the administration and scoring of the following assessment tools:

*Lab 1: Introduction to the **Ages & Stages Questionnaire-3 (ASQ-3)** & **ASQ-Social Emotional***

*Lab 2: Introduction to the **Brigance Diagnostic Inventory of Early Development III (IED III)** and **Mullen Scales of Early Learning***

*Lab 3: Introduction to the **Social-Emotional Assessment/Evaluation Measure (SEAM)***

*Lab 4: Writing a **Strengths-based report***

*Lab 5: Intro to the **Assessment & Evaluation Programming System (AEPS)***

Part 1.1 Preparation for Labs : A review of the Administration Manual, Scoring Procedures, and sample protocols for the assessment tools being covered. In the case of Lab 5 the preparatory readings will include recommendations for strengths-based report writing and a sample report.

Part 1.2 Two Mock Assessments with Classmate: Students will complete two ‘mock’ assessments with a classmate and submit two completed and scored protocols – one must be a **developmental screening tool** and one must be a **developmental evaluation tool**.

Part 1.3 Two Practice Assessments and Developmental Summary Reports: Students will complete two assessments with a child between the ages of birth to age 8 (virtual administration is permitted) and submit two completed and scored protocols – one must be a **developmental screening tool** and one must be a **developmental evaluation tool**. In addition, students will submit 2-3 pages of a **developmental summary report** for each of the two assessments completed. Please use 12-pt font size of Arial or Times New Roman, double-spaced, 1-inch margin in all sides, US Letter size, proofreading, APA style format required).

Option for practicing educators: If the student is a practicing educator and has expertise with the developmental screening and the developmental assessment tools being introduced in Labs 1-5, then the instructor will work with the student to choose appropriate tools for study from the course readings (compendium resources) and the course text (Bagnato, Neisworth, & Pretti-Frontczak, 2010).

2. Individual Assessment Experience (20%; Meets 612.071 Standard (5) a and b): Students will visit a local, school, early intervention agency, community program (e.g., Easter Seals, Head Start), or hospital that conducts formal developmental screening and assessment of young children birth through age 8. Each student will schedule an appointment, observe a screening/evaluation being conducted by an

evaluation team that includes an early childhood specialist, and prepare a post-evaluation interview, which will include questions related to:

- a. The members of the **evaluation team**; their disciplines and credentials;
- b. Information on at least two different types of **assessment/evaluation tools** used in the setting (e.g.; developmental screening, developmental evaluation, and/or curriculum-based assessment)
- c. An understanding of any specific **criteria** that were used to select these tools for that setting (e.g., a tool that is available in more than one language or has standardized results, etc.). How did the team decide to use these tools?
- d. Questions related to how long the team has been using these tools, **strengths and weaknesses** of the tools, and the team's satisfaction with the **utility and performance** of the instruments for young children ages birth to age 8;
- e. How are children referred to this team for screening and/or evaluation? Where do the **referrals** come from? How does the team **determine** when a full developmental evaluation is necessary?
- f. When a **screening/evaluation** is complete, what **process** does the team use to guide their **deliberations and decision-making** about the child? How and when are the results **communicated to the parents**?
- g. How does the team write their **developmental summary report**?
- h. If a child is eligible to receive early childhood special education services, what **curriculum-based assessments** are used to **inform the development of individualized educational/intervention program** for the child?
- i. A professional **reflection** on the **screening/evaluation process and interpretation of findings**.
- j. **Additional Item for Practicing Educators:** Complete items 2.a.- 2.i. in your practice setting. In addition, investigate the current evidence base on the tools you are currently using (technical adequacy, family-centeredness, cultural sensitivity). Based on what you learn, would you make recommendations to keep the current tools or consider new ones? Why? Please detail your findings in your final report (see below).

Write a **4-5 page report** summarizing your findings (detailed rubric will be provided). Include (a) a reflection on the evaluation process, (b) the complete names of screening and diagnostic tools (with citations), (c) a discussion of the interpretation of the evaluation results, (d) a discussion of the educational process for the team. Please use 12-pt font size of Arial or Times New Roman, double-spaced, 1-inch margin in all sides, US Letter size, proofreading, APA style format required).

3. Developing Expertise in Child Observation, Developmental Summary, Curriculum-based Assessment & Interview (25%; Meets 612.071 Standard (5) c, d and e): Students are required to observe a child between the ages of birth and age eight *with a developmental delay or suspected developmental delay* conduct an interview with a member of the child's team (Part 3.1), conduct a curriculum-based (criterion-referenced) assessment of a child and write a developmental summary report (Part 3.2).

Part 3.1: The child will be **observed and assessed over 5 separate occasions** in a natural setting (e.g., home, child care, preschool, Head Start or Early Head Start). Observations must be 45-90 minutes in duration, include anecdotal notes (1-2 pages per observation), and include date of observation, location, and beginning and ending times. In addition, students will conduct an interview with a member of the child's team (parent, educator, therapist, or school psychologist) to gather additional information about the child. Finally, students will complete the curriculum-based assessment using the data collected during the five field observations and interview process (**20 points or 20%**).

Part 3.2: Students will submit a **developmental summary report** as a **PDF file** to myCourses, which will include (a) anecdotal notes from five observations, (b) scanned results of curriculum-based assessment materials and strengths-based interpretation of findings, (c) interview summary, (d) examples of activities and strategies that you developed for this child based on results of the

curriculum-based assessment and interview, and (e) a reflection on what you learned from this experience. The length of the developmental summary report for the parts (c), (d), and (e) combined should be 5-6 page (using 12pt font size of Arial or Times New Roman, double-spaced, 1-inch margin in all sides, US Letter size, proofreading, APA style format required) **(20 points or 20%)**.

4. Eligibility Determination, the Individualized Education Program & Mock IEP Meeting (IEP; 25%; Meets 612.071 Standard (5) a and e): Students will 1) deliberate on the data collected during assignment #2 to determine eligibility for an educational disability category under IDEA, 2) complete the necessary process for setting up a meeting to discuss eligibility with the family, 2) draft an IEP (measurable goals and objectives) using data from the anecdotal observations, team interview, curriculum-based assessment and developmental summary report, and 4) hold a “mock” IEP meeting with the family. More specific instructions will be posted on myCourses.

COURSE SCHEDULE

Date	Topic
MODULE 1: Legal Policies and Ethical Principles of Assessment in Early Intervention and Early Childhood Special Education	
January 27	<ul style="list-style-type: none"> ▪ Introduction to Course ▪ Historical Perspectives on IDEA ▪ Purposes of Assessment in Early Childhood Intervention <p>Readings: McAfee, Leong, Bodrova (2015), Chapters 1 & 2</p> <p>McConnell, S. R., & Rahn, N. L. (2016). Assessment in early childhood special education. In <i>Handbook of early childhood special education</i> (pp. 89-106).</p>
February 3	<ul style="list-style-type: none"> ▪ IDEA Part C & Part B Processes ▪ Procedural Safeguards (Parent Rights) ▪ Screening, Referral, Evaluation, Eligibility Determination, Placement, & ▪ Progress Monitoring <p>Readings: Moodie, S., Daneri, P., Goldhagen, S., Halle, T., Green, K., & LaMonte, L. (2014). <i>Early childhood developmental screening: A compendium of measures for children ages birth to five</i> (OPRE Report 201411).</p> <p>New Hampshire Parent Information Center. (2017). A family guide to the special education in New Hampshire</p> <p>Early Childhood Technical Assistance Center. (n.d.). Screening, evaluation, and assessment. https://ectacenter.org/topics/earlyid/screeneval.asp</p>

February 10	<ul style="list-style-type: none"> Professional Standards in Evaluation & Assessment Family-focused & Culturally and Linguistically Responsive Assessment Overview of Screening, Evaluation, and Assessment Tools Used Across Disciplines with Young Children <p>Readings: New Hampshire Parent Information Center (2018) Guide to the New Hampshire Standards for the Education of Children with Disabilities</p> <p>Acar, S., & Blasco, P. M. (2018). Guidelines for Collaborating With Interpreter in Early Intervention/Early Childhood Special Education. <i>Young Exceptional Children</i>, 21(3), 170-184.</p> <p>Cheatham, G. A., & Hart Barnett, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. <i>Intervention in School and Clinic</i>, 53(1), 58-63.</p> <p>Resource: Early Childhood Technical Assistance Center. The Center for IDEA Early Childhood Data Systems (May 2020). Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination. https://ectacenter.org/~pdfs/events/Assessment_Tool_Table.pdf</p>
MODULE 2: Understanding and Administering Formal Assessment Instruments	
February 17	<p>Standardized Developmental Screening Tools: Understanding and Evaluating Technical Adequacy</p> <p>Lab 1: Introduction to the Ages & Stages Questionnaire-3 (ASQ-3) & ASQ-Social Emotional</p> <p>Resource: Bagnato, Neisworth, & Pretti-Frontczak (2010), Part II</p>
February 24	<p>Standardized Developmental Evaluation Tools</p> <p>Lab 2: Introduction to the Brigance Diagnostic Inventory of Early Development III and Mullen Scales of Early Learning</p>
March 3	<p>Standardized Developmental Evaluation Tools</p> <p>Lab 3: Introduction to the Social-Emotional Assessment/Evaluation Measure (SEAM)</p> <p>Readings: Cummings, K. P., & Swindell, J. (2019). Using a Trauma-Sensitive Lens to Support Children with Diverse Experiences. <i>Young Exceptional Children</i>, 22(3), 139-149.</p> <p>Resource: Early Childhood Technical Assistance Center. The Center for IDEA Early Childhood Data Systems (May 2020). Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination.</p>

MODULE 3: Interpreting Information and Writing Family-Centered, Culturally Sensitive Reports	
March 10	<p>Interpreting Assessment for Intervention & Program Planning Team deliberations, eligibility determinations, and placement considerations</p> <p>Readings: McAfee, Leong, Bodrova (2015), Chapters 7 & 8</p> <p>Gatmaitan, M., & Brown, T. (2016). Quality in individualized family service plans: Guidelines for practitioners, programs, and families. <i>Young Exceptional Children</i>, 19(2), 14-32.</p>
March 17	Spring Break
March 24	<p>Individualized Education Plan Development and the Special Education Process The IEP Team and Conducting the Meeting; Collaboration with parents, paraprofessionals, and related services</p> <p>Readings: McAfee, Leong, Bodrova (2015), Chapter 11</p> <p>Bruns, D. A., & LaRocco, D. J. (2019). Supporting parents' confidence to pull up a chair at the early intervention/early childhood special education table. <i>Young Exceptional Children</i>, 22(1), 38-49.</p> <p>Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. <i>Teaching Exceptional Children</i>, 44(3), 14-20.</p>
March 31	<p>Writing a Family-centered, Strengths-based Developmental Summary Report <i>Lab 4: Writing a Strengths-based report</i></p> <p>Readings: Gatmaitan, M., & Brown, T. (2016). Quality in individualized family service plans: Guidelines for practitioners, programs, and families. <i>Young Exceptional Children</i>, 19(2), 14-32.</p>
MODULE 4: Informal Assessment Measures, Educational Planning and Monitoring Progress	
April 7	<p>Curriculum-based (Informal) Assessment Measures & Preschool Child Outcomes <i>Lab 5: Intro to the Assessment & Evaluation Programming System (AEPS)</i></p>
April 14	<p>Embedded Interventions: The use of naturalistic teaching & environments Universal instruction, focused instruction, systematic instruction</p> <p>Readings: Grisham-Brown, J. & Hemmeter, M.L. (2017). Chapter 4 Recommended Instructional Practices. In <i>Blended practices for Teaching Young Children with Special Needs in Inclusive Settings</i>, Second Edition. Brookes Publishing.</p>

April 21	Early Childhood Transitions: Supporting linkages between systems (pediatrics, early intervention, preschool, K-3) Readings: Bricker, D. D., Felimban, H. S., Lin, F. Y., Stegenga, S. M., & Storie, S. O. M. (2020). A Proposed Framework for Enhancing Collaboration in Early Intervention/Early Childhood Special Education.
April 28	Future directions in Assessment and Program Planning; Evaluating technical adequacy of new developmental screening and assessment tools; Advocating for evidence-based screening & assessment tools Resource: Bagnato, Neisworth & Pretti-Frontszak (2010), Part I
May 5	Course Summary Course Evaluations

GRADING

Total: 100

100 – 95	A	69 - 65	C
94– 90	A-	64 - 60	C-
89 – 85	B+	59 - 55	D+
84 – 80	B	54 - 50	D
79 – 75	B-	49 - 45	D-
74 – 70	C+	Below 44	F

UNH ACADEMIC AND ADMINISTRATIVE POLICIES

Please review the UNH Student Rights, Rules, and Responsibilities handbook on-line at <http://www.unh.edu/student-life/handbook>.

Plagiarism and Academic Honesty

Honesty is a core value at the University of New Hampshire. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Please note the University has no tolerance for students who break the University Academic Honesty Policy. Please see the Students Rights, Rules, and Responsibilities Handbook for full description. For more information on the University of New Hampshire's academic honest policy, please visit: <https://d7admin.unh.edu/student-life/09-academic-honesty-2017>

Access to University Programs and Facilities

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a

documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Mental and Emotional Health Support

Your academic success in this course is very important. If during the semester, you find emotional or mental health issues are affecting that success, please contact the University's Counseling Center (3rd floor Smith Hall: 603- 862-2090/TTY:7-1-1) which provides counseling appointments and other mental health services.

Affirmative Action & Equity Policies

The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities. In you have questions about UNH's affirmative action and equity policies, please visit: <http://www.unh.edu/student-life/handbook/administrative/affirmative-action>

Confidentiality and Mandatory Reporting

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

UNH DEPARTMENT OF EDUCATION

Mission of the Professional Education Unit

The professional education unit at the University of New Hampshire seeks to prepare practitioners who will become leaders in their own practice settings and within their profession, applying knowledge to improve education for all students and enrich the lives of clients. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments in complex situations, render informed decisions, model exemplary practice, and take initiative for planned change. Students learn to establish caring environments that celebrate individual differences and backgrounds while fostering cooperation and educational improvement. We stress reflective critical inquiry as a mode of study and community-building as a means for promoting change. We value and support both our students' local practice and their broader leadership within the profession.

Mission of the Graduate Program in Early Childhood Education

The graduate program in early childhood education is an advanced course of study designed to prepare teachers, administrators, and specialists to assume leadership roles in the development and implementation of programs and services for young children and their families. The program emphasis on leadership is interpreted as a means of empowering teachers who are both capable of and responsible for learning about, responding to, and advocating for all children in their care, including those with cultural and developmental differences. This conception of early childhood professionals thus incorporates a view of teachers as decision-makers, advocates, and reflective practitioners who are committed to the well-being of young children and to their own continuing professional development.

Early Childhood Education Program Themes

Theme I. *All students will demonstrate an understanding of theories of learning and development, as well as related theories of instruction, as they apply to children from birth through age eight; and demonstrate the ability to translate those theories into developmentally appropriate programs and practices.*

Theme II. *All students will demonstrate a willingness and the ability to exercise their leadership and advocacy skills on behalf of young children and families.*

Theme III. *All students will demonstrate an understanding of and commitment to the concept of the teacher as researcher and reflective practitioner, and a disposition to engage in those and related activities that contribute to their on-going professional development.*

Early Childhood Program Goals Addressed in EDUC 7/862

Goal 1. ECE Graduates will be knowledgeable of norms and processes of children's development as supported by professional experience, contemporary research and theories of learning and development. Graduates will be able to...

- a) demonstrate an understanding of the characteristics, causes, and consequences of children's development from birth to age eight, including the relationships among cognitive, linguistic, social, affective, and psychomotor domains.
- b) recognize the role of the socio-political, cultural, and historical contexts in structuring and interpreting developmental and educational aims, processes, and outcomes.
- c) explain the etiology, characteristics, and consequences of deviations and difficulties in some young children's development.

Goal 3. ECE Graduates will be knowledgeable of the diverse settings and contexts in which early childhood professionals work with young children and their families, including but not limited to private and public pre-school and primary classrooms, home and center-based child care programs, and early intervention programs. Graduates will be able to...

- a) demonstrate an understanding of the interface between characteristics of the environment and the needs and abilities of the children being served.

- b) define the roles of the teacher and other significant adults as major determinants of the quality of care and education available to young children.
- c) demonstrate an understanding of the relationships between program type, child characteristics, and family demographics.
- d) observe and evaluate early childhood programs, including the physical environments, organization and structural features, as well as the pedagogical program and practices.
- e) adhere to federal and state laws and regulations pertaining to the education, health, and safety of young children.

Goal 5. ECE Graduates will be knowledgeable and capable of utilizing a variety of assessment and evaluation tools and strategies, including ongoing observations within natural settings, to gain information on and insights into children's development as well as content mastery. Graduates will be able to...

- a) work with interdisciplinary specialists to assess children and provide for their individual needs.
- b) observe and record child behavior and child-adult interaction on an ongoing basis as a means of evaluating children's learning and as a basis for program evaluation and curriculum design.
- c) demonstrate an understanding of issues related to readiness screening, standardized testing, at-risk labeling, and retention in early childhood education.

Goal 6. ECE Graduates will be knowledgeable and capable of providing appropriate educational experiences to children with developmental delays and disabilities. Graduates will be able to...

- a) comply with state and federal laws and regulations regarding early intervention and special education
- b) adapt early childhood education practices and environments to accommodate the diverse characteristics of young children with special needs.
- c) assure the fullest possible inclusion of all young children in early education settings.
- d) understand and avoid the potential iatrogenic effects of specific early intervention approaches.

Goal 7. ECE Graduates will be collaborators with parents and other professionals in education and related services. Graduates will be able to...

- a) develop effective partnerships with parents.
- b) utilize community resources to enhance learning of students and to strengthen school/community relations
- c) work with interdisciplinary specialists to provide for individual needs.

Goal 8. ECE Graduates will be advocates and agents of social change and educational reform on behalf of young children and their families. Graduates will be able to...

- a) construct and articulate their own conceptual and philosophical perspectives on children's learning and development.
- b) effectively communicate in oral and written forms their understandings, views, and positions on issues related to children's well-being, for both lay and professional audiences.

Goal 9. ECE Graduates will be committed to their own and others' ongoing professional development, as demonstrated by their ability to incorporate research, collaboration, and reflective practice into their professional roles. Graduates will be able to...

- a) demonstrate skills and knowledge necessary to explore theoretical and applied issues which arise from or are related to practical experiences.
- b) initiate and participate in discussions on topics of interest related to their professional responsibilities.
- c) contribute to and make constructive use of group consultations based on problems arising from professional experiences.
- d) select and make constructive use of readings and workshops on topics related to needs and interests of children in their care.
- e) utilize formal and informal observations, including videotapes, of adults and children within educational settings as a tool for reflection and analysis.

Progress Report for the New Hampshire State Board of Education
The University of New Hampshire
Professional Educator Preparation Program Ed. 612.07 General Special Education
August 3, 2020

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NHDOE Report General Special Education NHDOE Team Report Summary
NHDOE Self-Assessment Worksheet (Matrix)
Evidence of Progress (revised syllabi)

Introduction:

Description of the contents and organization of this progress report.

The content and organization of this General Special Education progress report are taken from the template entitled *Progress Report Guideline Template* (updated 2/19/2020) provided by the NH-DOE.

- Introduction
 - Description of the contents and organization
 - Statement of purpose of Progress Report
 - Background information regarding approval of PEPP
 - Overview of what is addressed in progress report
- Reviewer Report Findings
 - Statement of standards not fully met noted in the conditional approval
 - Subsequent actions taken to address these concerns
- Matrix
 - Updated matrix for any previously not fully met standards.
- Evidence of Progress
 - Evidence clearly marked/labeled and organized according to the relevant NH standards that were previously identified as not fully met.

Statement of purpose of this progress report.

The purpose of this report is to describe, in detail, how the program has responded to the standards identified by the reviewer as *not fully met*. In addition, we go further in this report to describe both content that will be taught in specific courses within the program of study and evidence to be collected that fully address the particular standards identified as *not fully met*. It is the hope that the readers of this progress report take away the layered, or nested nature of how the standards are addressed throughout the specific courses in this program of study under review. While introductory courses address certain standards in a fundamental manner, seen as part of the larger whole, other courses are designed to develop and extend the knowledge of these standards for teacher candidates. Finally, through our two full semesters of internship (EDUC 900 and EDUC 901) all of the standards and competencies for candidates are developed *in situ*, and candidates are compelled to place these standards into practice, to reflect upon them, and to reflect on their continuous practice of improvement of these standards as beginning professionals in special education. We anticipate that the information provided in this Progress Report will enable the reviewers, and the NHCTE to Accept the progress report and recommend, through the SBE, a motion for full approval of this GSE PEPP.

Background information regarding approval of PEPP.

On October 21-23, 2019 a program review visit was conducted for the GSE program at UNH. From the basis of the reviewer's recommendations of the standards identified as *not fully met*, at their February 13, 2020 meeting, the State Board of Education voted to grant General

Special Education conditional two-year approval through August 30, 2022 with a progress report due by August 13, 2020. The purpose of this document is to address the standards deemed *not fully met*.

Overview of what is addressed in progress report.

This progress report will articulate our responses to the areas identified as *not fully met*, described in greater detail below. In particular, we will focus on three aspects: (a) subsequent actions we have taken to address these concerns, (b) development and presentation of an updated Self-Assessment Worksheet (Matrix), and (c) evidence of progress towards the *not fully met* standards in the form of revised course syllabi and assessments.

Reviewer Report Findings

Statement of standards not fully met noted in the conditional approval.

The reviewer stated that the syllabi examined “reflect the standards are addressed but need updating to align with current instruction and current needs of students.” She continues that “students and alumni reported that specialized instruction to children as required under IDEA and state law seemed weaker under standard 6i” 6i states “*Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.*” (italics ours).

The reviewer also stated that “areas needing improvement as reported by current students, alumni and cooperating teachers include: IEP development in general, special education law, and supporting positive student behavior. Areas as reported by current students, alumni and cooperating teacher that need improvement include: IEP development with focus on strategies for explicit reading instruction.” Our distillation of these statements is that the program needs improvement through articulation of current: (a) IEP development (b) special education law, (c) positive behavioral supports and (d) methods of explicit reading instruction.

The reviewer’s suggestions are congruent with these identified areas. The reviewer noted in section three of the report entitled “Suggestions” that “Current students, alumni and cooperating teachers each identified...IEP development, special education law, and supporting students with behavior challenges....As reported by during feedback sessions, providing additional instruction and guidance may prove beneficial. Specialized instruction, especially in the area of reading was reported as a need during student interviews.”

In addition to the reviewers statements above, the following standards were mentioned specifically by the reviewer as *not (being) fully met*:

(6) f and i:

(6) In the area of instructional planning and strategies, the candidate shall have the ability to:
f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;

i Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

(9) a-e:

(9) In the area of special education law, the candidate shall have:

a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:

1. Identification of children with disabilities under the child find procedures specified in Ed 1105;
2. Referral procedures specified in Ed 1106;
3. Evaluation procedures specified in Ed 1107;
4. Determination of eligibility under Ed 1108;
5. Development of the IFSP or IEP under Ed 1109;
6. Determination of educational placement under Ed 1111; and
7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;

b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;

c. The ability to understand IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;

d. The ability to understand Ed 306, Minimum Standards for Public School Approval; and

e. Knowledge of and the ability to understand case law and how case law affects professional practice;

Although not mentioned specifically in the report, the following standard applies to *positive behavioral supports*, an area which was mentioned in the report as a “**suggested**” area of improvement:

(4) c, d:

c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;

d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities.

Subsequent actions to address these concerns.

While the reviewer did not indicate which courses in particular did not fully address the aforementioned standards, we used these concerns to undertake a comprehensive examination of *all* of the courses required in the course of study for the GSE pathway, and for an examination of how we support our students throughout each. Given the student, alumni, and cooperating teachers’ suggestions and needs, we decided that this “big picture” evaluation was essential.

After the final comment by the State Board of education in the February 13 2019 meeting, a committee was formed to: (a) review the GSE program of study, (b) decide on a course of responsive action, (c) update relevant syllabi, enhance key assessments, and address faculty

needs in the relevant coursework. The GSE review committee consists of our department chair, Professor Paula Salvio, and relevant tenured faculty in special education including Professors Vincent Connelly, Jan Nisbet, Mary Schuh, Elizabeth Humphreys and Eun Kyeong Cho. Meetings took place on March 6, 12, 25, 31, April 9, 24, and May 8 and 11th, 2020. Meetings took place remotely through Zoom conferencing after March 12 due to the University closing in March for the semester due to the COVID emergency.

The following include categorical actions taken during the tenure of the review committee:

1. Revision and clarification of the syllabi and plans of study for the following classes:

EDUC 7/850 Introduction to Exceptionality (2)a-d, (3)a-g, (4) a-h, (7) a-f, (9) a-c,
EDUC 7/856 Supporting Families of Students with Exceptionalities (9) a, c
EDUC 939 Assessment of Students with Learning Difficulties (9) a-e
EDUC 940 Teaching Students with Learning Difficulties (4) c, d, (6) f, i
(Standards in red identified as not fully met by reviewer in 2019 NHDOE team report.)

Specific revisions and additions since February 2020 to these syllabi are described below and placed in the self-assessment worksheet (matrix). These revisions and additions incorporate topics in, among others: (a) IEP development (b) special education law, (c) positive behavioral supports and (d) methods of explicit reading instruction. Complete descriptions of these changes are found in the course syllabi.

Specific revisions and additions to the following syllabi:

EDUC 7/850: Introduction to Exceptionality (2) a-d, (3) a-g, (4) a-h, (7)a-f, (9) a-c

- Revisions and addition to Semester-long case study “What’s important to know?” and final presentation/paper: This activity has students identify and research for understanding specific disabilities and develop goals and objectives related to participation in the general education curriculum and creation of meaningful relationships. Students are expected to identify individual supports needed for success and how those supports are delivered within typical school routines and environments. Cases involve diagnosis, assessment, development of IEPs or 504 plans, transition (both early childhood and post-secondary). Students interview individuals with disabilities and family members for this project.
- Through books, articles, videos, and podcasts, students are introduced to a variety of language differences and possible strategies to support language development and growth. Throughout the course, students are presented with communication development and support strategies for communication and the concept of the least dangerous assumption and high expectations when evaluating learners. A variety of AAC and AT communication supports and services are included. Students demonstrate knowledge and learning through reflection papers, discussion posts, and two final projects where recommendations are made to support communication and learning in the

general education classroom. A universal design approach to teaching and learning is provided through the use of research articles, films, ppts, blog posts, and podcasts.

EDUC 7/856: Supporting Families of Students with Exceptionalities (9) a, c, (10) a, d, e, h

- A section on “Course Alignment with State Standards” in the syllabus to help students pay attention to building competence in the aligned areas
- Updated list of course readings on **special education laws** pertaining to supporting and collaborating with families of students with special needs (e.g., **IEP, IFSP, and transition plan**)
- Family Resource Packet: Students will create a “Family Resource Packet” for racially, culturally and linguistically diverse (RCLD) families of children with special needs in their community. While the content is expected to be highly informative and professional, the language and presentation of the content would need to be family friendly (especially the description of the special education process and the rights of the families).

Required elements:

- A family-friendly description of **special education process in NH**
 - A visual chart (1-page each) of the special education process in English and at least 2 other languages spoken by the RCLD families of children with special needs in their community
 - Related **special education laws and policies** pertaining to supporting and collaborating with families of students with special needs (**IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100**)
 - **Rights of families in the special education process (in IEP, IFSP, and Transition)**
 - A visual tool summarizing the parent rights in English and at least 2 other languages spoken by the RCLD families in the community
 - A list of community resources (w/description, contact information, and links)
- Family Advocacy Project:
 - 1. Identify a target family
 - 2. Describe the target family and the child with special needs: A “Strengths-Based Portrait” of the family
 - Describe the family portrait (See the family portrait format in Sauer & Rossetti, e.g., Ch. 2)
 - Describe the strengths of the family
 - Describe potential gaps in the services for the child and the family
 - Identify and describe the challenges of the family to effectively support the child with special needs

- 3. Research and summarize related federal/state special education laws and regulations *specific to the disability(ies) the child has*. For example, see below.
 - U.S. Department of Justice and U.S. Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (Overview of Title II, Section 504, and the IDEA) <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>
 - Extension for Experienced Educators: If you want to explore further, you may research related court cases regarding similar issues.
- 4. Identify a local cultural broker (an individual or a group) (p. 2 in Sauer & Rossetti)
- 5. Research and identify advocacy agencies/websites to find information and strategies on effective advocacy for the family
- 6. Share the information on the “Special Education Process in NH” and the “Rights of Families” with the family
- 7. Identify a target advocacy effort
- 8. Engage in the advocacy work (with the support/advocacy network) in support of the family to address their needs
- 9. Report on the progress that has been made to benefit the family as a result of your “Family Advocacy Project” (comparing the supports/issues before and after the project)
- 10. Reflect on the experience (your initial expectations/feelings before beginning the project, the steps you took, the challenges you experienced during each phase of the project, insights you gained from working with the RCLD family, lessons you learned from being a family advocate, tips for future family advocates, how the project is based on ethical and family-centered practice, and how it made you become a culturally competent educator)

EDUC 939: Assessment of Students with Learning Difficulties (9) a-e

- Mock Determination Meeting: In this assignment, teacher candidates will be given a case to study, a case that includes the results of assessments conducted on a hypothetical student. Given what has been covered in class on the topic of collaboration, assessment, and case management, students are to prepare for and conduct a mock meeting in class with a parent or guardian of that hypothetical student.
- Draft IEP Goal Writing: In this assignment, teacher candidates will be asked to develop a series of developmentally rich IEP goals based upon a student that they work with in their internship setting.
- Take-Home Idea Quiz: This quiz covers: basic principles of the Individuals with Disabilities Education Act (IDEA) and the 2004 regulations, Section 504, and basic Supreme Court cases. The class will go over a practice test, and students can use their Wright text. It’s not a group assignment, and students can take an alternate version of the test again if they are not satisfied with their performance the first time.
- Law Casebook Presentations:

In this assignment, students are to prepare a legal brief (summary) on an area of interest in special education law. This brief should mention at least five cases that have been decided by courts in their topic area. Each student's presentation should begin with a mock "case" where the presenter tells the class the facts of the case and the issue to be decided.

EDUC 940: Teaching Students with Learning Difficulties (4)c, d, (6) f, i, (9)a, e

- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP): student completes a FBA and a BIP.
 - Research and Practice Journal: Students read research articles (i.e., Evidence Based Instructions in Literacy) pertaining to course topics, consult other research and discuss classroom applications). Students are expected to submit one journal entry for each class meeting. Faculty provide written feedback.
 - Student Study Team Presentations: 1. literacy supports, 2. content area supports, 3. mathematics supports).
 - Progress Monitoring (PM) Case Study: Progress monitoring (PM) is a vital aspect of the RTI model, as well as a critical component for measuring progress towards IEP goals. During PM, teachers assess students' academic or behavioral performance using brief measures. PM takes place frequently (daily, weekly or biweekly). The score on the PM measure is viewed as an indicator of overall student performance. Students will complete a "case study", where they have taken existing student performance data in either an academic or behavioral domain, and answered the following questions:
 - How will the student's progress be objectively measured?
 - How often will the student's progress be measured?
 - Who is responsible for collecting progress monitoring data?
 - Where will data collection occur?
 - When will data collection occur?
 - How well will the student need to perform in order to achieve his or her stated goals (i.e., performance criteria)?
2. The General Special Education committee, with support from the College of Liberal Arts Dean, determined special education full faculty would teach core coursework with less reliance on the team of adjunct instructors.
 3. The General Special Education program coordinator will meet with cooperating teachers to garner feedback regarding the enhanced focus on standards identified as not fully met. This is in addition to the current cooperating teacher survey administered each year at the end of the internship.

The reviewer provided a helpful review and we were pleased to gain the insights provided by her review of syllabi and through her conversation with GSE students, alumni and

cooperating teachers. We view continuous improvement as a process of incremental, never-ending change which is focused on increasing our effectiveness and/or efficiency preparing exceptionally qualified special educators for New Hampshire. Put simply, we appreciate the opportunity to be ‘getting better all the time’, we believe the reviewer’s contributions were made in this spirit, and our responses reflect this mindset.

Appendix

NHDOE General Special Education Summary Report

NHDOE Self-Assessment Worksheet

UNH Revised Course Syllabi

Name of Program: Special Education Program

Program Number: Ed 612.07

Recommendation for Program Approval: Conditional Approval

Reviewer Name(s): Jennifer Pomykato

1. Summary of Findings on the Unit's Program Assessment System:

The UNH Special Education Program generally provides their graduates with the learning experiences needed to meet the standards outlined in Ed 612.07. On the UNH website the mission of the special education program is to, "Prepare highly qualified educators who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments for a diverse population of learners, who are capable of collaborating with classroom teachers as team teachers or consultants, and who utilize these skills within their school communities, and within the profession itself." The goals and the required course work align with this mission.

Materials provided show multi-year data from fall 2015-spring 2018. During those three years 23 candidates enrolled in the Graduate General Special Education program. Additionally, 14 candidates pursued dual General Special Education certification. Of the 37 candidates, 28 graduated from the program, 8 will graduate in May 2019, 1 student left prior to completing the program. As of fall 2018, graduate employment data compiled using the NHDoe Educator Search database and program surveys show 15 graduates are teaching in NH public schools and 8 have sought certification out of state. Staffing issues and teaching space arise and may impact student schedules as reported by current and alumni UNH students.

Many General Special Education candidates enter the program with previous certification or a prior supervised experience in a public school setting (i.e.: paraprofessional, Title I tutor). The faculty reviews these experiences during the admissions process. Candidates without prior certification/experience take either EDUC 500: Exploring Teaching or EDUC 556: Mentoring Adolescents with Disabilities in the Transition to Work. Within EDUC 556, each mentor/mentee relationship is individualized based on the needs of the participants.

The University faculty is considering strategies to recruit candidates for the Special Education program. Six students are part of the fall 2019 cohort. Professor interviews and workload reports raise questions about staffing shortages that could impact the advisory and supervision capacity of intern supervision and course offerings aligned with the special education certification requirements. More information is needed but those issues arose during the current students' and alumni students' interviews as well as the cooperating teachers' session.

2. Commendation:

There is strong networking with area school districts to support internships and field experiences. Dedicated staff as reported by current students and UNH alumni.

3. Suggestions:

Current students, alumni and cooperating teachers each identified three areas of need: IEP development, special education law, and supporting students with behavior challenges.

Writing measurable goals and the IEP development process are challenges to even experienced special educators. As reported by during feedback sessions, providing additional instruction and guidance may prove beneficial.

Specialized instruction, especially in the area of reading was reported as a need during student interviews. This may be a factor as most of the interns are in NH schools. NH's "Dyslexia and Other Related Disorders" legislation in NH and most other states has raised awareness of screening and intervention using specialized reading programs and as noted under

standard (6) f. NH and other state laws require school districts to screen all primary grade students for dyslexia and related disorders with intervention plans in place within a certain timeframe.

Special education laws present a challenge to both experienced and novice special educators as identified under (9) a-e. Current students and UNH alumni requested additional time on IDEA and special education laws as they differ among states. For example, recent changes to the special education rules in NH effective March 2017, IDEA and NH laws impacting student discipline and behavior interventions as well as laws defining seclusion and restraint could be included.

4. Recommendations that Require Responsive Action:

Update syllabi as needed, see evidence supporting rating below for further details.

5. Program/Certification Rating (*refer to Appendix*): Needs Improvement, 2

6. Evidence Supporting the Rating Includes:

Syllabi reflect the standards are addressed but need updating to align with current instruction and current needs of students. However, students and alumni reported that specialized instruction to children as required under IDEA and state law seemed weaker under standard 6i “Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.”

Students and alumni reported that further instruction is needed for IEP development during or prior to internship. Cooperating teachers reported further instruction is needed for IEP development during or prior to internship.

Syllabi reflect the standards are met; current students, alumni and cooperating teachers reported need to further address IEP development, implementation and evaluation. However, there was limited evidence of focus on NH special education law as required in the standards based on available resources. Current students, alumni and cooperating teachers reported need for a deeper understanding of the special education rules, and laws that impact special education programs and procedures.

Areas needing improvement as reported by current students, alumni and cooperating teacher include: IEP development in general, special education law, and supporting positive student behavior. Areas as reported by current students, alumni and cooperating teacher that need improvement include: IEP development with focus on strategies for explicit reading instruction.

(602.13) The Institution shall submit to the Department within six (6) months of the state board approval decision a progress report.

Special Education Programs (Ed 612.07) Self-Assessment Worksheet

Ed 612.07 Special Education Programs

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.07 SPECIAL EDUCATION PROGRAMS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY). The University of New Hampshire uses the New Hampshire Teacher Candidate Assessment of Performance (NHTCAP) as one measure to demonstrate candidates' ability to meet the NH Ed 610.02 professional education standards for beginning teachers. The NHTCAP is completed during the culminating experience EDUC 900/901 Internship and Seminar.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) A general special education program shall provide the candidate with skills, competencies and knowledge through a combination of academic and supervised field-based experiences in the following areas:		
(1) In the area of theoretical foundations, the candidate shall have the ability to:		
a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education; b. Understand how philosophical and historical perspectives influence professional practice; c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; and d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education;	EDUC 7/851 Educating Exceptional Learners (a, b, d)	EDUC 7/851 Reflection Papers on Readings: Students complete a summary, questions, & reflections generated from articles distributed in class. EDUC 7/851 In-class Discussion Groups on Readings & Videos: Discussion & video viewing generate questions about forces that come to bear on special education practices. EDUC 7/851: In-class discussion groups and review of articles distributed in-class: Using information gained through readings, class discussions, videos and other sources, students write about and discuss the implications to special

	EDUC 7/856 Supporting Families of Individuals with Exceptionalities (c)	education. Students are expected to incorporate and reflect on best practices. EDUC 7/856 (c) Readings/Discussion Forum (e.g., Text: Sauer, J. S., & Rossetti, Z. (2020). Affirming diversity: Strengths-based portraits of culturally diverse families. Teachers College Press.) The role of families supporting children with special needs is examined through case studies of families coming from diverse sociocultural backgrounds.
(2) In the area of characteristics of learners, the candidate shall have the ability to:		
a. Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas; b. Describe the characteristics of various types of disabilities and educational implications; c. Understand the etiologies, medical aspects, and impact of sensory disabilities on learning; and d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment;	EDUC 750/850 (a-d) Introduction to Exceptionality EDUC 7/851 Educating Exceptional Learners	EDUC 7/850(a-d): Semester long case study “What’s important to know?” and final presentation/paper. This activity has students identify and research for understanding specific disabilities and develop goals and objectives related to participation in the general education curriculum and creation of meaningful relationships. Students are expected to identify individual supports needed for success and how those supports are delivered within typical school routines and environments. Students interview individuals with disabilities and family members for this project. EDUC 7/851 Homework, Observations in the classroom & Development of Lesson Plans: Readings related to human development and the characteristics of early & late adolescence on the context of special education & services afforded students with diverse educational needs. Students are expected to examine the educational implications and differentiate their instructional practices, given student development.
(3) In the area of learning differences, the candidate shall have the ability to:		
a. Understand and utilize the diverse range of students’ approaches to learning and the range of modifications and accommodations that can be used to support learning; b. Recognize and understand students with disabilities within the broader context of their families, cultural	EDUC 750/850 (a-g) Introduction to Exceptionality	EDUC 7/850(a-g): Semester long case study “What’s important to know?” and final presentation/paper. This activity has students identify and research for understanding specific disabilities and develop goals and objectives related to participation in the general education

<p>backgrounds, socioeconomic classes, languages, communities, and peer and social groups;</p> <p>c. Demonstrate understanding of a student's learning differences in the development of the IEP and transition needs;</p> <p>d. Understand how information processing skills can impact student learning;</p> <p>e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs;</p> <p>f. Understand the effects exceptional condition(s) can have on a student's learning in school and life; and</p> <p>g. Recognize the relationship among a student's academic and social abilities, attitudes, interests and values on instruction and career development;</p>	<p>EDUC 7/851 (a-g) Educating Exceptional Learners</p>	<p>curriculum and creation of meaningful relationships. Students are expected to identify individual supports needed for success and how those supports are delivered within typical school routines and environments. Cases involve diagnosis, assessment, development of IEPs or 504 plans, transition (both early childhood and post-secondary). Students interview individuals with disabilities and family members for this project.</p> <p>EDUC 7/851 Student Presentations, Observations, and Lesson Plans: Students are expected to address accommodations and modifications in their Lesson Plans, report on learning differences in their Observation write-up, and the major project for the course addresses: levels of support associated with educational disabilities. Students are also expected to interview regular and special educators with regard to Transition Planning and the Transition pages of the IEP.</p> <p>Student presentations and group discussions about case studies delve into learning differences and how processing skills can impact their learning. This is also addressed in several articles and videos and "Story Corps" segments from the Library of Congress and NPR.</p>
<p>(4) In the area of learning and social environments, the candidate shall have the ability to:</p>		
<p>a. Design learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings;</p> <p>b. Identify realistic expectations for social behavior and social skills needed for success in school and community settings;</p> <p>c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;</p> <p>d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;</p>	<p>EDUC 750/850 Introduction to Exceptionality (a-h)</p> <p>EDUC 7/851 Educating Exceptional Learners (a-f)</p>	<p>EDUC 7/850(a-h): Semester long case study and final presentation/paper. Based on child need, students are introduced to modifications, interventions and related services to support academic and social success. Students interview individuals with disabilities and family members for this project.</p> <p>EDUC 7/851 Class Discussions, Observations and Lesson Plans: Students are expected to address learning environments that encourage academic success through their Observations in inclusive settings and also through their</p>

<p>e. Recognize and use strategies for crisis prevention and intervention; f. Identify supports needed for inclusion in various program placements; g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world; h. Foster skill development in self-advocacy for increased independence in learning and daily functioning; i. Understand demands of the learning environment and fosters accessibility; j. Understand the barriers influencing acceptance of individuals with disabilities; k. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and l. Structure activities to increase a student's self-awareness, self-management, self-control, self, reliance, and self-esteem;</p>	<p>EDUC 940 Teaching Students with Learning Difficulties (c,d)</p> <p>Readings include chapters from McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). <i>High-leverage practices in special education</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>EDUC 7/851 (h, i, k, l) Educating Exceptional Learners</p>	<p>comprehensive Lesson Plans. Students are introduced to positive strategies for crisis prevention through classroom discussions and their Observations. Additional behavioral issues are introduced through videos and podcasts from "Story Corps."</p> <p>EDUC 940 (4)c,d: Functional Behavior Assessment And Behavior Intervention Plan: Student complete a research synthesis in a given area of special education research in positive behavioral supports (PBIS). The focus of this assignment is research to practice. Students receive a letter grade of A to C- for content (2/3 of grade) and a writing grade for the quality/accuracy of the written material (1/3 of grade).</p> <p>EDUC 7/851: Small group discussion groups examine scenarios on barriers that exist in public schools for students with educational disabilities and students at-risk.</p>
<p>(5) In the area of assessment, the candidate shall have the ability to:</p>		
<p>a. Understand the legal policies and ethical principles of assessment related to the special education process; b. Understand the range of formal assessment instruments and their purposes in the special education process; c. Administer and write a report for a formal academic assessment instrument; d. Understand and utilize the range of informal assessment instruments for making educational decisions; e. Interpret and report information from formal and informal assessments; and f. Identify and implement national, state, and local</p>	<p>EDUC 939: (a-f) Assessing Students with Learning Differences</p> <p>EDUC 940 (a-f): Assessment and Teaching of Children with Learning Difficulties</p>	<p>EDUC 939: Students are introduced to legal and ethical principles using the CEC Code of Ethics. (a-f) Students administer a formal assessment and write a report. Students are introduced to multiple informal assessment procedures/tools.</p> <p>EDUC 940: eValuation Case Study. Students finalize a descriptive case study in portfolio format. Document student's changes as a learner across the year using information from assessment data.</p>

assessment accommodations and modifications for students with disabilities;	EDUC 900/901C (a-f): Internship and Seminar in Special Education	EDUC 900/ 901C: Students observe formal assessments, collect data to inform the identification process and development of IEPs.
(6) In the area of instructional planning and strategies, the candidate shall have the ability to:		
<p>a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;</p> <p>b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum;</p> <p>c. Design and implement instructional programs that address independent living and career education for students;</p> <p>d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post- school environments;</p> <p>e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities;</p> <p>f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;</p> <p>g. Identify and teach essential concepts, vocabulary, and content across the general curriculum;</p> <p>h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;</p> <p>i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;</p> <p>j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum;</p> <p>k. Incorporate instructional and assistive technology into the educational program;</p> <p>l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;</p> <p>m. Use a variety of assessment data and information to</p>	<p>EDUC 900/901C (a-n): Internship and Seminar in Special Education</p> <p>EDUC 7/806 (f.) Introduction to Reading in the Elementary School provides candidates a deep understanding of the methods in reading and writing instruction, including current procedures and materials and diagnostic techniques. The required practicum experiences help candidate scaffold instruction to support young children's listening, speaking, reading, writing, and viewing skills.</p> <p>EDUC 940 (f, i): Teaching Students with Learning Difficulties: Students develop a range of accessible instructional opportunities for students with learning and behavioral difficulties in the areas of literacy (including reading and writing), mathematics, the content areas such as science, and social studies.</p>	<p>EDUC 900/901C: Interns co-teach in general education classrooms. Utilizing the NHTCAP, interns will implement teaching modules, videotape and evaluate student growth and success.</p> <p>EDUC 7/806 (f.) Practicum Projects. Students complete 3 practicum projects. Each one focuses on a particular aspect of literacy teaching (word work, comprehension/vocabulary, & assessment). The projects involve direct interaction with students and a written analysis of that interaction. Students are evaluated using a project criteria list and scoring rubric.</p> <p>EDUC 940 (f, i) - Research and Practice Journal Students read research articles (ie. Evidence Based Instructions in Literacy) pertaining to course topics, consult other research and discuss classroom applications) Students are expected to submit one journal entry for each class meeting. Faculty provide written feedback</p> <p>Student Study Team Presentations (1. literacy supports, 2. content area supports, 3. mathematics supports)</p> <p>Student present instruction in an academic area for discussion, consultation, and critique. Includes presenting summary of academic modifications and instructional strategies in a given academic area to other teachers, and then give an example lesson, or components of several lessons. Information is in a format that</p>

[illegible]

(8) In the area of professional and ethical practice, the candidate shall have the ability to:		
<p>a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;</p> <p>b. Construct a personal plan and participate in professional development regarding current issues and best practice;</p> <p>c. Recognize personal cultural biases and differences that affect one's teaching;</p> <p>d. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of students with disabilities;</p> <p>e. Identify organizations and publications relevant to students with disabilities;</p> <p>f. Identify sources of unique services, networks, and organizations for students with disabilities;</p> <p>g. Advocate for appropriate services for students with disabilities;</p> <p>h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;</p> <p>i. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities; and</p> <p>j. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;</p>	<p>EDUC 756/856 (a-j) Supporting Families</p> <p>EDUC 7/851 Educating Exceptional Learners</p> <p>EDUC 900/901C Internship and Seminar in Special Education</p>	<p>EDUC 7/856(a-j): Students are introduced to the CEC Code of Ethics and how it relates to parents/families. Discussion of ethical behavior and challenges are included. Issues related to cultural diversity are addressed through the text utilizing case studies (single parents; non-English speaking parents; Native American families; differing socioeconomic status, etc.). Students complete a project relating to their understanding of special education law for both federal and state levels.</p> <p>EDUC 7/851: Class Discussions, Guest Presenters, Professional Journals, and Observations: Students are introduced to ethical principles through case studies, articles from professional journals and guest presenters. Students also interview regular and special education teachers and questions delve into issues of identification, placement, and services/supports.</p> <p>CEC Code of Ethics</p>
(9) In the area of special education law, the candidate shall have:		
<p>a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:</p>	<p>EDUC 750/850(a-c) Introduction to Exceptionality Schuh, M.C., Knackstedt, K.M., Cornett, J., H-J, Choi., Pollitt, D.T. & Satter, A.L. (2018). All means all: connecting federal</p>	<p>EDUC 7/850 (a-c): Semester long case study "What's important to know?" and final presentation/paper. This activity has students identify and research for understanding specific disabilities and develop goals and objectives</p>

<ol style="list-style-type: none"> 1. Identification of children with disabilities under the child find procedures specified in Ed 1105; 2. Referral procedures specified in Ed 1106; 3. Evaluation procedures specified in Ed 1107; 4. Determination of eligibility under Ed 1108; 5. Development of the IFSP or IEP under Ed 1109; 6. Determination of educational placement under Ed 1111; and 7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06; <p>b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;</p> <p>c. The ability to understand IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;</p> <p>d. The ability to understand Ed 306, Minimum Standards for Public School Approval; and</p> <p>e. Knowledge of and the ability to understand case law and how case law affects professional practice; and</p>	<p>education policy and local implementation practice through evidence and equity. <i>Inclusion</i>, 6, (1), 45-59</p> <p>EDUC 900/901C: Internship and Seminar in Special Education</p> <p>(9) a-e EDUC 939 Assessment and Teaching of Students with Learning Difficulties</p> <p>EDUC 939 (a) Students read the following and engage in QQTP McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). <i>High-leverage practices in special education</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>EDUC 900/901C</p>	<p>related to participation in the general education curriculum and creation of meaningful relationships. Students are expected to identify individual supports needed for success and how those supports are delivered within typical school routines and environments. Cases involve diagnosis, assessment, development of IEPs or 504 plans, transition (both early childhood and post-secondary). Students interview individuals with disabilities and family members for this project.</p> <p>EDUC 939 (9)a QQTP Reflections- Students use an adapted form of a process described as QQTP (Quotations, Questions, and Talking Points) to reflect on course readings on the relevant topical HLP for each week and prepare a two-page reflection report. Faculty grade each reflection report on a pass/fail basis.</p> <p>EDUC 900/901C: Interns will facilitate the development of an IEP/transition plan under the guidance of their mentor teacher.</p> <p>Student Study Team Presentations Students prepare and present an interactive, in class, presentation of a particular student in a particular <i>academic</i> area. Students provide standardized test scores, informal assessment information, work samples, interview responses, and an eVALUEation of the student's current capabilities and what has been tried so far.</p> <p>Students use feedback to present behavioral or pedagogical teaching response to determine how to design an intervention, method(s) and research that support method(s) and how to measure performance on the intervention. Students receive a letter grade of A to C- for</p>
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	<p>content (2/3 of grade) and professional presentation (1/3 of grade).</p> <p>Take-Home Statistics Quiz Students demonstrate basic concepts of measurement, test scores and how to interpret them, and how to judge the technical adequacy of an assessment. Students submit as written assignment. Faculty provide feedback.</p> <p>EDUC 940: (9)a. Progress Monitoring Case Study: Students demonstrate measuring progress toward IEP by completing a “case study”, using performance data collected, graphed, and analyzed. Students receive a letter grade of A to C- for content (2/3 of grade) and a writing grade for the quality/accuracy of the written material (1/3 of grade).</p> <p>EDUC 939: (9)b Students complete readings in Twachtman-Cullen, D., & Twachtman-Cullen, J. (2011). <i>The IEP from A to Z: How to create meaningful and measurable goals and objectives</i>. San Francisco, CA: Jossey Bass.</p> <p>EDUC 939: Mock Determination Meeting(9)b Students review a case that includes the results of assessments conducted on a hypothetical student. Given class topic of collaboration, assessment, and case management, students prepare for and conduct a mock meeting in class with a parent or guardian of that hypothetical student. Students receive a letter grade of A to C- for content (2/3 of grade) and professional presentation (1/3 of grade).</p> <p>Draft IEP Goal Writing (9)b Written assignment. Students develop a series of developmentally rich IEP goals based upon a student in the internship setting. Students receive a letter grade of A to C- for content (2/3 of grade) and a writing grade for the quality/accuracy of the written material (1/3 of grade).</p>
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	<p>EDUC 939 (9) c. Students complete readings in McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). <i>High-leverage practices in special education</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p> <p>EDUC 939. (9) e. Students complete readings in the New Hampshire Special Education Procedural Safeguards Handbook (April 2018). (based on the Individuals with Disabilities Education Act of 2004 and the NH Standards for the Education of Children with Disabilities effective March 24, 2017)</p> <p>EDUC 939 and 940: (9)e</p>	<p>EDUC 939: (9) c QQTP Reflections-(see above)</p> <p>Take-Home IDEA Quiz (9)a Quiz covers: basic principles of the Individuals with Disabilities Education Act (IDEA) and the 2004 regulations, Section 504, and basic Supreme Court cases. Students receive a letter grade of A to C- for content (2/3 of grade) and a writing grade for the quality/accuracy of the written material (1/3 of grade).</p> <p>EDUC 939 (9) e Law Casebook Presentations Students prepare a legal brief (summary) on an area of interest in special education law. The class attempts to decide the case based upon IDEA’s provisions. The student’s presentation then describes how the mock “case” should be decided, and presents the cases in a casebook that support the decision. Students receive a letter grade of A to C- for content (2/3 of grade) and professional presentation (1/3 of grade). QQTP Reflections (see above)</p> <p>EDUC 939. (9)e Draft of “eVALUEation” Case Study: Students begin to develop a descriptive case study, in portfolio format, of a student within their internship site. Students analyze and present collections of K-12 student work samples which document the student's changes as a learner across the year and compare and contrast with information from other assessment data including the results of standardized tests. While students are eVALUEating a K-12 student who has learning difficulties, the emphasis is on collecting evidence on what that K-12 student is able to do and how s/he goes about doing that in the academic area(s) in question. The eVALUEation format is described in class and</p>
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		<p>the draft is graded as Acceptable or Requiring Revision. Students also present the eVALUEation in class.</p> <p>EDUC 940. (9)e Final Draft of “eVALUEation” Case Study: (see above) Students complete the final eVALUEation case study and classroom presentation. Students receive a letter grade of A to C- for content (2/3 of grade) and professional presentation (1/3 of grade).</p> <p>EDUC 7/851 Class Discussions, Guest Presenters, Professional Journals, and Observations: Students are introduced to problem solving, along with collaborative planning for IEPs and Transition Planning. Through case studies, articles from professional journals and guest presenters, students become familiar with the roles of professional groups, advocacy groups and outside agencies that help to facilitate Transition.</p> <p>EDUC 7/856 Readings (9)a, c. To help students’ understanding of the special education laws and process so that they can support families of children with special needs, reading materials on the federal law, state law, local policies and the links to the special education laws such as the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100 are provided. The information is utilized to create a family resource packet and to engage in a family advocacy project.</p> <p>EDUC 7/856 Family Resource Packet. (9)a, c. Students are required to create a Family Resource Packet containing information on special education laws, special education process, family rights (in IEP, IFSP, and transition), and community resources.</p>
	<p>EDUC 7/851 Educating Exceptional Learners</p> <p>EDUC 7/856 Supporting Families (9) a, c.</p>	

	EDUC 900/901C:	<p>EDUC 7/856 Family Advocacy Project (9)a, c. Students identify culturally and linguistically diverse families of children with special needs who may benefit from the advocacy project. Listen to their concerns, research related laws and policies, inform family rights, and provide tools and strategies to support their advocacy efforts.</p> <p>EDUC 900/901C: Interns will facilitate the development of an IEP for a child on their caseload under the guidance of their mentor teacher.</p>
(10) In the area of collaboration, the candidate shall have the ability to:		
<p>a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings;</p> <p>b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities;</p> <p>c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities;</p> <p>d. Facilitate the successful transitions of students with disabilities across settings and services;</p> <p>e. Foster respectful and beneficial relationships between families and professionals;</p> <p>f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;</p> <p>g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and</p> <p>h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.</p>	<p>EDUC 756/856: Supporting Families (a, d, e, h)</p> <p>EDUC 900/901C: Internship and Seminar in Special Education</p> <p>EDUC 7/851 Educating Exceptional Learners</p> <p>EDUC 7/851 Educating Exceptional Learners</p> <p>EDUC 7/851 Educating Exceptional Learners</p>	<p>EDUC 900/901C: Interns will document parent engagement in their Taskstream folio. Interns will co-plan and co-teach during their internship. Interns will facilitate the development of an IEP for a child on their caseload under the guidance of their mentor teacher.</p> <p>EDUC 7/851 Class Discussions, Guest Presenters, Professional Journals, and Observations: Students are introduced to problem solving, along with collaborative planning for IEPs and Transition Planning. Through case studies, articles from professional journals and guest presenters, students become familiar with the roles of professional groups, advocacy groups and outside agencies that help to facilitate Transition.</p> <p>EDUC 7/856 Family Resource Packet To collaborate with families in culturally responsive ways... to facilitate access for students with disabilities (a), to facilitate the successful transitions of students (d), to foster respectful and beneficial relationships with families (e), and to collaborate with families ... for advocacy (f), students are required to create</p>

		a Family Resource Packet containing information on special education laws, special education process, family rights (in IEP, IFSP, and transition), and community resources. The information is to be described in family-friendly language to foster culturally responsive collaboration with families.
(b) Each candidate for certification as an early childhood general special education teacher for children birth up to age 8 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:		
(1) Skill in engaging with children with and without disabilities within the infant/toddler, preschool, and early elementary age range; and		
(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the natural environment or school setting of a child with disabilities.		
(c) Each candidate for certification as an elementary/secondary general special education teacher for children age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:		
(1) Skill in engaging with children with and without disabilities from age 5 up to age 21; and	General Special Education coursework and EDUC 900/901C: Internship and Seminar in Special Education	See course information above and EDUC 900/901C : Interns will participate in “Educator Rounds” visits to other settings and to other GSE and General education interns’ placements during the internship year.
(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a child with disabilities.	General Special Education coursework and EDUC 900/901C: Internship and Seminar in Special Education	EDUC 900/901C Internship activities including educator rounds, case management, IEP development, completion of NHTCAP
(d) General special education certification shall qualify a teacher to teach children with disabilities:		
(1) Who are able to benefit from general and special education but do not require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 612.07 (c)-(h); and		EDUC 900/901C : Interns will co-plan and co-teach with general and special educators during their internship.
(2) Whose placement is in general education for more than 50% of the day.		
(e) “General education,” as used in (d)(1) and (2) above, means for children in elementary, middle, or high school, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary, middle, or high school and taught by a certified elementary, middle, or high school teacher, with supports from special education personnel, as necessary.		
(f) A teacher with general special education certification may serve on the initial identification and the IEP team of a child with a		

disability:		
(1) For students with disabilities for whom a categorical certification endorsement does not exist; or	EDUC 900/901C: Internship and Seminar in Special Education	EDUC 900/901C Internship activities including educator rounds, case management, IEP development, completion of NHTCAP
(2) If the child meets the criteria specified in (d)(1) and (2) above.		EDUC 900/901C: Interns will facilitate the development of an IEP for a child on their caseload under the guidance of their mentor teacher.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; amd by #8024, eff 7-1-04; paragraphs (b)-(h) EXPIRED: 10-30-04; ss by #8229, eff 12-17-04; amd by #9157, eff 7-1-08 (See Revision Note at part heading for Ed 612); ss by #9991, eff 9-16-11

Education 750/850 Introduction to Exceptionality

On Line Fall Session 2019

Course Instructor: Mary C. Schuh, Ph.D.

e-mail: mary.schuh@unh.edu Office hours by appointment

Phone #: 603-228-2084

As a result of participation in this course it is the expectation that students will:

- *Understand special education & equity-based inclusive education as an interdisciplinary changing and evolving discipline and its impact across the lifespan.*
- *Review and understand the most important disability policies and the influence of families and individuals on enacting and realizing these laws*
- *Connect issues of trauma informed practices with special education interventions and beliefs about students with disabilities.*
- *Understand how issues of human diversity impact families, cultures, and schools.*
- *Know and demonstrate respect for individuals with disability first and foremost as unique human beings.*
- *Demonstrate a basic understanding of the most prevalent disabilities and the concept of the presumption of competence.*
- *Begin to understand how difference can impact an individual's ability to learn in school and in life.*
- *Have a basic understanding of the range of services from infancy through adulthood for individuals with disabilities.*

Course Description: This asynchronous on line class is student-centered and utilizes online learning resources to facilitate information sharing outside the constraints of time and place. This approach combines self-study with asynchronous interactions and will provide students with opportunities through readings, video, Canvas discussion, guest presentations, and partner assignment work to enhance their understanding of the personal and educational experiences of individuals with high intensity needs, their families, and the interdisciplinary agencies providing support. A variety of disabilities will be explored including issues surrounding medical and family perspectives, societal and medical constructs, access to education, trauma informed practices, ableism, and labeling. The course is instructor led but emphasizes the importance of peer-to-peer interactions throughout. Students in this course represent a broad array of disciplines including special education, social work, communication disorders, family studies, occupational therapy, early childhood, and more.

Course Requirements - Actively participate in five online learning modules (approximately 2 weeks each) by:

- Being prepared (having read and thought about materials, on time completion of written assignments)

- Actively and effectively *participate in on line discussions* and partner reflection assignments
- Complete assigned readings and view assigned films
- Writing 5 *reflection letters and reacting to a partner's reflection*
- Participating in Module 1-5
- Completing *Exclusion Today* activity.
- Completing *Out of My Mind* chapter activity
- Completing *What's Important to Know* activity

Learning Modules: Each Learning Module will cover (over a period of two/ish weeks) a prescribed set of learning objectives and activities that build upon one another for the duration of the course. Course content will be presented via readings, films, topical discussions, and fieldwork activities. Students will be expected to complete all assignments in each learning module before moving to the next module. Following are the topics and objectives within each module.

Learning Module 1 Objectives: History of the Disability Movement

In this learning module, students will be expected to:

- Become familiar with the course objectives and the online format.
- Understand the impact of first impressions, assumptions, and labeling as it relates to expectations, disability, and special education.
- Describe the variety of perspectives involved in the lives of individuals with disabilities.
- Understand the history of exclusionary practices and provide examples of where they continue to exist today and the impact of trauma.

Module 1 Resources

Galloway, C. (1980). *The Roots of Exclusion*. Paper prepared for California on Human Services and the California Department of Rehabilitation, Sacramento, CA.

Habib, D. (2014, April, 22). *Disabling segregation: Dan Habib at TEDxAmoskeagMillyard*. [Video]. TED. YouTube. <https://www.youtube.com/watch?v=izkN5vLbnw8>

Kunc, N. (1995). *The right to be disabled*. Axis Consultation and Training Ltd., Nanaimo, British Columbia, Canada.

Moore, S. (2016). *Shelley Moore: Transforming Inclusive Education*. [Video]. YouTube <https://www.youtube.com/watch?v=RYtUIU8MjIY>

1L Media (2013). *Lost in Laconia*. [Video]. YouTube <https://www.youtube.com/watch?v=UesOm2HTm2I&t=9s>

Schuh, M. (Host). (2016, November). *Barbara Buswell, the journey from parent to advocate*. [Audio podcast]. Swift Unscripted. <https://soundcloud.com/user-562198250/barbara-buswell-the-journey-from-parent-to-advocate>

Snow, K. (2013). *Disability is Natural: Revolutionary Common Sense for Raising Successful Children with Disabilities*; Third Edition, BraveHeart Press: San Antonio, TX.

Dillon, A., Tashie, C., Schuh, M., Jorgensen, C., Shapiro-Barnard, S., Dixon, B., Nisbet, J. (1993) *Treasures* Durham, NH: Institute on Disability

Lost in Laconia (2010) Written and Produced by Gordon Dubois, Directed, Edited and Produced by Bil Rogers, 67 minutes.

Learning Module 2 Objectives: Labeling, Presumption of Competence, Disability Laws and Milestones

In this learning module, students will be expected to:

- Consider how attitudes, labeling, and trauma impact educational outcomes
- Understand the impact of first impressions, assumptions, and labeling as it relates to expectations, disability, and special education
- Learn about theories of presumption of competence and high expectations for students with disabilities and how they relate to special educational practices including literacy.
- Review laws and milestones related to educational practices and students with disabilities

Module 2 Resources

Habib, D. (2012). *Including Samuel*. [Video]. Vimeo. <https://vimeo.com/55276074>

Habib, D. (2012). *Thasya*. [Video]. You Tube. <https://www.youtube.com/watch?v=1zWp2KkOr68>

Harriet (n.d.). Counting “everyone” in the everyone category. *SWIFT Talk Blog, SWIFT Education Center*. <http://www.swiftschools.org/talk/counting-everyone-in-the-everyone-category>

Institute on Disability (2009). *Least Dangerous Assumption*. [Video]. Vimeo <https://vimeo.com/18545415>

Jorgensen, C.J. (2005). The Least Dangerous Assumption, the challenge to create a new paradigm. *Disability Solutions. Creating Solutions*, 6, (3), 4-15.

MediaPlusYou. (2012). *Disability Law, Policy and Civil Rights Movement*. [Video]. You Tube. https://www.youtube.com/watch?time_continue=1&v=JbB3Azlil38&feature=emb_logo

Northwest Down Syndrome Association. (2014). *We All Belong*. [Video]. You Tube. https://www.youtube.com/watch?v=AFoLsYDQzzY&feature=emb_logo

Shapiro, S. (2017.) *An apology to Frank. SWIFT Talk Blog, SWIFT Education Center.*
<http://www.swiftschools.org/talk/apology-frank>

Storylinemotionpics. (2013). “*The Great Fight for Disability Rights*” trailer with subtitles.
[Video]. You Tube.
https://www.youtube.com/watch?time_continue=4&v=LG2KryP89Eo&feature=emb_logo

Learning Module 3 Objectives: Supports for Education for Students with Disabilities

In this learning module, students will be expected to:

- Learn about the importance of the role of parents and caregivers in the life of a student with a disability
- Understand related services including social work as they relate to education for students with disabilities including more about assistive technology and augmentative and alternative communication (AAC)
- Explore evidenced based practices such as universal design for learning and multi tiered systems of support as strategies to improve learner outcomes
- Consider possibilities for life beyond high school

Module 3 Resources

Borovoy, A.E. (2014, January 14). *5-Minute Film Festival: The Power of Assistive Technology.* Edutopia.<https://www.edutopia.org/blog/film-festival-assistive-technology>

Causton-Theoharis, J. Theoharis, G., Fernada, O. & Cosier, M. (2011). Does self-contained special education deliver on its promise? A critical inquiry into research and practice. *Journal of Special Education Leadership*, 24, (2), 61-78. <https://eric.ed.gov/?id=EJ963383>

CoorDown. (2014). *DEAR FUTURE MOM | March 21 - World Down Syndrome Day.* [Video]. You Tube. https://www.youtube.com/watch?v=Ju-q4OnBtNU&feature=emb_logo

Habib, D. (2017). *Mr. Connelly has ALS.* [Video] You Tube.
https://www.youtube.com/watch?time_continue=3&v=uqq4K0aHOsg&feature=emb_logo

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. (2016). *A summary of evidence on inclusive education.* Abt Associates: Cambridge, MA.

Jorgensen, C.J., McSheehan, M., & Sonnenmeier, R. (2010). *The beyond access model: promoting membership, participation, and learning for students with disabilities in the general education classroom.* Brookes Publishing: Baltimore, MD.

Montgomery, W. (2001). Creating culturally responsive inclusive classrooms. *Teaching Exceptional Children*. 33, (4), 4-9.
<https://journals.sagepub.com/doi/pdf/10.1177/004005990103300401>

Schuh, M.C., Knackstedt, K.M., Cornett, J., H-J, Choi., Pollitt, D.T. & Satter, A.L. (2018). All means all: connecting federal education policy and local implementation practice through evidence and equity. *Inclusion*, 6, (1), 45-59. <https://doi.org/10.1352/2326-6988-6.1.45>

SWIFT Center. (2017). *Together_ a SWIFT film on Integrated Educational Framework-HD*. [Video]. Vimeo. <https://vimeo.com/176756173>

SWIFT Center. (2016). *Whatever it Takes_ a SWIFT film on Inclusive Academic Instruction-HD*. [Video]. Vimeo. <https://vimeo.com/176750789>

Learning Module 4 Objectives: Social Relationships and Planning for Transition from School to Adult Life

In this learning module, students will be expected to:

- Understand the importance of social relationships in the lives of students with disabilities
- Consider and demonstrate understanding of strategies to support meaningful relationships in the lives of students
- Understand various considerations for transition planning from school to adult life
- Antosh, A.A., et al. (2013, April). *A collaborative interagency, interdisciplinary approach to transition from adolescence to adulthood*. Silver Spring, MD: Association of University Centers on Disabilities.

Module 4 Resources

Antosh, A.A., et al. (2013, April). *A comprehensive approach to transition, a companion publication to: 'A collaborative interagency, interdisciplinary approach to transition from adolescence to adulthood.'* Silver Spring, MD: Association of University Centers on Disabilities.

CAST. (2017). Selected resources for self-directed learning about UDL

Draper, S.M. (2012). *Out of My Mind*. Atheneum Books for Young Readers. New York City: NY

Ferguson, P. & Blumberg, R. (2006). *Transition services for youths with disabilities*. National Institute for Urban School Development: Temple, AZ.

Habib, D. (2012). Who Cares About Kelsey? [Video]. Vimeo. <https://vimeo.com/69474968>

Institute for Community Inclusion. (2010). Who Should Go to College? [Video]. You Tube. https://www.youtube.com/watch?v=U6M8FpJFCnw&feature=emb_logo

Onosko, J.J. & Jorgensen, C.M. (1997). Unit and lesson planning in the inclusive classroom maximizing learning opportunities for all students. In Jorgensen, C.M. *Restructuring High Schools for All Students: Taking Inclusion to the Next Level*. Brookes Publishing Company: Baltimore, MD.

Malloy, J., Drake, J., Cloutier, H., Couture, D., (2011) *RENEW facilitator's manual secondary transition for youth and young adults*. New Hampshire: Institute on Disability

Mooney, J., Cole, D. (2000) *Learning outside the lines*. New York, NY: Fireside

Sharpiro-Barnard, S. (1997). *Restructuring High Schools for All Students*. In Jorgensen, C.M. *Restructuring High Schools for All Students: Taking Inclusion to the Next Level*. Brookes Publishing Company: Baltimore, MD.

Jorgensen, C.M. (2014). *Maximizing social relationships at school and at home*. Webinar. National Inclusive Education Institute (NCIE), Inclusive Education Webinar Series, Session #6. https://mycourses.unh.edu/courses/69565/files/4145292/download?download_frd=1

Rossetti, Z. & Tashie C. (2001). Attitude, educational practices serves as barriers to friendship. *TASH Connection*. 21-21

Swift Center (2020). Teaching real life functional skills (in English & Spanish). Swift Education Center. <http://www.swiftschools.org/talk/teaching-real-life-functional-skills-in-english-spanish>

Tashie, C., Shapiro-Barnard, S. & Rossetti, Z. (2006). *Seeing the charade: what we need to do and undo to make friendship happen*. Inclusive Solutions: Nottingham, UK.

UNH IOD. (2011). Voice of Friendship (1996). [Video]. You Tube. https://www.youtube.com/watch?v=g6Yp4MzNQMk&feature=emb_logo

Learning Module 5 Objectives: Societal Constructs of Disability and Educational Impact

In this learning module, students will be expected to:

- Understand how society constructs and the role of culture impact disability and educational outcomes
- Examine the role of professionals in the lives of children with disabilities and their families
- Compare and analyze various disability perspectives including self-advocacy, family support, and the medical model
- Apply these perspectives within the role of a professional impacting the life of children with disabilities and their families

Module 5 Resources

Gaylord, V. D., Vandercook, T., Kleinert, H., Jorgensen, C., Lazarus, S., Liu, K.K., & Thurlow, M.L. (eds.) (2018). *Inclusive education for K-8 students with the most significant cognitive disabilities*. 31, 2. <https://ici.umn.edu/products/RGlZ9bnIRfWfLnxEykyw>

Communitylivingb.(2013). Credo for Support. [Video]. You Tube.
https://www.youtube.com/watch?v=3S9PjFP8Dlq&feature=emb_logo

Kunc, N (2006). Credo for Supports, People 1st Version. [Video] You Tube.
https://www.youtube.com/watch?v=wunHDfZFxXw&feature=emb_logo

Smith, I. (2017, September). Mental age theory hurts people with intellectual disabilities. NOS Magazine for Interesting Minds. <http://nosmag.org/mental-age-theory-hurts-people-with-intellectual-disabilities/>

Rice, K. (n.d.). True wealth is a sense of belonging. SWIFT Talk Blog, SWIFT Education Center. <http://www.swiftschools.org/talk/true-wealth-is-a-sense-of-belonging>

UNH IOD. (2014). A home of my own, 1994. [Video]. You Tube.
https://www.youtube.com/watch?v=2nbyNHZeJQ0&feature=emb_logo

Bibliography of Required Course Readings and Films Notes:

All of the resources listed (and more!) are included in the course module sections except the book Out of My Mind, which you will need to acquire.

This is written for elementary children. It is about a child with a disability, written from the perspective of the child, and his peers. It is a book you will read but you might not need to own. ISBN 978-0-375-86902-0

Draper, S.M. (2010/12). Out of My Mind. Antheneum Books.

Course Requirements and Assignments

5 reading reflection papers (3-5 pages) 7 pts each _____

At the end of each module, and prior to beginning the next, a 3-4 pg Reflection Letter and 1 - 2 pg Classmate Feedback must be submitted to the instructor. In the letter please reflect on a minimum of three of the following module content including how your personal and professional life connects to the information, your overall impressions, and ongoing questions. Letters do not need to be in APA format; but they DO need to be double spaced and edited for grammar, spelling, and punctuation prior to submission. 50pts

Discussion Postings: Each module contains three discussion questions. Before going on to the next module, you are expected to thoughtfully answer the question (minimum of one paragraph response) as well as respond to a minimum of one other student's response. .5 pt per response. 15pts

It is essential that you post a minimum of two SEPARATE posts per discussion question. Your post should be unique and thoughtful and assist in deepening the understanding of the issues and information related to the post.

Examples of exclusion in today's culture and society: Upload 2 photos or video examples and a paragraph description of where exclusion is happening in the world around us. Be creative! Photos of stairs will NOT be accepted. Consider all areas of schools, cultural, and community life in your response. Consider how being excluded might have a traumatic impact on the individual. 5pts

What's important to know in supporting a student with a disability? Choose a disability label (based on the categories of disability labels under IDEA) and present an example of predicted areas that will need support and **how those support needs can be met in a typical general education classroom.** Be sure to address access to the academic curriculum including literacy skill development, universal design for learning, and multi tiered systems of support. What interdisciplinary supports are necessary for 15pts

success? Be creative in your expression. You may create a powerpoint, video, or submit a five page paper.

This assignment is divided in to two parts. The label chosen must be one that would typically result in an Individual Education Plan in a school. If you have difficulty identifying a person to interview, I will be happy to assist.

For full credit you must identify the disability and individual you will be interviewing along with a sample of questions you will ask related to equity-based inclusive education by the first half of the semester. The second portion requires you to interview a parent of a student who experiences the label and/or an individual with the label.

Out of My Mind Project: Read the book and choose 1 of the following projects to discuss in a PowerPoint, video, 3-5 page paper, or other instructor approved project.

- Discuss Melody's parents. Consider the following questions to guide you. How do they advocate for Melody as a student and a valued member of their family? How do they learn to communicate with Melody and help her to overcome everyday problems? Why are those efforts sometimes a complete failure?
 - Discuss Melody's teachers and overall school experience. Consider the following questions to guide you. How does Melody feel about school? How does being included change Melody's school experiences? Are there any situations/interventions in Melody's educational history that might be considered trauma inducing? Describe Melody's deep, unrealized need for a friend. If you were a member of Melody's educational team, what might you do differently?
 - Pick a topic from Out of My Mind that you think is worthy of discussion. You will need instructor approval.
- 15 pts

In order to receive full credit for the assignment, be sure you connect your comments to the concepts learned in the course. Your project should be edited for spelling, grammar and content.

Total available points **100**

Grading	96-100 A	79-83 B-
93-95 A-	76-78 C+	
88-92 B+	72-75 C	
84-87 B	65-71 C-	

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring

accommodations, you must register with Disability Services for Students (DSS). On the Durham campus contact DSS at (603) 862-2607 or disability.office@unh.edu. On the Manchester campus contact <http://manchester.unh.edu/student/disability> Coordinator: Jenessa Zurek Jenessa.Zurek@unh.edu 641-4383. If you have received Accommodation Letters for this course, please provide me with that information so that we can review those accommodations and I can best support your full participation in this experience.

Additional Online Resources

<http://iris.peabody.vanderbilt.edu/iris-resource-locator/>

<http://www.pacer.org/>

<http://www.cde.state.co.us/resultsmatter>

<http://www.gemssforschools.org/>

EDUC 756/856: Supporting Families of Individuals with Exceptionalities

Online: myCourses.unh.edu

E-Term II: Oct.13-Dec.8, 2020

Instructor: Dr. Eun Kyeong (EK) Cho

Office: 210D Morrill Hall, Phone: (603) 862-4435, E-mail: eunkyeong.cho@unh.edu

The best way to reach the instructor is via e-mail.

EDUC 756/856

This course is designed to help educators to improve their knowledge, skills, and attitudes necessary to support families of children with special needs. Families of individuals with exceptionalities come from ***culturally and linguistically diverse (CLD)*** backgrounds. Educators working with CLD families need to understand the goal of the families and to provide necessary support for the families to reach their goal in culturally responsive ways.

Advancing Equity

All children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society. Advancing the right to equitable learning opportunities requires recognizing and dismantling the systems of bias that accord privilege to some and are unjust to others. Advancing the full inclusion of all individuals across all social identities will take sustained efforts. ... To effectively advance equity and embrace diversity and full inclusion... educators should be well prepared in their professional knowledge, skills, and dispositions to teach in diverse, inclusive settings. They also need to be supported by, and to advocate for, equity- and diversity-focused public policies.

(Source: NAEYC Position Statement <https://www.naeyc.org/resources/position-statements/equity>)

The Goal for Families of Children with Special Needs

The goal for families of children with special needs is to provide best support for their children and to have the resources they need to participate in their own desired family, school, and community activities. To realize this goal, families need to:

1. understand their child's strengths, abilities, and special needs;
2. know their rights and advocate effectively for their child;
3. help their child develop and learn;
4. have support systems; and
5. access desired services, programs, and activities in their community.

(Source: <https://ectacenter.org/eco/pages/familyoutcomes.asp>)

Professionals Supporting Families of Children with Special Needs

"Equitable education necessitates family engagement. Collaboration between parents and school personnel improves outcomes for students with disabilities who receive special education services (Harry, 2008). However, rather than collaboration, many families have reported for decades feeling they have to fight with school personnel to secure appropriate services for their children with disabilities. CLD families face additional barriers to the development of collaborative relationships, including lack of language access (e.g., translated materials and professional language interpretation), cultural misunderstanding, lack of cultural responsiveness by school personnel, and limited accountability by school personnel. Such barriers contribute to poorer outcomes for these children, who so often are multiply marginalized by society, particularly in educational contexts. With nothing short of an onslaught from the recent pandemic on marginalized communities, it is even more important now that educators and those of us involved in professional development and training of educators recommit ourselves to taking personal action toward improving these relationships." (Sauer & Rossetti, 2020).

Note on language: Throughout the course you will see variability in the ways disability is used in language. While many educational settings use people-first language ("person with a disability"), some of our readings use disability-pride language or identity-first language ("disabled person"). We will discuss norms and preferences surrounding the language of disability during our first week (in the Discussion Forum) and encourage everyone to be open to a variety of interpretations and uses of respectful language.

COURSE DESCRIPTION

In this course, we will examine the socio-cultural, linguistic, educational, and psychological circumstances surrounding families raising children with special needs; discuss issues regarding families' experience, family resources, and cultural competencies; address the implications of the special education laws and regulations for families and professionals; and apply the knowledge of special education laws/process and family advocacy to support families of children with special needs.

COURSE GOALS

After successfully completing this course, you will be able to:

1. Understand the **responsibilities** of educators partnering with families of children with special needs
2. Develop **cultural humility and cultural understanding** to foster family engagement
3. Reflect on your own culture and personal values, how understanding your own culture relates to students and their families' culture, and how they foster family-professional collaborations
4. Develop knowledge of **laws and policies** associated with providing supports and services for students with disabilities and their CLD families
5. Help CLD families understand their **rights** and navigate the special education **system** (e.g., in IFSP, IEP, and transitions)
6. Apply the knowledge of laws to foster **family engagement and advocacy**
7. Gain experience connecting and developing **communication/collaboration** strategies (e.g., using **technology**) with CLD families who have children with disabilities in **culturally responsive ways**.

COURSE GOALS AND SELECTED EXAMPLES OF RELATED ACTIVITIES

	NH Ed 612.04	NH Ed 612.06	NH Ed 612.07
1. Understand the responsibilities of educators partnering with families of children with special needs <ul style="list-style-type: none"> ➤ Readings on Ethical Practice of CEC, TESOL, & NAEYC ➤ Readings on Professional Standards 	(b)(1)		(a)(8)i
2. Develop cultural humility and cultural understanding to foster family engagement <ul style="list-style-type: none"> ➤ Readings and Discussions on Text, "Affirming Diversity-Strengths-Based Portraits of Culturally Diverse Families" 		(b)(3)c. (b)(5)a.4.	(a)(1)c. (a)(10)a
3. Reflect on your own culture and personal values, how understanding your own culture relates to students and their families' culture, and how they foster family-professional collaborations <ul style="list-style-type: none"> ➤ Activities: Implicit Bias assessment, cultural competence checklist, cultural competence training 			(a)(8)j
4. Develop knowledge of laws and policies associated with providing supports and services for students with disabilities and their CLD families <ul style="list-style-type: none"> ➤ Visiting links to federal and state laws and summarizing key features of the laws/policies ➤ Readings & discussions on the laws on serving ELs and families of children with special needs 		(b)(6)a.	(a)(9)a (a)(9)c
5. Help CLD families understand their rights and navigate the special education system (e.g., in IFSP, IEP, and transitions) <ul style="list-style-type: none"> ➤ Advocacy Module & Reading "Know Your Rights" https://www.dhhs.nh.gov/dchcs/bds/documents/kyr-presentation.pdf ➤ Assignment: Family Resource Packet ➤ Assignment: Family Advocacy Project 		(b)(6)a.	(a)(9)b (a)(10)d
6. Apply the knowledge of laws to foster family engagement and advocacy <ul style="list-style-type: none"> ➤ Assignment: Family Resource Packet ➤ Assignment: Family Advocacy Project 		(b)(6)a.	(a)(10)h
7. Gain experience connecting and developing communication/collaboration strategies (e.g., using technology) with CLD families who have children with disabilities in culturally responsive ways. <ul style="list-style-type: none"> ➤ Assignment: Family Resource Packet ➤ Assignment: Family Advocacy Project 	(b)(1) (b)(2)	(b)(6)c.	(a)(10)a (a)(10)e

COURSE ALIGNMENT WITH STATE STANDARDS

This course addresses the following NH DOE standards for educator preparation programs: [Elementary Education \(Ed 612.04\)](#), [ESOL \(Ed 612.06\)](#), [Special Education \(Ed 612.07\)](#), and [Early Childhood Special Education \(Ed 612.071\)](#).

Ed 612.04 The elementary education program for **grades K-6 or K-8** shall provide the teaching candidate with the skills, competencies and knowledge developed through a combination of academic and supervised practical experience in the following areas:

- (b) In the area of **communication and collaboration**, demonstrate the ability to promote student learning through:
 - (1) Knowledge of the **roles, responsibilities, and interdependency of personnel** indigenous to elementary schools; and
 - (2) Application of **technology as a tool to communicate** with members of the professional community and parents;

Ed 612.06 (b) The teacher preparation program for an **ESOL teacher in grades K-12** shall provide the teaching candidate with skills, competencies, and knowledge ... in the following areas:

- (3) The candidate shall demonstrate **how cultural groups and individual cultural identities affect language learning and school achievement** as follows:
 - c. **Understand how cultural groups in the community, including the majority group, affect language learning, social adjustment, school achievement and acculturation;**
- (5) In the area of assessment, the candidate shall demonstrate an understanding of **various assessment issues as they affect ELs, such as but not limited to accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations** as follows:
 - a. For educational assessment
 - 4. **Language differences, giftedness, and special education needs;**
- (6) In the area of professionalism the candidate shall demonstrate **knowledge of history, research and educational public policy** as follows:
 - a. The evolution of **the laws and policies affecting linguistic minorities in the U.S.**, including those which govern **the educational rights of ELs;**
 - c. The importance of **providing EL families with information regarding school and community resources.**

Ed 612.07 (a) A **general special education program** shall provide the candidate with skills, competencies and knowledge ... in the following areas:

- (1) In the area of **theoretical foundations**, the candidate shall have the ability to:
 - c. Understand **the role of families** in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community
- (8) In the area of **professional and ethical practice**, the candidate shall have the ability to:
 - i. Describe **the rights and responsibilities of schools, students, families, teachers, and other professionals** related to the identification, placement, and service of students with disabilities; and
 - j. Understand how **issues of human diversity can impact families, cultures, and schools**, in the delivery of special education services;
- (9) In the area of **special education law**, the candidate shall have:
 - a. The ability to understand the **federal law, state law, local policies** and the [New Hampshire Standards for the Education of Children with Disabilities in Ed 1100](#), including the following steps in the special education process:
 - 1. **Identification** of children with disabilities under the **child find procedures** specified in Ed 1105;
 - 2. **Referral procedures** specified in Ed 1106;
 - 3. **Evaluation procedures** specified in Ed 1107;
 - 4. Determination of **eligibility** under Ed 1108;
 - 5. Development of the **IFSP or IEP** under Ed 1109;
 - 6. Determination of educational **placement** under Ed 1111; and
 - 7. **Implementation and monitoring** of the IFSP or IEP under Ed 1109.06;
 - b. The ability to develop and implement comprehensive **IEPs and transition plans** which address the abilities and needs of the students with disabilities;
 - c. The ability to understand **IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;**
- (10) In the area of **collaboration**, the candidate shall have the ability to:
 - a. **Collaborate with families**, school personnel, agencies, and community members **in culturally responsive ways** to facilitate access for students with disabilities in a variety of settings;
 - d. Facilitate the successful **transitions** of students with disabilities across settings and services;
 - e. Foster **respectful and beneficial relationships** between families and professionals;
 - h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and **advocacy**.

TEXTS

Sauer, J. S., & Rossetti, Z. (2020). *Affirming diversity: Strengths-based portraits of culturally diverse families*. Teachers College Press.

Turnbull, A., Turnbull, R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust* (7th edition). Pearson.

Readings

Baglieri, S., Valle, J. W., Connor, D. J., Gallagher, D. J. (2011). “[The need for plurality of perspectives on disability](#)” *Remedial and Special Education*, 32(4), 267-278.

Center for Parent Information & Resources. (2017). Disability and education laws.

<https://www.parentcenterhub.org/laws/> [IDEA, ESSA, Section 504, ADA, & Assistive Technology Act]

Council for Exceptional Children. (2014). [Special Education Professional Ethical Principles](#).

Council for Exceptional Children. (2015). [Standards for Professional Practice](#).

Crocker, A. F., & Smith, S. N. (2019). Person-first language: Are we practicing what we preach? *Journal of Multidisciplinary Healthcare*, 12, 125-129.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6371927/>

Hehir, T. (2009). Policy foundations of universal design for learning. In D. T. Gordon, J. W. Gravel & L. A. Schifter (Eds.), *A policy reader in universal design for learning* (pp. 35-45). Cambridge, MA: Harvard Education Press. [Republished through the National Center on UDL]

Lund, D.E., & Lee, L. (2015). Cultural humility among pre-service teachers: Connecting with children and migrant families through service learning. *Canadian Journal of Education*, 38(2), 1-30.
<https://files.eric.ed.gov/fulltext/EJ1069730.pdf>

NH DHHS. (n.d.). [Information for Families](#).

New Hampshire Family Voices. (2019). [Maneuvering through the maze](#): A NH family resource guide – Services for families having children with special health care needs/disabilities.

Ordoñez-Jasis, R., & Myck-Wayne, J. (2012). Community mapping in action: Uncovering resources and assets for young children and families. *Young Exceptional Children*, 15(3), 31-45.

Parent Information Center on Special Education. (2017). [A family guide to special education in New Hampshire](#).

Parent Information Center on Special Education. (2017). [Steps in the NH Special Education Process](#).

Prebble (2018). “[Disability is not a Dirty Word](#)”

Sauer, J. S., & Lalvani, P. (2017). From advocacy to activism: Families, communities, and collective change. *Journal of Policy and Practice in Intellectual Disabilities*, 14(1), 51-58.

U.S. Department of Education. (n.d.). Parents. <https://www2.ed.gov/parents/landing.jhtml>

U.S. Department of Justice and U.S. Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (Overview of Title II, Section 504, and the IDEA)
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>

COURSE ASSIGNMENTS

Assignments	%
1. Participation/Professionalism	10%
2. QQTPs (Readings and Discussions)	20%
3. Family Interview Reflection and Community Assets/Needs Map* OR Family Resource Packet	30%
4. Family Advocacy Project*	40%

	Total	100%
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*Students in the ESOL certification option must focus on identifying the needs and providing supports for CLD families.

Flexibility: There will be some flexibility in how you create and submit your assignments. See detailed descriptions below and consult with the instructor.

- Students in this course come from diverse disciplinary and training backgrounds.
- While the course goals are the same for all students, the types of assignments and final products for currently practicing educators (especially, those in special education) seeking an advanced degree in education could be different from the assignments for undergraduate students without previous coursework in education or experience with families of students with special needs.
- For example, as a differentiation for graduate students for the Assignment #4, graduate students who are familiar with the specific laws and regulations (step 3) may decide to further their research on related court cases.

1. Participation (10%)

Given the size and structure of the course, your ACTIVE online participation is critical to the success of this course for you and for your classmates. Our class time will be productive if you come prepared, having done careful and thoughtful analysis of the readings. Each online week there will be a **discussion board** that require your attention. One discussion board will always be dedicated to reflecting upon the readings, resources, and your QQTP. Engage with one another, and provide additional resources as appropriate. See specific online modules for further details. *This is a multi-media platform, so if you want to add a video, resource, recording, please do so!*

Please follow the guidelines below to help create an inclusive climate:

- Speak/write from your own professional experiences and interpretation of the readings
- Engage thoughtfully with the content of the class
- Listen to others' thoughts and feelings, even if they differ significantly from your own

2. QQTPs (20%)

QQTP stands for Quotations, Questions, and Talking Points. These short memos are designed to help support our ongoing analysis of the readings and course content, our abilities to make connections to personal and professional experiences, and provide opportunities to raise questions for discussion. *Feel free to write in the first person and use bullets if appropriate.*

- **Submit your QQTP by Tuesday at 11:59 pm.**
- **Select one thought from your QQTP to post on the Discussion Board by Tuesday at 11:59 pm.** The point is to generate dialogue with your classmates. If you stray from the QQTP do not worry, we want to have a thoughtful and engaging discussion each online week.
- **Respond to at least two other classmates by Friday at 11:59pm.** You are responsible for thoughtfully **engaging** and **extending** discussion with classmates. *This is part of your participation grade.*

QQTP Format

- **Quotation(s).** Select a quote or point from the materials you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (who said it, what book or article, page number).
- **Question(s).** As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in a **discussion forum**. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense out of this information), connection (how does this information

connect to other readings and discussions in class), or evaluation (what is the accuracy or validity of the information). This should be a question about which you are genuinely curious and/or are not sure of the answer.

- **Talking Points.** Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had *to synthesize the content for someone who had not read it*. Each finding/conclusion should just be a few sentences. The first Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material.

3. Option A. Family Interview Reflection and Community Assets/Needs Map (30%)

Each of you will interview a family who has a child with a labeled disability who has an Individual Education Plan (IEP), an Individual Family Service Plan (ISFP), or 504 Plan (being served in early childhood settings or elementary schools).

Work with a local teacher or special educator to find a family willing to participate. Students can also use personal or professional connection to interview a family willing to share their experiences raising a child with disabilities.

There are two parts to this assignment:

- **Create a community assets/needs map** that shows the families' systems of care and supports. It may also reveal what they are missing. This map can be in multiple forms, so be creative. If comfortable, we highly encourage you share this map with the family you interviewed. Refer to the following article for examples of what can be included.

“Community mapping is a process of discovery and reflection that allows the ‘mapper’ to develop new understandings about a specific geographical area that can assist [their] quest to uncover valuable community resources for children and their families...it may also serve as a reflective capacity-building tool that can open the door to the wealth of resources for families,”
(Ordonex-Jasis & Myck-Wayne, 2012, p. 32).

Ordoñez-Jasis, R., & Myck-Wayne, J. (2012). Community mapping in action: Uncovering resources and assets for young children and their families. *Young Exceptional Children*, 15(3), 31-45. (Available online through the UNH library)

- **Write a reflection paper** after interviewing your target family
 - It should include a brief description of the conversation you had.
 - Please omit any identifying information---town, child's name, parents' names, etc.
 - Use information gained through your readings, class discussions, videos and other sources to reflect on the experience.
 - What was familiar to you and what new information did you learn from the family story? (See Reflection Questions in Sauer & Rossetti, p. 36).
 - What did you learn and how will you utilize this in your future career?
 - Describe the impact on you and your professional development.

Family Interview and “Do Your Research” to learn about your target family (see Ch. 2, Sauer & Rossetti):

- Learn about general cultural backgrounds of your students’ families and their unique histories, values, and perspectives about disability.
- Learn about the socio-cultural, linguistic, educational, and psychological circumstances surrounding families raising children with special needs.
- Discuss issues regarding families’ experience and family resources.
- More examples of interview questions:
 - Could you share your story about raising your child and working with the school?
 - What did you get the least of that you needed the most?
 - Did educators inquire about the value of your expectations for your child?
 - What educator strategies were most helpful to you in helping your child?
 - Has there been a common problematic issue with most educators?
 - How have conflicts with educators been effectively resolved?
 - What have educators done to establish an effective team relationship with you?
 - What type of communication method is best for you and how often is the most effective for you to help you with your child?
 - What has the educator (other personnel) done to establish and maintain collaboration with you during PPT/IEP meetings?
 - How has the special education teacher incorporated you as a team member?
 - What has been effectively done or could be done to help you implement IEP/IFSP goals at home?
 - What’s the least effective thing an educator can do and most effective thing an educator can do in their support of you to help your child?
 - What types of conflicts have you experienced with educators regarding inclusion and placing your child in the least restrictive environment?
 - What is your perspective of the educator’s motivation in their placement decisions?

Source: <http://www.ldonline.org/xarbb/topic/15658>

Option B. Family Resource Packet (in Family-Friendly Language/Format)

Students will create a “Family Resource Packet” for culturally and linguistically diverse (CLD) families of children with special needs in their community. While the content is expected to be highly informative and professional, the language and presentation of the content would need to be family friendly (especially the description of the special education process and the rights of the families).

Required elements:

- Cover
- Table of Contents
- A family-friendly description of **special education process in NH**
- A visual chart (1-page each) of the special education process in NH in English and at least 2 other languages spoken by the CLD families in your community
- A summary of related **special education laws and policies** pertaining to supporting and collaborating with families of students with special needs (**IDEA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100**)
- **Rights of families in the special education process (in IEP, IFSP, and Transition)**
- A visual tool summarizing the parent rights in English and at least 2 other languages spoken by the CLD families in the community
- A list of community resources (w/description, contact information, and links)

4. Family Advocacy Project (40%)

- 1. Identify a target family (Students in the ESOL certification option will work with a CLD family; It can be the same family you interviewed for Assignment #3. Option A)
- 2. Describe the target family and the child with special needs: A “Strengths-Based Portrait” of the family (you may use information from assignment #3)
 - Describe the family portrait (See the family portrait format in Sauer & Rossetti, e.g., Ch. 2)
 - Describe the strengths of the family
 - Describe potential gaps in the services for the child and the family
 - Identify and describe the challenges of the family to effectively support the child with special needs
- 3. Research and summarize related federal/state special education laws and regulations specific to the disability (-ies) the child has. For example, see below.
 - U.S. Department of Justice and U.S. Department of Education. (2014). Frequently asked questions on effective communication for students with hearing, vision, or speech disabilities in public elementary and secondary schools. (Overview of Title II, Section 504, and the IDEA) <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>
- 4. Share the information on the “Rights of Families” with the family
- 5. Identify a local cultural broker (an individual or a group) (p. 2 in Sauer & Rossetti)
- 6. Research and identify advocacy agencies/websites to find information and strategies on effective advocacy for the family
- 7. Engage in the advocacy work in support of the family
- 8. Report on the progress that has been made to benefit the family as a result of your “Family Advocacy Project” (comparing the supports before and after the project)
- 9. Reflect on the experience (your initial expectations/feelings before beginning the project, the steps you took, the challenges you experienced during each phase of the project, insights you gained from working with the CLD family, lessons you learned from being a family advocate, tips for future family advocates, how the project is based on ethical and family-centered practice, and how it made you become a culturally competent educator)

COURSE SCHEDULE AND DUE DATES (subject to change)*

Changes in the schedule will be promptly notified to students through “Announcements”

10/13-12/8		Summary of Readings and Activities (See Modules on Canvas for a complete list of readings and activities)	Assignments
Module 1: 10/13-10/19	Introductions Course overview Setting norms Language of disability	<p>Baglieri et al. (2011), “The need for plurality of perspectives on disability”</p> <p>Prebble (2018), “Disability is not a Dirty Word”</p> <p>Sauer & Rossetti (Ch. 1)</p> <ul style="list-style-type: none"> ▪ Developing cultural humility to foster family engagement <p>Planning for Course Assignments</p>	<p>Introduction Video or Paragraph with Photo in Online Discussion Board</p> <p>Review Syllabus</p> <p>Self-assessment: Cultural competence</p> <p>QQTP</p>

Module 2: 10/20-10/26	Family systems theory and dynamics	<p>Turnbull et. al. (Ch. 1-4) Sauer & Rossetti (Ch.2)</p> <ul style="list-style-type: none"> ▪ Developing cultural understanding ▪ Family portrait ▪ What is missing from family portrait <p>Ordoñez-Jasis & Myck-Wayne (2012). “Community Mapping in Action: Uncovering Resources and Assets for Young Children and Families”</p> <p>Watch “<i>Lost in Laconia</i>”</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p> <p>Begin Family Interview and Community Mapping (or Assignment #3)</p>
Module 3: 10/27-11/2	History, laws, and policies	<p>Disability and education laws (IDEA, ESSA, Section 504, ADA, & Assistive Technology Act)</p> <p>Turnbull et. al. (Ch. 5 & 6) Ch. 6. Public Policies and Family and Professional Partnerships</p> <p>Hehir “Policy foundations of universal design for learning”</p> <p>Explore –U.S. Department of Education “Parents” website</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>
Module 4: 11/3-11/9	Early supports and services (ESS) and individual family service plans (IFSP)	<p>New Hampshire Family Voices. (2019). Maneuvering through the maze</p> <p>Read and review websites listed on myCourses</p> <ul style="list-style-type: none"> ▪ Evaluating Children for Disability ▪ 10 Basic Steps in Special Education ▪ Questions Often Asked by Parents about Special Education Services 	<p>QQTP</p> <p>Discussion board post & responses to classmates</p> <p>Assignment #3 (A) DUE 11/9</p>
Module 5: 11/10-11/16	Working with families of school-aged children: Individualized Education Program (IEP)	<p>Turnbull et al. (Ch. 10)</p> <p>Sauer & Rossetti Ch.4: A Latina mother’s journey through the special education system Ch. 7: Unveiling the challenges faced by a Somali refugee mother of a child with autism</p> <p>“Children (3 to 22)” (Center for Parent Information and Resources)</p>	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>
Module 6: 11/17-11/23	Diagnosis, communication, and collaboration	<p>Turnbull et al. (Ch. 7-9)</p> <ul style="list-style-type: none"> ▪ 7 Principles of Partnership ▪ Families and Professionals as Partners ▪ Families as Partners in Evaluating a Student 	<p>QQTP</p> <p>Discussion board post & responses to classmates</p>

		Review - " Evaluating Children for Disability ," Center for Parent Information and Resources Watch a TED talk by Joe Valente	Assignment #3 (B) (Due: 11/23)
Module 7: 11/24-11/30	Partnership amidst diversity and differences	Sauer & Rossetti (Ch. 3, 5, & 6) Minow (2013). " Universal Design in Education: Remaking All the Difference "	QQTP Discussion board post & responses to classmates
Module 8: 12/1-12/8	Ethics and advocacy Connecting with community resources	Sauer & Lavani (2017). "From Advocacy to Activism: Families, Communities, and Collective Change" Turnbull et al. (Ch. 11 -12) Sauer & Rossetti (Ch. 8. Knowledge to action: Enacting cultural humility)	QQTP The Exchange Discussion Board post Assignment # 4. Family Advocacy Project (Due: 12/15)

GRADING

Assignments	%
1. Participation/Professionalism (e.g., self-assessment, implicit-bias training, response to other students' posts)	20%
2. QQTPs (Readings and Discussions)	10%
3. Family Interview Reflection and Community Assets/Needs Map* OR Family Resource Packet	30%
4. Family Advocacy Project*	40%
Total	100%

*Students in the ESOL certification option must focus on identifying the needs and providing supports for CLD families.

Grading scale (Determined by total points earned)

An "A" represents excellent work, with demonstrated mastery of all content. This includes coming prepared to class sessions and demonstrating mastery of the content.

97-100 A+
94-96 A
90-93 A-

A "B" represents good work, with few minor problems in terms of the quality of the work.

87-89 B+
84-86 B
80-83 B-

A "C" or below represents work that falls below graduate level expectations, with serious flaws in terms of content or presentation of the work. If you earn a "C" or below on any assignment, you are expected to arrange a meeting with the instructor.

77-79 C+
74-76 C
70-73 C-
68-69 D+
64-67 D
60-63 D-
<60 F

UNH Academic and Administrative Policies

Please review the UNH Student Rights, Rules, and Responsibilities handbook on-line at <http://www.unh.edu/student-life/handbook>.

Plagiarism and Academic Honesty

Honesty is a core value at the University of New Hampshire. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Please note the University has no tolerance for students who break the University Academic Honesty Policy. Please see the Students Rights, Rules, and Responsibilities Handbook for full description. For more information on the University of New Hampshire's academic honest policy, please visit: <https://d7admin.unh.edu/student-life/09-academic-honesty-2017>

Access to University Programs and Facilities

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations. For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Mental and Emotional Health Support

Your academic success in this course is very important. If during the semester, you find emotional or mental health issues are affecting that success, please contact the University's Counseling Center (3rd floor Smith Hall: 603- 862-2090/TTY:7-1-1) which provides counseling appointments and other mental health services.

Affirmative Action & Equity Policies

The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities. In you have questions about UNH's affirmative action and equity policies, please visit: <http://www.unh.edu/student-life/handbook/administrative/affirmative-action>

Confidentiality and Mandatory Reporting

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

Additional Information

Presentation of Written Assignments

- All written assignments must be submitted via MyCourses. Please save your uploaded file using the naming convention: Name_Assignment_Date (e.g., JaneSmith_FamilyAdvocacy_10-25-2020).
- Use a style of citation that works for your discipline (e.g., APA, MLA, or Chicago Style) when quoting, paraphrasing or citing sources in general. Students in the Education Department are expected to use the APA style.
 - APA Style Writing and Grammar Guidelines: <https://www.apastyle.org/>
 - Dimond Library (862-1535) www.library.unh.edu
 - Center for Academic Resources (862-3698) <https://www.unh.edu/cfar>
 - Writing Center (862-3272) <http://www.unh.edu/writing/cwc/>

myCourses (myCourses.unh.edu)

Check myCourses regularly. The course site will be regularly updated to reflect changes to the syllabus, upcoming events, and other important materials. MyCourses will also be used to distribute readings, participate in discussion boards, and submit assignments.

Early Childhood Special Education Process in a Nutshell

Early Identification and Screening

Unless a medical diagnosis is made at birth or during a well-child visit, the first step in identifying a young child's disability is a concern raised by someone familiar with the child. Usually a parent, preschool teacher, or other caregiver becomes worried about a young child's development or learning because they have noticed delays in the skills listed on the previous pages. Pediatricians and child-care providers are often the first to receive referrals from parents, discuss concerns, and begin the process of identification.

The first assessment is usually a brief screening to determine if more comprehensive assessment is warranted. Screening assessments involve evaluating a few key skills in each of the major areas of development: physical, cognitive, communication, social-emotional, and adaptive. Pediatricians routinely conduct developmental screenings during well-child visits, and publicly funded early education programs such as Head Start also screen children annually. In many communities, schools, public health departments, and other agencies also provide early childhood screening clinics.

Results of screening assessments indicate which children seem to be developing as expected, and also identify those for whom a comprehensive assessment is needed to determine if there are significant delays or disabilities.

Comprehensive Evaluation and Services

If screening results indicate a potential disability, a comprehensive evaluation is conducted to determine the nature and severity of the problem and establish a child's eligibility for special services. Comprehensive evaluations generally involve a very careful and detailed assessment of the skills a child has in each area of development, and are often conducted by a multidisciplinary team of professionals.

Birth to 3 Services

Early intervention services for infants and toddlers with special needs, including **eligibility evaluations**, are provided **by school districts** in some states, **and by health and human service agencies** in other states. Once a child is determined to be eligible under Part C of IDEA, **further assessment** focuses on **identifying the functional skills** that very young children need to participate in daily routines and family life, such as eating, sleeping, moving about, interacting, and playing. **Therapists, psychologists, and early interventionists may participate on assessment teams for birth to 3-year-olds, and parents** also are considered to be important members of assessment teams. The team also discusses **family priorities, concerns, and resources** for the child being assessed. **An Individualized Family Service Plan (IFSP) combines family priorities with child assessment results** to determine unique and relevant outcomes for each family. Services for eligible infants and toddlers are provided in "natural environments" such as children's homes, neighborhood play groups, child-care settings, parks, libraries, or other places where families participate with infants and toddlers without disabilities.

Preschool Services, Ages 3 to 5

Local school districts are responsible for providing preschool special education services, including comprehensive evaluations. Children ages 3 through 5 are usually scheduled for **an evaluation at the school by a multidisciplinary team of professionals. The evaluation team** may include **therapists, psychologists, and educators** who participate in a detailed assessment. All the assessment results are combined **to determine if the child meets eligibility requirements and needs special education. If the child is eligible, an Individualized Education Program (IEP) is designed** that contains goals and objectives for each child. Preschoolers who are eligible for special education are usually served in preschool classrooms in the local school district, or community-based preschool programs that enroll children with and without disabilities.

Slentz, K. (2015). [Early childhood disabilities and special education](#). National Association of School Psychologists.

Resources for Early Intervention

Source: <https://www.parentcenterhub.org/parent-participation-ei/#providers>

The resources below focus on how early intervention programs and providers can support family involvement and active participation in the early intervention services their young child with disabilities receives.

DEC-family recommended practices. <http://ectacenter.org/decrp/decrp.asp>

DEC is the Division of Early Childhood at the Council for Exceptional Children. This special interest division has put together the DEC Recommended Practices to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. For practitioners, it's vital to know what DEC Recommended Practices are for working with families. This webpage will tell you more on DEC-family recommended practices. There are multiple checklists and practice guides available to guide family-centered practices, as well as videos to illustrate those practices. Checklists and practice guides | <http://ectacenter.org/decrp/topic-family.asp>

Supporting family participation.

This 3-page tip sheet describes the importance of providing families with information and resources in ways that are meaningful to and easily understood by the family—whether that be through conversation, videos, materials in print, or another parent. The tip sheet stresses that communication isn't one-way, but transactional, an exchange, with the family sharing needed perspectives about its routines and values with the professional.

<http://fgrbi.fsu.edu/handouts/approach1/Tip%20sheetSupportingFamilies.pdf>

Tools and guides to facilitate family engagement.

These tools can be used by IFSP teams in a variety of ways by anyone engaging with families. Take a look and see how you might use them during ongoing visits or IFSP meetings. They also work well when planning for next steps with families.

<http://www.eiexcellence.org/tools-and-guides-to-facilitate-family-engagement-intervention-tools/>

Engaging parents and family members in early intervention.

Here's a 16-slide presentation from the director of First Years that looks at how this new generation of children are identified at or near birth and are increasingly from bilingual or diverse families, and how this calls for changes in professional practice (moving from professional-centered practice to family-centered). The principles of family-centered practice are summarized, and how they play out in the real world (benefits, outcomes) is examined.

http://www.infanthearing.org/meeting/partnering2011/partnering_2011_presentations/thursday/Engaging%20Parents%20and%20Family%20Members.pdf

Webinar | Engaging and supporting culturally diverse families with young children. <https://youtu.be/qayF0qCn3wY>

This nearly 2-hour webinar from the PACER Center is designed for early childhood care and education providers and early intervention and early childhood special education professionals or anyone who wants to increase their effectiveness in working with families from diverse cultures, especially those who have a young child with developmental concerns or delays.

Webinar | Serving diverse families – Strategies for early childhood providers. <https://youtu.be/IkyGWkCRTUc>

This webinar (also from PACER Center) is designed for early childhood intervention and early childhood special education professionals who want to increase their effectiveness in working with young children with disabilities from diverse cultures. It is for everyone who has ever wondered: "How can I avoid offending a parent who is from a culture different from my own?" "How can I help families be comfortable in expressing their opinions and proposing solutions?" "How can I support their decisions, even when I do not agree?" "How can I help the family determine family-directed outcomes based on their concerns, needs, and priorities?"

Practice guides for practitioners from the ECTA Center.

The ECTA Center offers practice guides to help practitioners improve their family-centered practices, including how to involve families in the assessment process, supporting family member informed decision making, involving families in obtaining supports and resources, and building family capacity in early childhood intervention. In many cases, there are also guides that can be shared with families.

<http://ectacenter.org/decrp/type-pgpractitioner.asp>

Resources for Special Education

Education professionals need to be knowledgeable and resourceful. Visit the following sites, and learn what information each site offers, and think about how this information will make you a strong supporter of families and a knowledgeable family advocate.

❖ Guidelines, Recommended Practices, and Tools of Professional Organizations

Council for Exceptional Children (CEC)

www.cec.sped.org

The Council for Exceptional Children works to improve public policy affecting children and youth with disabilities and gifts and talents, their parents, and the professionals who work with them, at all levels of government. *In advocating on behalf of children with exceptionalities, CEC examines policy issues, develops appropriate responses to those issues, and influences local, state, provincial, and federal legislation. CEC also monitors and makes recommendations for program regulations and funding. In addition, CEC maintains a network among its units for influencing policy.* CEC is the recognized leader in advocacy for special education policy. CEC has a long history of success in impacting policy and legislation in the special education, gifted and talented, and general education areas. CEC played a large part in developing the predecessor of today's IDEA, then known as the Education for All Handicapped Children Act of 1975 (PL 94-142). This law established the right to a free, appropriate public education for children with disabilities.

CEC - Special Educator Professional Preparation Initial and Advanced Standards

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

<https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards/CEC-Initial-and-Advanced-Specialty-Sets>

CEC - The Early Childhood Special Education/Early Intervention Specialty Set

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20Early%20Childhood%20Special%20Education%20and%20Early%20Intervention.pdf>

DEC Recommended Practices

<https://ectacenter.org/decrp/decrp.asp>

Council for Professional Recognition - Child Development Associate (CDA) Competency Standards

https://www.cdacouncil.org/index2.php?option=com_content&view=article&id=98&Itemid=105

NAEYC

NAEYC Position Statements on Early Childhood Policy, Practice, and Professional Development

<http://www.naeyc.org/positionstatements>

National Board for Professional Teaching Standards

<http://accomplishedteacher.org/>

TESOL: Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs

<https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs>

ZERO TO THREE - Critical Competencies for Infant-Toddler Educators

<https://www.zerotothree.org/resources/1197-zero-to-three-critical-competencies-for-infant-toddler-educators-related-professional-criteria>

❖ Federal and State Policies

US Government Policies

<https://www2.ed.gov/policy/landing.jhtml?src=pn>

Legislation, regulations, guidance, and other policy documents can be found here for the **Every Student Succeeds Act (ESSA)**, and other topics. Please note that in the U.S., the federal role in education is limited. Because of the Tenth Amendment, most education policy is decided at the state and local levels. So, if you have a question about a policy or issue, you may want to check with the relevant organization in your state or school district.

IDEA Statute and Regulations

<https://sites.ed.gov/idea/statuteregulations/>

Every Student Succeeds Act (ESSA)

<https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>
<https://www.ed.gov/essa?src=policy>

NH Statutes

<http://www.gencourt.state.nh.us/rsa/html/indexes/default.html>
<https://www.education.nh.gov/legislation/legislation.htm> (updated site will be available soon)

NH Administrative Rules for Education

https://www.education.nh.gov/legislation/admin_rules_toc.htm
http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

❖ **Trauma-Informed Care and Practices****Centers for Disease Control and Prevention: [Learn the signs. Act early.](#)**

Resources for families, health care providers, early childhood educators regarding developmental milestones, “Watch Me!” free CEU training modules, links to EC/ECSE websites. CDC’s National Center on Birth Defects and Developmental Disabilities (NCBDDD) strives to help children live to the fullest by understanding developmental disabilities. It provides definition, screening and diagnosis for developmental disabilities, treatment, services, data & statistics, research findings, multimedia materials, and stories from people living with each of the specific types of developmental disabilities (also available in Spanish):

[Attention Deficit/Hyperactivity Disorder](#) (ADHD)
[Autism Spectrum Disorder](#) (ASD)
[Early Hearing Detection and Intervention](#) (EHDI)
[Fragile X Syndrome](#) (FXS)
[Tourette Syndrome](#)

Child Care Aware of NH <http://nh.childcareaware.org/>

The mission of Child Care Aware® of New Hampshire, the most trusted resource for referrals, technical assistance and professional development for the diverse needs of families, early childhood providers and community partners, is to improve the quality and accessibility of child care.

New Hampshire Family Voices: [Resources](#)**National Center on Substance Abuse and Child Welfare**

<https://ncsacw.samhsa.gov>

NCSACW is a national resource center providing information, expert consultation, training and technical assistance to child welfare, dependency court and substance use treatment professionals to improve the safety, permanency, well-being and recovery outcomes for children, parents and families.

[Preventing Child Abuse and Neglect](#) (in accordance with the Family First Prevention Services Act as codified in Title IV-E of the Social Security Act)
[Supporting Families Affected by Opioids](#)

National Child Traumatic Stress Network (NCTSN)

For more information about what trauma-informed care looks like systematic, including the family system, visit the NCTSN website. Also available is information about secondary trauma:

<https://www.nctsn.org/trauma-informed-care>
 Many resources and trainings are also available for several audiences, including families. Resources are also available in Spanish: <https://www.nctsn.org/resources>
 Families and Trauma: <https://www.nctsn.org/trauma-informed-care/families-and-trauma>

The Office of Student Wellness

Resource guide: <https://www.nhstudentwellness.org/trauma.html>

SAMHSA (Substance Abuse and Mental Health Services Administration)

<https://www.samhsa.gov/>
[Resources for Families Coping with Mental and Substance Use Disorder Practitioner Training](#)
<https://www.samhsa.gov/iecmhc>

STARR Commonwealth in-person and online trainings, certifications and full courses: <https://starr.org/>

Resources for professionals and families: <https://starr.org/resources/>

❖ **Organizations with ECSE Expertise**

Land first at the ECTA Center.

ECTA is the Early Childhood Technical Assistance Center. That name says it all, doesn't it? The link we provide takes you to ECTA's "topics" page, where you can pick your pleasure.

<http://ectacenter.org/sitemap.asp#topics>

Early Childhood Research & Reference Portal.

Also from the ECTA Center, the portal links to national and state by state EC data sources, evidence-based practices, online journals, literature databases, and grants databases.

<http://ectacenter.org/portal/portal.asp>

Project CONNECT

CONNECT has developed web-based, instructional resources for faculty and other professional development providers that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules help build practitioners' abilities to make evidence-based decisions. <https://www.connectmodules.decc-spced.org/connect-modules/>

ECO

ECO stands for the Early Childhood Outcomes Center. In past years, it has provided national leadership to help states implement high-quality outcome systems for early intervention and early childhood special education programs. It's now merged with the ECTA Center, so explore the many resources that transferred. <http://ectacenter.org/eco/index.asp>

❖ Organizations that Support Children and Families

The Advocacy Institute (<http://www.advocacyinstitute.org/index.shtml>)

Child Care Aware of America (<https://www.childcareaware.org>)

CLASP (Center for Law and Social Policy) (<https://www.clasp.org>)

NAEYC (National Association for the Education of Young Children) (<https://www.naeyc.org>)

NAFCC (National Association for Family Child Care) (<https://www.nafcc.org>)

NBCDI (National Black Child Development Institute) (<https://www.nbcdi.org>)

NWLC (National Women's Law Center) (<https://nwlc.org>)

YWCA USA (<https://www.ywca.org>)

ZERO TO THREE (<https://www.zerotothree.org>)

Lawyers for Children (<https://www.lawyersforchildren.org/our-mission>)

Stand for Children (<http://stand.org/massachusetts/about/what-we-do/family-engagement-organizing>)

❖ Training Resources

National Center for Cultural Competence

<https://nccc.georgetown.edu/index.php>

Self-assessments (organizational, curricular, and individual self-assessments)

<https://nccc.georgetown.edu/assessments/>

Family Engagement Webinars:

<http://www.hfrp.org/family-involvement/projects/achieving-excellence-and-innovation-in-family-school-and-community-engagement-webinar-series-completed-project>

Resource for Early Education Staff and Families

<https://www2.ed.gov/about/inits/ed/earlylearning/files/2017/2gen-toolkit-resource-for-staff-and-families.pdf>

CADREworks. (2020). IDEA Dispute Resolution **Parent Guide** Companion Video: [Facilitation](#), [Preparing for IEP Facilitation](#), [IDEA Special Education Resolution Meetings](#), and [Due Process Complaints and Hearing](#). (roles of facilitator, benefits of facilitation, requesting facilitation)

❖ Supplemental Resources for Supporting Families

IDEA and IEP:

- U.S. Department of Education. (n.d.). Building the legacy: IDEA 2004. https://sites.ed.gov/idea/building-the-legacy-idea-2004/#bs_first_tab80
- Office of Special Education Programs. (2018). Increasing capacity for developing high-quality IEPs/IFSPs. <https://osepideasthatwork.org/osep-meeting/increasing-capacity-developing-high-quality-iepsifsp-2018?tab=resources>

- U.S. Department of Education. (2011). Questions and answers on Individualized Education Programs (IEPs), evaluations, and reevaluations. https://sites.ed.gov/idea/files/IEP.QA_-_September_2011_FINAL-1.pdf

Special Education Process, Family Support, Family Rights, and Advocacy:

- Pacer Center (n.d.). [Overview of the special education process](#).
- A school district's example: Merrimack School District. (2012). [District Special Education Manual](#). (highlight sections that are related to family rights)
- Center on Positive Behavioral Interventions and Supports, Center for Parent Information & Resources. (March, 2020). [Supporting families with PBIS at home](#). University of Oregon. www.pbis.org.
- Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). [Aligning and integrating family engagement in Positive Behavioral Interventions and Supports \(PBIS\): Concepts and strategies for families and schools in key contexts](#). Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.
- Massachusetts Department of Elementary and Secondary Education. (n.d.). [IEP: Translated Forms and Glossaries](#). Translated IEP Forms and Notices
- Institute on Disability. (n.d.). [NH-based resources](#).
- Centers for Disease Control and Prevention: [How to get help for your child](#) (A Tip Sheet, Engl/Span)
- Centers for Disease Control and Prevention: [Developmental Monitoring](#).
- NH Department of Health and Human Services, Bureau of Developmental Services (2013). [Know your rights](#): Notice of Infant/Toddler and Family Rights under New Hampshire's Family-Centered Early Supports and Services Program.
- NH Family-Centered Early Supports and Services: [Know Your Rights](#) presentation.
- Federation for Children with Special Needs. (2014). [A parent's guide to selecting a special education advocate in Massachusetts](#).
- Massachusetts Department of Elementary and Secondary Education. (n.d.). [Advocacy/Disability Rights](#).
- CADRE (2014). IDEA Dispute Resolution Parent Guide. <https://www.cadreworks.org/resources/cadre-materials/idea-dispute-resolution-parent-guides>

Early Intervention:

- Center for Parent Information & Resources. (2017). [Overview of early intervention](#).
- Center for Disease Control and Prevention. (n.d.). Developmental monitoring and screening. <https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- Center for Parent Information & Resources. (2016). The "Individualized Family Service Plan": The IDEA 2004's Part C Regulations. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout8.pdf
- U.S. Department of Education. (n.d.). IDEA 2004 Model Forms: Part C Individualized Family Service Plan. http://www.parentcenterhub.org/wp-content/uploads/repo_items/model.ifsp.form.pdf
- Center for Parent Information & Resources. (n.d.). Transition to preschool and other programs. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout9.pdf
- Center for Parent Information & Resources. (n.d.). Transition plan and conference. https://www.parentcenterhub.org/wp-content/uploads/repo_items/legacy/partc/handout12.pdf

Evaluation:

- Center for Parent Information & Resources. (2009). Your child's evaluation. https://www.parentcenterhub.org/wp-content/uploads/repo_items/bp1.pdf
- Center for Parent Information & Resources. (2017). Evaluating children for disability. <https://www.parentcenterhub.org/evaluation>
- Example: How the ASQ-3 Questionnaires and M-Chat is used in a medical center <https://steepchasepedi.com/patient-corner/forms/ages-stages-questionnaires/>

Trauma-Informed Care

- NCSACW. [Supporting families affected by opioids](#).

- US Office of Special Education Programs. (2016). Topical Issue Brief: [Intervention IDEAs for infants, toddlers, children, and youth impacted by opioids](#).

Training Videos:

- VEIPD. (2016). [Lily's Assessment & IFSP Development](#).

Checklists:

- Early Childhood Technical Assistance Center. (2018). Family-centered practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-1_Fam-Ctrd_Practices_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Informed family decision-making practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-2_Inf_Family_Decision_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Family engagement practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-3_Fam_Engagement_2018.pdf
- Early Childhood Technical Assistance Center. (2018). Family capacity-building practices checklist. https://ectacenter.org/~pdfs/decrp/FAM-4_Fam_Capacity-Building_2018.pdf

Current context: COVID-19

- Arizona State University. (2018). Best practices for teaching online. https://teachonline.asu.edu/wp-content/uploads/2018/09/Best-Practices-for-Teaching-Online_083118.pdf
- Council for Exceptional Children.
- Division for Early Childhood. (n.d.). Resources to support early intervention and early childhood special education during the COVID-19 outbreak. <https://www.dec-sped.org/covid-19>
- Internationals Network. (n.d.). Best practices for remote learning
- Office of Special Education Programs. (n.d.). Continuity of learning during COVID-19. <https://osepideasthatwork.org/continuity-learning-during-covid-19>
- National Disability Rights Network. (2020, April 21). COVID-19 and education of students with disabilities resources. <https://www.ndrn.org/resource/covid-19-and-education-of-students-with-disabilities-resources/>
- NYC Department of Education. (2020). COVID-19 closure: Special education remote learning plan. <https://www.uft.org/sites/default/files/attachments/covid-19-special-ed-plan.pdf>
- Wolfman-Arent, A. (2020, April 20). Special education during coronavirus: What should parents tolerate, demand? <https://why.org/articles/special-education-during-coronavirus-what-should-parents-tolerate-demand/>

University of New Hampshire
EDUCATION 939
ASSESSMENT AND TEACHING OF STUDENTS
WITH LEARNING DIFFICULTIES: PART I
Fall 2020
Morrill 112, Wednesdays 4:10-6:30 P.M.

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“There is no harm in doubt and skepticism, for it is through these that new discoveries are made.”

“I would rather have questions that can’t be answered than answers that can’t be questioned.”
-Richard Feynman

We need to remember that we are created creative and can invent
new scenarios as frequently as they are needed.
-Maya Angelou

From the beginning, disability taught that life could be reinvented. In fact, such an outlook was required.
-John Hockenberry

I believe finally, that education must be conceived as a continuing reconstruction of experience; that the
process and the goal of education are one and the same thing.
-John Dewey

MISSION OF THE GENERAL SPECIAL EDUCATION PROGRAM:

The Special Education program at the University of New Hampshire seeks to prepare highly qualified educators who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments for a diverse population of learners, who are capable of collaborating with classroom teachers, and who utilize these skills within their school communities and within the profession itself. Leader to us means someone who is knowledgeable in subject matter, educational theory and research, and who can make well-reasoned pedagogical judgments in complex situations with competing viewpoints. We prepare special educators who are exemplary in their own practice and who take initiative for planned change and collaboration toward the goal of improving outcomes for all students with exceptionalities.

COURSE DESCRIPTION:

The purpose of this course is to develop teacher competence in analyzing learners and learning environments, to specify learner characteristics in a way that will lead to appropriate educational programs for individuals with disabilities, and to develop competence in communicating these characteristics and program plans to parents and other professionals. While the assessment and teaching process to be presented can apply to all learners, exceptional or not, in all educational settings, special emphasis will be placed upon students regarded as having mild and moderate disabilities, served in regular classroom settings and resource rooms.

To understand learning difficulties we must understand learning. Therefore we will discuss learning and teaching in general, as well as the application of our understanding of learning to the experiences of students who meet with learning difficulties. Assessing and teaching such students requires the ability to recognize individual learner's needs, perspectives, and their current knowledge base, so as to respond equitably, responsibly and sensitively to all students by creating instruction that is informed by what students are able to do and by their accomplishments.

This course reflects knowledge derived from theory, research, law and experience-based principles of effective assessment and teaching practice as it covers working with students with a variety of classroom learning difficulties. Such practices encourage: 1) intellectual, social, and personal development; 2) instructional opportunities adapted to diversity in learners; 3) strategies for developing critical thinking, problem solving, and performance skills; 4) connecting special education instruction to recent trends and contemporary issues in general classroom curriculum and current teaching innovations related to direct instruction, small and large group instruction, collaborative learning and peer-teaching, and heterogeneous grouping, and 6) consultation with classroom teachers, paraprofessionals, and parents.

COURSE OBJECTIVES:

By the end of this semester, you will be able to:

1. Comment with criticism on the roles and limits of *assessment* in social and educational contexts.
2. Understand and be able to use data from formal and informal assessments to meaningfully aid in informed decision-making in schools, and to develop and promote functional and helpful *instructional planning* with colleagues for students with learning disabilities and their parents/guardians, according to the IDEA.
3. Assess fully and critically the *technical adequacy and functional usefulness of assessments*, both formal and informal, conducted in your content areas taught.
4. Use assessment results to make *instructional decisions, including those planned for multi-tiered systems of supports (MTSS), make eligibility decisions and make accountability decisions*, in collaboration with school teams and parents, according to the IDEA.

The big picture objectives of the year:

- *What is my role as an advocate for, and educator of, students with learning difficulties?*
- *What methods can I use to understand, engage, and respond to my students' learning needs?*
- *As a teacher, how can I be an agent of change, how can I reinvent learning for students that have historically been unable to learn through conventional methods?*

REQUIRED READINGS:

The main text is:

Main Text:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

The text above is already in MyCourses waiting for you. There is one chapter per week assigned from this text.

- There will be folders posted on My Courses each week containing any minor readings for the *following* week, entitled "week two, week three" etc.

Supplemental Texts:

New Hampshire Special Education Procedural Safeguards Handbook (April 2018).
(based on the Individuals with Disabilities Education Act of 2004 and the NH Standards for the Education of Children with Disabilities effective March 24, 2017)

Twachtman-Cullen, D., & Twachtman-Cullen, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey Bass.

Wright, P., & Wright, P. D. (2007). *Wrightslaw: Special Education Law*, (2nd Ed). Hartfield, VA: Harbor House Law Press.

Wright, P., & Wright, P. D. (2019). *Wrightslaw: Special Education Legal Developments and Cases*, 2018. Hartfield, VA: Harbor House Law Press.

ACADEMIC HONESTY:

All work submitted in this course must be your own or attributed to the proper author using appropriate research reference format. Work may not be submitted if being submitted to another course without prior permission of both instructors. The University's guidelines for academic honesty can be found in the Handbook of Student Rights, Rules, and Responsibilities. I am available to discuss any questions you have about this.

Here is a link to the University policy:

<https://www.unh.edu/student-life/09-academic-honesty-2017>

Or directly: [University Policy on Academic Honesty](#)

Honesty is a core value at the University. Each member of this academic community is expected to adhere to the principles and rules concerning academic honesty. Specifically, students are expected to refrain from . . . dishonesty, such as cheating, unapproved multiple submissions, plagiarism, or knowingly furnishing false information to the school or university.

Here is a link to a tutorial on the topic:

<https://cola.unh.edu/plagiarism-tutorial-0>

Or directly: [UNH tutorial on plagiarism](#)

It is important to distinguish between plagiarism and the legitimate presentation of the work of others (gleaned from print or online) through quotations or paraphrasing. The *Publication Manual of the American Psychological Association* (2010) gives the following guidance:

Plagiarism. Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section:

As stated in the sixth edition of the *Publication Manual of the American Psychological Association*, the ethical principles of scientific publication are designed to insure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the *Publication Manual* explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words.

INDIVIDUAL ASSISTANCE:

Your academic success in this course is very important to me. Individual assistance is available upon request -- please call, e-mail, or see me before or after class to schedule a meeting if you want individual assistance in coping with the requirements of this course.

If, during the semester, you find emotional or mental health issues are affecting that success, please contact Psychological and Counseling Services (PACS) (3rd fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

CLASSROOM BEHAVIOR:

To ensure a climate of learning for all, disruptive or inappropriate behavior may result in exclusion (removal) from this class. As a reminder, cell phone use, including text messaging, is not permitted in this class by Faculty Senate rule unless by instructor permission.

DISABILITY SERVICES:

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Confidentiality and Mandatory Reporting:

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX

Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

COURSE REQUIREMENTS:

1. CLASS ATTENDANCE, PREPARATION AND PARTICIPATION

Class attendance, along with timely and continued participation in class, in both small and large group class discussions and group activities, showing careful reflection on the readings and assignments, is required. On-time attendance is mandatory. Activities such as open house for your school or other related events are excused if I am notified in advance of the event. Please note that less than complete attendance may result in a reduction of your final grade, or failure of the course.

As for participation, note in particular that we will be working with four large groups of information on successive weeks. These are the high leverage practices in (1) Collaboration, (2) Assessment, (3) Social/Emotional/Behavioral Practices, and (4) Instructional Practices. On each of those designated class meetings (see schedule at the end of this syllabus) make sure you have read the corresponding HLP chapter, and also have found an article or study that is referenced at the end of that chapter that interests you and further explains and articulates an aspect of that HLP. We will share the articles and studies that you chose, and you should be prepared to describe the article or study.

2. QQTP REFLECTIONS

We will use an adapted form of a process described as QQTP (Quotations, Questions, and Talking Points) to support your participation. For each class indicated on the syllabus, beginning with class two, you will read an article on the relevant topical HLP in the reference list for that week and prepare a roughly **two-page** report with the following sections:

- *Quotation(s)*: Select a quote or data point from the reading that you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (who said it, what book or article, page number).
- *Question(s)*: As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in small group and class discussion of the material. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense out of this information), connection (how does this information connect to other readings and discussions in class), or evaluation (what is the accuracy or validity of the information). This should be a question about which you are genuinely curious and/or are not sure of the answer.
- *Talking Points*: Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had to synthesize the content for someone who had not read it. Each finding/conclusion should just be a few sentences.

The *first* Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material. We will then share in class your quotations, questions, or a talking point in small group and whole class discussions.

- These will be graded on a Pass or Fail basis.

3. TAKE-HOME STATISTICS QUIZ

This quiz covers: basic concepts of measurement, test scores and how to interpret them, and how to judge the technical adequacy of an assessment. It's not a group assignment, and you can take an alternate version of the test again if you are not satisfied with your performance the first time.

4. STANDARDIZED ACADEMIC ACHIEVEMENT ASSESSMENT:

You will be required to (1) learn to administer one formal, standardized achievement test by (a) observing another qualified professional administer a test, and (2) learn and practice giving either the same or different test to another adult, or to a child you know (with guardians' permission). You will then (3) score the test, (4) interpret the results according to procedures discussed in class (which may not necessarily be those currently practiced in your school) and (6) write a report summarizing your findings following the format and rubric discussed in class. We will share the results in class informally.

5. STUDENT STUDY TEAM PRESENTATIONS

You will be responsible for bringing to class information about a student for discussion and consultation twice during the semester. You are not required to write up a formal presentation, rather you will bring in information as if you were presenting your student to a pre-referral or student study team for discussion and consultation. This is an interactive, in class, presentation of a particular student in a particular *academic* area. In this semester, the academic area of concern will vary. Bring the information the team needs to know about the student to make decisions primarily about instruction, with a focus on how you have assessed for instruction. Present the information in a format that allows the team to make use of it easily. Think about the various assessments discussed so far. Bring information that is relevant to the team's understanding of the student such as standardized test scores, informal assessment information, work samples, interview responses, and your own eVALUEation of the student's current capabilities and what you have tried so far. You will consult with your team about where the student needs to go next and ideas about how to accomplish this. Please respect student confidentiality and delete names from all information. This is not a written assignment to be handed in, rather it will be evaluated during the class in which you make the presentation. You will sign up in class for a specific week/topic.

For the second SST, given feedback from SST one, present your behavioral or pedagogical teaching response to this case. What ideas did you listen to, and how did you design an intervention to try? You will want to mention (a) the methods that you have tried, and the research that supports use of this method(s), and (b) an idea of how you would measure

performance on this intervention. This is not a written assignment to be handed in, rather it will be evaluated during the class in which you make the presentation. You will sign up in class for a specific week/topic.

6. DRAFT OF eVALUEation CASE STUDY:

This is a year long project, for those in this class pursuing GSE certification. For this semester you will be asked to begin to develop a descriptive case study, in portfolio format, of a student you have worked with during the semester in your classroom or internship site. You will analyze and present collections of student work samples which document the student's changes as a learner across the year and compare and contrast these authentic representations of the student with information from other assessment data including the results of standardized tests that may have been given to the student in the last year. While you are eVALUEating a student who has learning difficulties, your emphasis will be on collecting evidence on what that student is able to do and how s/he goes about doing that in the academic area(s) in question. The eVALUEation format will be described in class and the draft will be graded as Acceptable or Requiring Revision. The draft will not be handed in, rather you will present your current progress on your eVALUEation in class and I will give you feedback to guide you in continuing the eVALUEation. This eVALUEation case study will be continued in the second half of the course, EDUC 940, Spring Semester, and the final version is due in April.

7. MOCK DETERMINATION MEETING

In this assignment, you will be given a case to study, a case that includes the results of assessments conducted on a hypothetical student. Given what we have covered in class on the topic of collaboration, assessment, and case management, you are to prepare for and conduct a mock meeting in class with a parent or guardian of that hypothetical student.

8. DRAFT IEP GOAL WRITING

In this assignment, you will be asked to develop a series of developmentally rich IEP goals based upon a student that you work with in your internship setting.

9. TAKE-HOME IDEA QUIZ

This quiz covers: basic principles of the Individuals with Disabilities Education Act (IDEA) and the 2004 regulations, Section 504, and basic Supreme Court cases. We'll go over a practice test, and you can use your Wright text. It's not a group assignment, and you can take an alternate version of the test again if you are not satisfied with your performance the first time.

10. LAW CASEBOOK PRESENTATIONS:

In this assignment, you are to prepare a legal brief (summary) on an area of interest in special education law. This brief should mention at least five cases that have been decided by courts in your topic area. Your presentation should begin with a mock "case" where you tell us the facts of the case, and the issue to be decided. As a class, we will try to decide the case based upon

IDEA's provisions. After this, your presentation will describe how your mock "case" should be decided, and then present the cases in your casebook that support this decision. The following are potential topic areas: *Behavior and Discipline, Due Process, Eligibility, Episodic Illness such as epilepsy, diabetes, etc., ESY, Evaluations, FAPE, Harassment, Homeless Children, Identification, IEPs, the LRE, Related Services, Restraint and Seclusion, Retaliation, Section 504, Transition*, and more..

GRADING NOTES:

Students failing to follow the essential elements of the assignments detailed in the formats discussed in class will be required to revise and resubmit the assignment. Each assignment is due at the start of the class listed on the semester schedule. Papers handed in late may be penalized unless previous arrangements have been made.

If you feel that you missed the mark on an assignment, or would like to improve your work, you may do so, by handing in a revised and resubmitted written work. Keep in mind though, that in the schools, we rarely have the opportunity for "do-overs" when meeting with parents, administrators and professionals, so make sure you get into the habit of checking your work before the meeting, or submission.

The idea here for grading is that you're preparing to be a professional educator- your content needs to be accurate, insightful and knowledgeable (objective, just the facts!) and your writing needs to be professional (free from mistakes).

Each assignment will be assigned an overall letter grade, comprised of two parts: A content or "C" grade ranging from A to C- for the information contained in your answer, and a writing or "W" grade, also ranging from A to C-for the quality and/or accuracy of any writing. Although I try to judge the content and writing quality of each answer independently, each undoubtedly influences the other (i.e., it is unlikely that a poorly written paper will receive a high score for content).

All individual assignments must be submitted when they are due according to the schedule. It is essential to stay "up to speed" in this course, turning in assignments when indicated in the schedule so that the instructor can provide regular and timely feedback in support of your learning. If you start to get off track with the schedule, contact the instructor immediately, *prior* to an assignment's due date. Late papers are only accepted if this contact has been made.

SCORING:

CONTENT

Grade	Guidelines
A	The answer reflects a high degree of understanding of the issue or topic addressed. Additional literature is reviewed where appropriate. The student derives implications

	and conclusions from the content of the answer. The grade of A is reserved for outstanding graduate work.
B	While the answer may reflect a solid understanding of the issue or topic addressed, little effort is made to go beyond the readings assigned in class and the answer may include some factual errors. A score within this range is indicative of sound graduate level performance.
C	The answer indicates that the student has only a superficial and incomplete knowledge of the issue or topic that is the focus of the question. The answer may contain multiple factual errors.

WRITING

Grade	Guidelines
A	Sentences are grammatically correct, clearly written, and not unnecessarily lengthy or complex. Paragraphs are correctly used to segment the material into major divisions. Periods, semi-colons, colons, quotation marks, and other punctuation marks are used correctly. The writing is clear and succinct without redundancy. Words are spelled correctly. APA style is followed throughout the manuscript. Your instructor found no more than a few errors of writing mechanics.
B	The instructor's understanding of what the writer is trying to communicate is impeded by misspelled words, punctuation or grammatical errors, and/or unnecessarily unwieldy or complex sentences. The writer frequently violates APA style requirements. The paper contains many errors of writing mechanics.
C	In your instructor's opinion, the quality of your writing is less than that expected of a graduate student at this University. The paper contains numerous errors of writing mechanics, e.g., spelling, punctuation, grammar, capitalization, etc.

The “C” or content grade will account for 2/3, and the “W” or writing grade will account for 1/3, of the total score given to each answer. Using the table shown below, the two letter grades will be converted to numerical scores and summed to obtain a total score for that answer:

“C” Grade	Score	“W” Grade	Score	Total Score	Grade
A	2.68	A	1.32	3.84 - 4.00	A
A-	2.46	A-	1.21	3.51 - 3.83	A-
B+	2.23	B+	1.10	3.17 - 3.50	B+
B	2.00	B	1.00	2.84 - 3.16	B
B-	1.79	B-	.88	2.51 - 2.83	B-
C+	1.56	C+	.77	2.17 - 2.50	C+
C	1.34	C	.66	1.84 - 2.16	C
C-	1.12	C-	.55	1.51 - 1.83	C-

The resulting numerical scores will be added together to obtain a total score for the answer. For example, if one of your answers receives an A- for content, and a C+ for writing, your score for that paper would be $2.46 + .77 = 3.23$, and the letter grade would be a B+.

Reading/Participation, SST, the Casebook Presentation and the Mock Determination meeting, are essentially *preparation and performance-based* assignments, and you do not have an opportunity for a physical revision and resubmission. Your grade will still reflect 2/3 content, and instead of writing, 1/3 for professional presentation.

You will receive a content (C) grade for your content, and a writing grade (W) for the quality/accuracy of the written materials you present, however. The QQTPs, quiz, formal assessment and IEP goals are submitted as written assignments, and they can be revised and resubmitted.

Remember:

- Graduate credit is only granted for courses completed with a grade of B- or higher.
- Full credit can only be given for assignments that are handed in or performed on time.
- Checklists or rubrics for all assignments that indicate required components of the assignment are uploaded onto MyCourses.
- There are ten course requirements, so each requirement counts for 10% of your final grade.

Ability or Inability: Where Shall We Focus?

eEVALUEation Case Study

How can we come to fully understand the true abilities of students with learning difficulties (Wansart, 1995)? How can we find a way to use our evaluations to inform our teaching? Gordon Wells proposed a solution years ago. “We need to begin with what students are able to do, and then extend and expand on those abilities” (Wells, 1986). Truly understanding what our students are able to do may require their participation in the evaluation process and in the teaching process as well.

While many teachers find this position useful in their teaching, many other teachers who focus on the identification and remediation of academic difficulties fail to consider the wisdom of Wells’ statement. Their focus on inability, problems, and deficiencies is perhaps influenced by a school culture which emphasizes comparison of students to one another and to external standards and expectations, or by the dictates of hard won federal laws which defacto require them to catalogue and remediate student deficiencies (Skirtic 1991). By necessity, educational practice in special education is directed by laws and regulations. This is a good thing, because historically, students with disabilities had to fight for the right to be educated and to have their needs understood and met in the public schools. This is also a limitation, because it has placed rigid expectations on how learning difficulties are conceptualized and evaluated, how instruction will be organized, and how progress will be understood and documented.

While passage of the Education of all Handicapped Children’s Act (PL-94142) in 1975 and the Individuals with Disabilities Education Act (PL- 101-476) in 1990 insured the right to a free and appropriate education for all individuals, the popular interpretation of the assessment mandates of these laws is quite the opposite of Wells’ position. Because the laws require schools to first demonstrate that a student has a disability and then make a plan to remediate that disability and measure achievement in the academic areas specified in that plan, assessment of students with learning difficulties continues to focus on the measurement of achievement through the use of standardized tests.

By design, objective or norm-referenced tests compare the performance of students with learning difficulties to the performance of a norming sample of same age or grade students. The result of this comparison is often a measurement of discrepancy, or how far this student is behind the average of those in the comparison sample (Salvia & Ysseldyke, 2003). The unintended

result is a generalized emphasis on what the student is unable to do when compared to normally achieving peers, rather than an understanding of what the student is currently able to do when compared to their own work across previous points in time in their development as learners. Because such students so infrequently “catch up” to the sample of normally achieving students in the test norms, or to their classroom peers, testing often continues to document failure when compared to other students. (Adapted from Wansart, W.L. (2003) Co-Participation Evaluation: Students with Writing Problems Become Aware of Their Writing Abilities and Progress. *Reading and Writing Quarterly*, **19**, 329-346.)

For this eVALUEation Case Study I would like you to:

- 1) Actively interrupt this emphasis on comparison with norm-referenced samples.**
- 2) Become detectives and look for evidence of ability and change in your student’s learning.**
- 3) Use a portfolio format to tell the story of these abilities so that it points the way to the very next teaching/learning interactions you would recommend, i.e., following Wells, to define what the student is able to do and how, specifically, you will go about extending and expanding those abilities.**

How might you go about this?

By definition a portfolio-based case study like this would not follow the usual written format for special education reports with an emphasis on comparison to norms. In fact, in many of your current teaching settings you would, most likely, not even “write it up” as a report. Rather, you would be prepared to offer this evidence, in part or whole, during any discussion or meeting concerning the student in question. However, we can hope that eVALUEations become accepted practice.

For this case study I would like you to **discover and collect the evidence of the student’s abilities within the area of academic difficulty(ies) you chose to explore.** *Remember that this is not a general description of the student’s strengths, broadly defined, but rather the description of the specifics of what they CAN, in fact, do in this area of difficulty (ies).*

To tell the story of the student's abilities you will want to collect and analyze evidence from the following areas:

1. Primarily from Authentic Work Samples. You will want to obtain as much relevant evidence of how the student engages in real classroom work by collecting examples of the student's work in the academic area(s) in question. Make copies of work the student does or ask to keep originals when possible. For areas like reading, where little concrete evidence is left, recorders, running records, or other forms of miscue analysis can capture the elusive nature of the student's changes in "reading." Analyze these work samples for evidence of the student's current abilities, skills, strategies, etc., and how s/he changes over time.

2) You may want to use Standardized Tests. Look at all of the most recent areas of assessment available, including standardized tests. Look at how these previous assessments characterize the student either by the scores presented, by the examiner's observations, or by the notes from meetings. Are there any contradictions between how the student has been characterized and your current eVALUation information. If test protocols are available from previous standardized tests you may also want to look at them carefully and analyze the patterns of right and wrong answers. What do they show about what the student was able to do during that test? Even wrong answers may show partial ability. What strategies did it appear that the student used?

3) Other Assessments. Consider administering any of the relevant assessments we discuss during the year, including informal assessments of the student's understanding of relevant academic tasks in the area in question.

4. Analysis of the pieces and the whole. Now pull all of the pieces together into a meaningful whole that tells the story of the student's abilities. Look at each piece individually and in relation to the others. As Eleanor Duckworth says in The Having of Wonderful Ideas, try to give sense to the student's actions and intentions.

5. You might want to run around the room in a panic. Don't bother staying up all night-you need your sleep. Have you watched the series on Netflix called *Bloodline*?

Remember that you are making a case for this student as a learner. By definition they are having difficulties learning in the area you are exploring. Your job here is to give voice to their current abilities.

How to present the evidence?

Ok, say your director of special education or school principal has noticed your repeated focus on student ability. S/he is not necessarily convinced of the value of this but gives you a chance to pull together an example of what you mean and present it for the special education team, the teachers and the parents (and eventually the student) to “look over.” Here’s your chance. Use a "portfolio" format to present and explain what you have found out about this student and what you think it means for this student’s immediate teaching and learning. Be creative. You will want them to be able to follow the story of the student’s abilities, see what sense you are making of the evidence, stay interested in the story, and see why your recommendations make sense. There is no “typical” format for this collection of evidence. How will **you** go about it?

EDUC 939 TOPICAL SCHEDULE

Each class will normally have four parts, roughly corresponding to 30 minutes each-

1. A group case study
2. Focus on the HLPs for the week(s) and/or
3. Implications of the reading for the week
4. Individual review/questions/reflection and application to school experiences

Class Number	Date	Topic	Corresponding Reading Due	Assignment Due?
1	8/28	Course Introduction and Overview	None	None
2	9/4	Aspects of Assessment in Special Education	HLP Text, Chapter: *Introduction: High-Leverage Practices for K–12 Special Education Teachers	None
3	9/11	Assessment: Using Multiple Sources of Data Challenges to Validity, Reliability	HLP Text Chapter: *Research Syntheses: <i>Assessment</i> High-Leverage Practices	QQTP 1: Assessment
4	9/18	Interpreting and Communicating Results	HLP Text: *Research Syntheses: <i>Assessment</i> High-Leverage Practices, continued	*SST part one
5	9/25	Using Student Data	HLP Text: *Research Syntheses: <i>Social/Emotional/Behavioral</i> High-Leverage Practices	*Statistics quiz due

6	10/2	Identifying Progress	<p>HLP Text:</p> <p>*Research Syntheses: <i>Social/Emotional/Behavioral</i> High-Leverage Practices, continued</p> <p>*IDEA</p>	<p>QQTP 2: Social/Emotional/Behavioral</p>
7	10/9	Collaboration and Planning	<p>HLP Text:</p> <p>*Research Syntheses: <i>Collaboration</i> High-Leverage Practices</p> <p>*Section 504</p>	<p>*SST part two</p>
8	10/16	Collaborating with Families	<p>HLP Text:</p> <p>*Research Syntheses: <i>Collaboration</i> High-Leverage Practices, continued</p> <p>*Special Education Law, (2nd Ed)- Chapters on IDEA Part and Section 504, ADA</p>	<p>*IDEA quiz due</p> <p>QQTP 3: Collaboration</p>
9	10/23	Collaboratively Design Instruction	<p>HLP Text:</p> <p>*Research Syntheses: <i>Instruction</i> High-Leverage Practices</p> <p>*Procedural Safeguards Handbook</p>	<p>*Formal assessment due</p>
10	10/30	Aspects of Modification and Adaptation	<p>HLP Text:</p> <p>*Research Syntheses: <i>Instruction</i> High-Leverage Practices, continued</p> <p>*Procedural Safeguards Handbook</p>	<p>*Law casebooks presented</p> <p>QQTP 4: Instruction</p>
11	11/6	Long-and Short-Term Goals	<p>We'll be using <i>The IEP from A to Z</i> in class.</p>	<p>*Draft IEP goals due</p>

12	11/13	Designing Instruction Towards a Goal	None	*Mock assessment meetings
13	11/20	Adapting Curriculum Tasks Towards a Goal	None	*eVALUEation draft presented
			Thanksgiving Holiday (no class Wednesday 11/27)	
14	12/4	End of semester gathering/summary	None	None

INITIAL GENERAL SPECIAL EDUCATOR COMPETENCIES:

Council for Exceptional Children (CEC) Competency Areas:

Learner and Learning Environments
Content Knowledge and Professional Foundations
Instructional Pedagogy
Professionalism and Collaboration

High Leverage Practices (HLP) in Special Education Areas:

Collaboration
Assessment
Social/Emotional/Behavioral
Instruction

New Hampshire General Special Education Teacher Ability Areas:

Theoretical foundations
Characteristics of learners
Learning differences
Learning and social environments
Assessment
Instructional planning and strategies
Language development and differences
Professional and ethical practice
Special education law

The CEC Initial Preparation Standards:

Learner and Learning

Learner Development and Individual Learning Differences

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
 - 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
 - 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Learning Environments

- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 - 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
 - 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
 - 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Content Knowledge and Professional Foundations

Curricular Content Knowledge

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Instructional Pedagogy

Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

1.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

1.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Professionalism and Collaboration

Professional Learning and Ethical Practice

- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Citation:

Council for Exceptional Children. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC

The High Leverage Practices in Special Education

High-Leverage Practices (HLPs) in *Collaboration* in Special Education:

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services

High-Leverage Practices (HLPs) in *Assessment* in Special Education:

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

High Leverage Practices (HLPs) in Promotion of Positive *Social/Emotional/Behavioral* Abilities in Special Education:

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

High-Leverage Practices (HLPs) in *Instruction* in Special Education:

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Citation:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. ISBN 978-0-86586-526-6 (soft cover) ISBN 978-0-86586-527-3 (eBook)

New Hampshire General Special Education Teacher Requirements (*italics mine*):

Ed 507.40. (1) In the area of *theoretical foundations*, the candidate shall have the ability to:

- a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education;
- b. Understand how philosophical and historical perspectives influence professional practice;
- c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; and
- d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education;

(2) In the area of *characteristics of learners*, the candidate shall have the ability to:

- a. Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas;
- b. Describe the characteristics of various types of disabilities and educational implications;
- c. Understand the etiologies, medical aspects, and impact of sensory disabilities on learning; and
- d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment;

(3) In the area of *learning differences*, the candidate shall have the ability to:

- a. Understand and utilize the diverse range of students' approaches to learning and the range of modifications and accommodations that can be used to support learning;
- b. Recognize and understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups;
- c. Demonstrate understanding of a student's learning differences in the development of the IEP and transition needs;
- d. Understand how information processing skills can impact student learning;

- e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs;
- f. Understand the effects exceptional condition(s) can have on a student's learning in school and life; and
- g. Recognize the relationship among a student's academic and social abilities, attitudes, interests and values on instruction and career development;

(4) In the area of *learning and social environments*, the candidate shall have the ability to:

- a. Design learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings;
- b. Identify realistic expectations for social behavior and social skills needed for success in school and community settings;
- c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;
- d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;
- e. Recognize and use strategies for crisis prevention and intervention;
- f. Identify supports needed for inclusion in various program placements;
- g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;
- h. Foster skill development in self-advocacy for increased independence in learning and daily functioning;
- i. Understand demands of the learning environment and fosters accessibility;
- j. Understand the barriers influencing acceptance of individuals with disabilities;
- k. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and
- l. Structure activities to increase a student's self-awareness, self-management, self-control, self, reliance, and self-esteem;

(5) In the area of *assessment*, the candidate shall have the ability to:

- a. Understand the legal policies and ethical principles of assessment related to the special education process;
- b. Understand the range of formal assessment instruments and their purposes in the special education process;
- c. Administer and write a report for a formal academic assessment instrument;
- d. Understand and utilize the range of informal assessment instruments for making educational decisions;
- e. Interpret and report information from formal and informal assessments; and
- f. Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities;

(6) In the area of *instructional planning and strategies*, the candidate shall have the ability to:

- a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;
- b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum;
- c. Design and implement instructional programs that address independent living and career education for students;
- d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post- school environments;
- e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities;
- f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;
- g. Identify and teach essential concepts, vocabulary, and content across the general curriculum;
- h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;
- i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;

- j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum;
- k. Incorporate instructional and assistive technology into the educational program;
- l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;
- m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and
- n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(7) In the area of *language development and differences*, the candidate shall have the ability to:

- a. Understands the effect of language development on academic and social development;
- b. Understand typical and atypical language development and factors that impact experience and use of language;
- c. Use individualized strategies to enhance language development and teach communication skills;
- d. Demonstrate the ability to select, design, and use augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of students with disabilities;
- e. Provide effective language models and use strategies and resources to facilitate learning of the general curriculum; and
- f. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;

(8) In the area of *professional and ethical practice*, the candidate shall have the ability to:

- a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;
- b. Construct a personal plan and participate in professional development regarding current issues and best practice;

- c. Recognize personal cultural biases and differences that affect one's teaching;
- d. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of students with disabilities;
- e. Identify organizations and publications relevant to students with disabilities;
- f. Identify sources of unique services, networks, and organizations for students with disabilities;
- g. Advocate for appropriate services for students with disabilities;
- h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;
- i. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities; and
- j. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;

(9) In the area of *special education law*, the candidate shall have:

- a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:
 - 1. Identification of children with disabilities under the child find procedures specified in Ed 1105;
 - 2. Referral procedures specified in Ed 1106;
 - 3. Evaluation procedures specified in Ed 1107;
 - 4. Determination of eligibility under Ed 1108;
 - 5. Development of the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) under Ed 1109;
 - 6. Determination of educational placement under Ed 1111; and
 - 7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;

- b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;
- c. The ability to understand IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;
- d. The ability to understand Ed 306 Minimum Standards for Public School Approval; and
- e. Knowledge of and the ability to understand case law and how case law affects professional practice; and

(10) In the area of *collaboration*, the candidate shall have the ability to:

- a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings;
- b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities;
- c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities;
- d. Facilitate the successful transitions of students with disabilities across settings and services;
- e. Foster respectful and beneficial relationships between families and professionals;
- f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;
- g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and
- h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.

ADDENDUM:

March, 2017 Changes to New Hampshire Special Education Law

Ed 1113.09 34 CFR 300.105

to

Ed 1129 RSA 21-N:5,I(g) and RSA 186-C:7,III

Changes specific to New Hampshire:

1. Once you have been involved with the special education system for a while, you learn that the school district is supposed to evaluate a child initially as part of the special education eligibility consideration process, as well as at least every three years thereafter. However, the evaluation process was never defined. It is now. The following new regulation has been added:

“Evaluation process” means the completion of initial evaluations, reevaluations and assessments, a written summary report, and a meeting of the IEP team to review the results of the evaluations and assessments. When the purpose of the meeting is to determine eligibility for special education and related services, the evaluation process also includes the determination of eligibility. Ed 1102.02(n).

2. Related to the evaluation process, the length of time that the school district has to conduct the evaluation has been increased from 45 to 60 days. Ed 1107.01(c), (d). Under the old rules, the allowable time for evaluations could be extended by no more than 15 days, as long as both school district and parents agreed; the new rules now permit an extension of up to 30 days.
3. The term “Health Evaluation” has been added and defined. The Health Evaluation is intended to provide the IEP Team with information on the student’s physical condition. Ed 1102.03(b).
4. Related to Health Evaluations, the regulations now define who is qualified to conduct such an evaluation:

“Professional licensed to provide a health evaluation” means anyone who, under their specific licensing, is qualified to provide a health evaluation. This may include, but is not limited to: a school nurse, a registered nurse, physician, psychiatrist, and naturopathic doctors. Ed 1102.04(m).

5. Representatives of DCYF and appointed Guardians ad Litem (GAL) are now specifically defined as potential members of the IEP Team , under the category of “other individuals.” Ed 1103.01(c).
6. Team meeting “invitations” are now referred to as “notices.” It is now defined that notices need to include “the purpose, time, location of the meeting and the identification of the participants.” Ed 1103.02(c).
7. When a referral was made for special education consideration, it used to be that the Team needed to decide how to proceed regarding the referral within 15 days. That has now been changed to 15 **business** days. Ed 1106.01(d), (e).
8. Home instruction can now be considered an “alternative placement.” Ed 1111.04(a).
9. Under the previous regulations, if a school district made a proposal for something in the IEP that it believed was necessary for the child to receive his or her Free and Appropriate Public Education (FAPE), and if the parent refused to consent to that proposal, the school district was **required** to initiate a due process hearing. Ed 1120.05(f). The reality is that this almost never occurred. That requirement has been removed under the new regulations.
10. When a complaint is filed with the DOE which results in corrective action being required of the school district, the regulations now allow 20 days for an appeal, versus what had been 10 days in the prior regulations. The regulations also clarify that during the appeal process, any changes that had been ordered as part of the initial complaint decision must be implemented pending the appeal. Ed 1121.04(a).
11. Related to the complaint appeal process, the regulations previously allowed the Commissioner 20 days to rule on the appeal; that has been shortened to 15 days. Ed 1121.04(b). The regulations also now clarify that a further appeal may be made to the NH Supreme Court, or to a NH Superior Court. Ed 1121.04(c).

ADDENDUM:

Screening and Intervention for Dyslexia and Related Disorders

Title XV, Chapter 200 Health and Sanitation 200:59-62.

200:59 Screening and Intervention for Dyslexia and Related Disorders.

I. School districts shall screen all public school students, including English learners, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective screener for the identification of potential indicators or risk factors of dyslexia and related disorders upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter, to monitor progress. Beginning in 2017, such screening shall be completed no later than November 30 of each school year.

II. The student's school district shall provide age-appropriate, evidence-based, intervention strategies for any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders beginning no later than January 1, 2018.

III. The parent or legal guardian of any student who is identified by the public school as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders shall be notified and provided with all screening information and findings, in addition to periodic formal screening results based on individual written intervention and support plans developed with the student's parents or legal guardian.

IV. A parent or legal guardian of any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders has the right to submit the results of an independent evaluation from a licensed reading or intervention specialist highly trained in dyslexia and related disorders for consideration by the student's school district. A parent or legal guardian who submits an independent evaluation shall assume all fiscal responsibility for that independent evaluation.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:60 Reading Specialist.

I. The commissioner of the department of education shall issue a request for proposals pursuant to RSA 21-G to secure the contract services of a reading specialist to enable the department to provide school districts with the support and resources necessary to assist students with dyslexia and related disorders and their families. The reading specialist shall be qualified by education

and experience in accordance with paragraph II and shall provide technical assistance for dyslexia and related disorders to school districts.

II. The reading specialist shall:

- (a) Be trained and certified in best practice interventions and treatment models for dyslexia, with expertise in related disorders, and dysgraphia.
- (b) Have a minimum of 3 years of field experience in screening, identifying, and treating dyslexia and related disorders.
- (c) Be responsible for the implementation of professional awareness.
- (d) Serve as the primary source of information and support for school districts to address the needs of students with dyslexia and related disorders, and dysgraphia.

III. The commissioner shall submit a report assessing the effectiveness of the reading specialist in complying with the requirements of this section, to the speaker of the house of representatives, the senate president, the chairpersons of the house and senate education committees, and the governor no later than November 1, 2018, and annually thereafter.

Source. 2016, 262:1, eff. Aug. 14, 2016. 2017, 156:152, eff. July 1, 2017.

200:61 Teacher Professional Development and Training.

I. No later than June 30, 2017, the reading specialist shall develop and make available a program to ensure all New Hampshire teachers and school administrators have access to materials to support professional awareness of best practices on:

- (a) Recognition of the characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

II. The reading specialist and the council for teacher education established in RSA 190 shall collaborate to ensure that all teacher education programs offered at New Hampshire's public institutions of higher education provide explicit professional awareness of best practices on:

- (a) Recognition of characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:62 Dyslexia Resource Guide.

No later than June 30, 2017, the reading specialist shall develop and publish on the department of education's Internet website, a reading support resource guide to be used by school districts as a resource. The reading specialist shall solicit the advice of experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the guide. The reading specialist shall update the guide as necessary.

Source. 2016, 262:1, eff. Aug. 14, 2016.

References

Assessment:

- Caffrey, E., Fuchs, D., & Fuchs, L. S. (2008). The predictive validity of dynamic assessment: A review. *The Journal of Special Education*, 41, 254–270. doi:10.1177/0022466907310366
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- *Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional Children*, 70, 167–184. doi:10.1177/001440290407000203
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Response to Intervention and Evidence-Based Instructional Practices (Instruction):

- Berry, R. (2006). Teacher Talk During Whole-Class Lessons: Engagement Strategies to Support the Verbal Participation of Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 21(4), 211–232.
- Cook, S.C., & Rao, K. (2018). Systematically Applying UDL to Effective Practices for Students With Learning Disabilities. *Learning Disability*, 41(3) 179–191.
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University of New Hampshire
EDUCATION 940
TEACHING STUDENTS
WITH LEARNING DIFFICULTIES
Spring 2021

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We need to remember that we are created creative and can invent
new scenarios as frequently as they are needed.
Maya Angelou

From the beginning, disability taught that life could be reinvented. In fact, such an
outlook was required.
John Hockenberry

Instruction begins when you, the teacher, learn from the learner; put yourself in her place
so that you may understand . . . what she learns and the way she understands it.
Kierkegaard

MISSION OF THE GENERAL SPECIAL EDUCATION PROGRAM:

The Special Education program at the University of New Hampshire seeks to prepare highly qualified educators who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments for a diverse population of learners, who are capable of collaborating with classroom teachers, and who utilize these skills within their school communities and within the profession itself. Leader to us means someone who is knowledgeable in subject matter, educational theory and research, and who can make well-reasoned pedagogical judgments in complex situations with competing viewpoints. We prepare special educators who are exemplary in their own practice and who take initiative for planned change and collaboration toward the goal of improving outcomes for all students with exceptionalities.

COURSE DESCRIPTION:

The purpose of this course is to develop advanced educator competence in analyzing learners and learning environments, and in specifying learner characteristics in a manner that will lead to the subsequent development, implementation, and assessment of appropriate educational experiences for individuals, particularly those identified as having learning difficulties. This course also seeks to develop educator competence in communicating these characteristics and program plans to parents and other related professionals. While the assessment and teaching process to be presented can apply to all learners, exceptional or not, in all educational settings, special emphasis will be placed upon children with mild and moderate disabilities served in regular classroom settings and/or resource settings.

Teaching students with learning and/or behavioral challenges requires the ability to recognize and support an individual learner's strengths, needs, perspectives, and communications, so as to respond equitably, responsibly and responsively to the student. By creating instruction, behavioral support and learning opportunities that are informed by building upon what the student is currently able to know and do, we confirm a strengths-based, progressive approach, versus a deficit or remedial model of education.

This course reflects knowledge derived from theory, research, and experience-based principles of effective teaching practices as it covers working with students with a variety of classroom learning and behavioral difficulties. Such practices encourage: 1) intellectual, social, and personal development; 2) instructional opportunities adapted to diversity in learners; 3) strategies for developing critical thinking, problem solving, and performance skills; 4) connecting special education instruction to recent trends and contemporary issues in school-wide, general classroom, and individualized positive behavioral supports; 6) consultation with classroom teachers, para-professionals, and parents.

COURSE OBJECTIVES:

By the end of this semester, you will be able to:

1. Develop a range of accessible instructional opportunities for students with learning and behavioral difficulties in the areas of literacy (including reading and writing), mathematics, the content areas such as science, and social studies.
2. Develop a range of skills to identify and teach essential concepts, vocabulary, and content across the general curriculum;
3. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;

4. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;
5. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;
6. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan;
7. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;
8. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;

The big picture objectives of the year:

- *What is my role as an advocate for, and educator of, students with learning difficulties?*
- *What methods can I use to understand, engage, and respond to my students' learning needs?*
- *As a teacher, how can I be an agent of change, how can I reinvent learning for students that have historically been unable to learn through conventional methods?*

REQUIRED READINGS:

Main Texts:

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M.T., & Lewis, T.J. (2019). *High-leverage practices for inclusive classrooms*. Arlington, VA: Council for Exceptional Children. ISBN 978-1-138-03918-6.

This first text above is available for purchase at:

https://imis.cec.sped.org/cec_prod/ItemDetail?WebsiteKey=269141f1-45d0-49b9-9769-40de3a48419c&iProductCode=P6298

Supplemental Texts:

Twachtman-Cullen, D., & Twachtman-Cullen, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey Bass.

Fennell, S. (2011). *Achieving fluency : special education and mathematics*. Reston, VA: The National Council of Teachers of Mathematics, Inc. ISBN 978-0-87353-654-7

ACADEMIC HONESTY:

All work submitted in this course must be your own or attributed to the proper author using appropriate research reference format. Work may not be submitted if being submitted to another course without prior permission of both instructors. The University's guidelines for academic honesty can be found in the Handbook of Student Rights, Rules, and Responsibilities. I am available to discuss any questions you have about this.

Here is a link to the University policy:

<https://www.unh.edu/student-life/09-academic-honesty-2017>

Or directly: [University Policy on Academic Honesty](#)

Honesty is a core value at the University. Each member of this academic community is expected to adhere to the principles and rules concerning academic honesty. Specifically, students are expected to refrain from . . . dishonesty, such as cheating, unapproved multiple submissions, plagiarism, or knowingly furnishing false information to the school or university.

Here is a link to a tutorial on the topic:

<https://cola.unh.edu/plagiarism-tutorial-0>

Or directly: [UNH tutorial on plagiarism](#)

It is important to distinguish between plagiarism and the legitimate presentation of the work of others (gleaned from print or online) through quotations or paraphrasing. The *Publication Manual of the American Psychological Association* (2010) gives the following guidance:

Plagiarism. Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section:

As stated in the sixth edition of the *Publication Manual of the American Psychological Association*, the ethical principles of scientific publication are designed to insure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the *Publication Manual* explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words.

INDIVIDUAL ASSISTANCE:

Your academic success in this course is very important to me. Individual assistance is available upon request -- please call, e-mail, or see me before or after class to schedule a meeting if you want individual assistance in coping with the requirements of this course.

If, during the semester, you find emotional or mental health issues are affecting that success, please contact Psychological and Counseling Services (PACS) (3rd fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

CLASSROOM BEHAVIOR:

To ensure a climate of learning for all, disruptive or inappropriate behavior may result in exclusion (removal) from this class. As a reminder, cell phone use, including text messaging, is not permitted in this class by Faculty Senate rule unless by instructor permission.

DISABILITY SERVICES:

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Confidentiality and Mandatory Reporting:

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

COURSE REQUIREMENTS:

1. CLASS ATTENDANCE, PREPARATION AND PARTICIPATION

Class attendance, along with timely and continued participation in class, in both small and large group class discussions and group activities, showing careful reflection on the readings and assignments, is required. On-time attendance is mandatory. Activities such as open house for your school or other related events are excused if I am notified in advance of the event. Please note that less than complete attendance may result in a reduction of your final grade, or failure of the course.

As for participation, note in particular that we will be working with large groups of information on successive weeks.

These are, in general:

- (1) Multi-Tiered Systems of Behavioral Support, including Classroom and Behavior Management
- (2) The use of Functional Behavioral Assessment and Behavioral Intervention Plans to promote desired behaviors
- (3) Evidence-Based Instruction in Literacy (including accuracy, fluency, and comprehension in content area reading and written language)
- (4) Multi-Tiered Systems of Support (MTSS) in Mathematics,
- (5) Supporting Disciplinary Literacies (Science, Social Studies, etc.)
- (6) Facilitating Expressive and Receptive Functional Communications, including through using adaptive technologies.
- (7) Data-Based Decision Making- Progress Monitoring
- (8) Evidence Based Transition Planning and Services

On each of those designated class meetings (see schedule at the end of this syllabus) make sure you have read the corresponding chapter in the McLesky text.

2. RESEARCH TO PRACTICE JOURNAL:

I will ask you to keep a journal that includes one entry per class during the course, so thirteen entries (the last class fourteen is for review and celebration). You are welcome to do more entries, if you like. Each entry is a response to research article and an application of the topic of each class. For example, if the class is on *Functional Behavioral Assessment*, you will (1) read a research article chosen from the topical reference list at the end of this syllabus in preparation for that class and (2) consult other research and perhaps the text from last semester, *High Leverage Practices in Education*, or the IRIS website, etc. to gather an idea of evidence or research validated practices, and (3) talk a bit about what a viable application of this could be in class- what could (or would) you set up in your classroom or school? Be specific, we are going to share ideas, and practice applications. The point of this journal is to have both you and I get into the habit of reflecting upon and applying good practices in special education. You'll also have a journal of practices and my responses from which to draw when you interview for a position, or when you collaborate with others at a school to solve problems that occur.

Keep the journal in the Discussion Journal section of Canvas, and I'll respond and we can dialogue about the topic when I visit at school this semester, or in groups during class.

If you're stuck thinking of a journal entry, consider (a) what is the point of the reading? (b) what other HLPs or related research is there? (c) what are the challenges I've seen in school, and (d) what are some specific applications of this research to the challenges? (this is the important bit, imo).

3. FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN:

The research synthesis is an opportunity for you to become more of an expert in a given area of special education research in positive behavioral supports (PBIS). The focus of this assignment is research to practice. You are to examine the research in a specific area within PBIS, and develop a summary paper that brings us to the present day in the status of the research. After a description of the developmental timeline of the research, conclude with an integration and synthesis of the research, basically what is the big picture to take away? What are some creative avenues for future research? What is your evaluation of research in this area of instruction? Is this a powerful line of instruction, or is it limited? Lastly, how could you apply these methods or programs as a collaborating special educator in a school, your internship site, or a future placement? What are the typical problems you or the general educator would encounter, and how, specifically, would a PBIS plan help?

4. STUDENT STUDY TEAM PRESENTATIONS (1. LITERACY SUPPORTS, 2. CONTENT AREA SUPPORTS, 3. MATHEMATICS SUPPORTS)

You will be responsible for bringing to class information about and a demonstration of instruction in an academic area for discussion, consultation, and critique. You will bring in information as if you were presenting summary of academic modifications and instructional strategies in a given academic area to other teachers, and then give an example lesson, or components of several lessons. You are the expert, so you need to come prepared. Present the information in a format that allows the team to make use of it easily. For each presentation, you should be prepared with a one-page handout each time you present that includes: (a) the statement of the instructional problem within the content area, (b) your plan of evidence-based strategies that address the issue, and (c) *your sources or references*.

You should answer the following questions:

- What is the instructional problem? How do we know this is a problem that the field has addressed?
- What are you going to do about this instructional problem? What strategies will you use?
- Accountability- How do you measure progress in this arena? What evidence will you show?

Keep in mind that the purpose of this assignment is to give you an opportunity to show that you can, when needed, present and implement relevant and research-validated pedagogical options to an instructional team. How, in other words, are you relevant in the class as a special educator? We will discuss your issue presented, relate it to others' presentations, and provide next steps for you to present.

5. TEACHING DIALOGUE ANALYSIS:

You will be required to complete an analysis of your "teacher talk" in a lesson of your choice. Try to avoid one-one instruction for this, you might not get the level of dialogue you need. You will: (1) record your lesson, (2) transcribe the recording, and (3) write an analysis of your teacher talk with a student describing; (a) the lesson context (b) your success at eliciting the student's prior knowledge and using it in your teaching, and (c) your success in using high gain vs. low gain teacher talk. The emphasis here is on the analysis of your dialogue during the lesson. The written report will follow the format below:

Your report needs to include:

Prior Knowledge:

1. Describe your understanding of what prior knowledge the student DOES have.
2. Analyze your use of it in your dialogue, **and/or** your lack of use and how you could have used it.

High/low gain talk:

3. Analyze where you used each and/or where you did not.
4. Analyze how your use or non-use facilitated or limited the student's interaction with the task- i.e., did it make a difference and/or how might it have made a difference?

6. PROGRESS MONITORING CASE STUDY:

Progress monitoring (PM) is a vital aspect of the RTI model, as well as a critical component for measuring progress towards IEP goals. During PM, teachers assess students' academic or behavioral performance using brief measures. PM takes place frequently (daily, weekly or biweekly). The score on the PM measure is viewed as an indicator of overall student performance. You will be asked to complete a "case study", where you have taken existing student performance data in either an academic or behavioral domain, and answered the following questions:

- How will the student's progress be objectively measured?
- How often will the student's progress be measured?
- Who is responsible for collecting progress monitoring data?
- Where will data collection occur?
- When will data collection occur?
- How well will the student need to perform in order to achieve his or her stated goals (i.e., performance criteria)?

The performance data collected will then be graphed, and analyzed according to the procedures covered in class.

7. FINAL DRAFT OF eVALUEation CASE STUDY:

This is a year-long project. For this semester you will be asked to finalize a descriptive case study, in portfolio format, of a student you have worked with during the year in your classroom or internship site. You will analyze and present collections of student work samples which document the student's changes as a learner across the year and compare and contrast these authentic representations of the student with information from other assessment data including the results of standardized tests that may have been given to the student in the last year. While you are eVALUEating a student who has learning

difficulties, your emphasis will be on collecting evidence on what that student is able to do and how s/he goes about doing that in the academic area(s) in question. The eVALUEation format is described below, and you will be graded according to the rubric described under “grading notes” below. This complete case study will be handed in, and you will present your eVALUEation in class.

GRADING NOTES:

Students failing to follow the essential elements of the assignments detailed in the formats discussed in class will be required to revise and resubmit the assignment. Each assignment is due at the start of the class listed on the semester schedule. Papers handed in late may be penalized unless previous arrangements have been made.

If you feel that you missed the mark on an assignment, or would like to improve your work, you may do so, by handing in a revised and resubmitted written work. Keep in mind though, that in the schools, we rarely have the opportunity for “do-overs” when meeting with parents, administrators and professionals, so make sure you get into the habit of checking your work before the meeting, or submission.

The idea here for grading is that you’re preparing to be a professional educator- your content needs to be accurate, insightful and knowledgeable (objective, just the facts!) and your writing needs to be professional (free from mistakes).

Each assignment will be assigned an overall letter grade, comprised of two parts: A content or “C” grade ranging from A to C- for the information contained in your answer, and a writing or “W” grade, also ranging from A to C-for the quality and/or accuracy of any writing. Although I try to judge the content and writing quality of each answer independently, each undoubtedly influences the other (i.e., it is unlikely that a poorly written paper will receive a high score for content).

All individual assignments must be submitted when they are due according to the schedule. It is essential to stay “up to speed” in this course, turning in assignments when indicated in the schedule so that the instructor can provide regular and timely feedback in support of your learning. If you start to get off track with the schedule, contact the instructor immediately, *prior* to an assignment’s due date. Late papers are only accepted if this contact has been made.

SCORING:

CONTENT

Grade	Guidelines
A	The answer reflects a high degree of understanding of the issue or topic addressed. Additional literature is reviewed where appropriate. The student derives implications

	and conclusions from the content of the answer. The grade of A is reserved for outstanding graduate work.
B	While the answer may reflect a solid understanding of the issue or topic addressed, little effort is made to go beyond the readings assigned in class and the answer may include some factual errors. A score within this range is indicative of sound graduate level performance.
C	The answer indicates that the student has only a superficial and incomplete knowledge of the issue or topic that is the focus of the question. The answer may contain multiple factual errors.

WRITING

Grade	Guidelines
A	Sentences are grammatically correct, clearly written, and not unnecessarily lengthy or complex. Paragraphs are correctly used to segment the material into major divisions. Periods, semi-colons, colons, quotation marks, and other punctuation marks are used correctly. The writing is clear and succinct without redundancy. Words are spelled correctly. APA style is followed throughout the manuscript. Your instructor found no more than a few errors of writing mechanics.
B	The instructor's understanding of what the writer is trying to communicate is impeded by misspelled words, punctuation or grammatical errors, and/or unnecessarily unwieldy or complex sentences. The writer frequently violates APA style requirements. The paper contains many errors of writing mechanics.
C	In your instructor's opinion, the quality of your writing is less than that expected of a graduate student at this University. The paper contains numerous errors of writing mechanics, e.g., spelling, punctuation, grammar, capitalization, etc.

The "C" or content grade will account for 2/3, and the "W" or writing grade will account for 1/3, of the total score given to each answer. Using the table shown below, the two letter grades will be converted to numerical scores and summed to obtain a total score for that answer:

"C" Grade	Score	"W" Grade	Score	Total Score	Grade
A	2.68	A	1.32	3.84 - 4.00	A
A-	2.46	A-	1.21	3.51 - 3.83	A-
B+	2.23	B+	1.10	3.17 - 3.50	B+
B	2.00	B	1.00	2.84 - 3.16	B
B-	1.79	B-	.88	2.51 - 2.83	B-
C+	1.56	C+	.77	2.17 - 2.50	C+
C	1.34	C	.66	1.84 - 2.16	C
C-	1.12	C-	.55	1.51 - 1.83	C-

The resulting numerical scores will be added together to obtain a total score for the answer. For example, if one of your answers receives an A- for content, and a C+ for writing, your score for that paper would be $2.46 + .77 = 3.23$, and the letter grade would be a B+.

Reading/Participation, and the SST are essentially *preparation and performance-based* assignments, and you do not have an opportunity for a physical revision and resubmission. Your grade will still reflect 2/3 content, and instead of writing, 1/3 for professional presentation.

You will receive a content (C) grade for your content, and a writing grade (W) for the quality/accuracy of the written materials you present, however. The QQTPs, quiz, formal assessment and IEP goals are submitted as written assignments, and they can be revised and resubmitted.

Remember:

- Graduate credit is only granted for courses completed with a grade of B- or higher.
- Full credit can only be given for assignments that are handed in or performed on time.
- Checklists or rubrics for all assignments that indicate required components of the assignment are uploaded onto the course site.
- There are seven course requirements, so each requirement counts for roughly 14% of your final grade.

GRADING NOTES:

Students failing to follow the essential elements of the assignments detailed in the formats discussed in class will be required to revise and resubmit the assignment. Each written assignment is due at the start of the class listed on the semester schedule. Assignments submitted after the due date will be penalized 0.5 grade per class unless previous arrangements have been made.

Each written answer will be assessed according to two criteria: A content or “C” grade for the information contained in your answer, and a writing or “W” grade for the quality of your writing. Although I try to judge the content and writing quality of each answer independently, each undoubtedly influences the other (i.e., it is unlikely that a poorly written paper will receive a high score for content).

Grading Guidelines for Preparation and Participation:

Grade	Guidelines
A	Your answers reflect a high degree of understanding of the issues or topic addressed in the readings. It is clear that you have completed the readings in preparation for the class. You have attended all classes fully and on time, and have participated fully in class and group discussions.
B	Your answers reflect a basic understanding of the issues or topic addressed in the readings. It is uncertain that you have completed all of the readings in preparation for the class. You have not attended all classes fully and/ on time, and have not participated fully in class and group discussions.
C	Your answers reflect minimal or no understanding of the issues or topic addressed in the readings. It is clear that you have not completed most or all of the readings in preparation for the class. You may have not attended all classes fully and/ or on time without reason, and have not participated fully in class and group discussions.

Grading Guidelines for Written or Presented Work:

CONTENT

Grade	Guidelines
A	The answer reflects a high degree of understanding of the issue or topic addressed. Additional literature is reviewed where appropriate. The student derives implications and conclusions from the content of the answer. The grade of A is reserved for outstanding answers.

B	While the answer may reflect a solid understanding of the issue or topic addressed, little effort is made to go beyond the readings assigned in class and the answer may include some factual errors. A score within this range is indicative of sound graduate level performance.
C	The answer indicates that the student has only a superficial and incomplete knowledge of the issue or topic that is the focus of the question. The answer may contain multiple factual errors.

WRITING

Grade	Guidelines
A	Sentences are grammatically correct, clearly written, and not unnecessarily lengthy or complex. Paragraphs are correctly used to segment the material into major divisions. Periods, semi-colons, colons, quotation marks, and other punctuation marks are used correctly. The writing is clear and succinct without redundancy. Words are spelled correctly. APA style is followed throughout the manuscript. Your instructor found no more than a few errors of writing mechanics.
B	The instructor's understanding of what the writer is trying to communicate is impeded by misspelled words, punctuation or grammatical errors, and/or unnecessarily unwieldy or complex sentences. The writer frequently violates APA style requirements. The paper contains many errors of writing mechanics.
C	In your instructor's opinion, the quality of your writing is less than that expected of a graduate student at this University. The paper contains numerous errors of writing mechanics, e.g., spelling, punctuation, grammar, capitalization, etc.

Description of eVALUEation:

Ability or Inability: Where Shall We Focus?

eVALUEation Case Study

How can we come to fully understand the true abilities of students with learning difficulties (Wansart, 1995)? How can we find a way to use our evaluations to inform our teaching? Gordon Wells proposed a solution years ago. “We need to begin with what students are able to do, and then extend and expand on those abilities” (Wells, 1986). Truly understanding what our students are able to do may require their participation in the evaluation process and in the teaching process as well.

While many teachers find this position useful in their teaching, many other teachers who focus on the identification and remediation of academic difficulties fail to consider the wisdom of Wells’ statement. Their focus on inabilities, problems, and deficiencies is perhaps influenced by a school culture which emphasizes comparison of students to one another and to external standards and expectations, or by the dictates of hard won federal laws which defacto require them to catalogue and remediate student deficiencies (Skirtic 1991). By necessity, educational practice in special education is directed by laws and regulations. This is a good thing, because historically, students with disabilities had to fight for the right to be educated and to have their needs understood and met in the public schools. This is also a limitation, because it has placed rigid expectations on how learning difficulties are conceptualized and evaluated, how instruction will be organized, and how progress will be understood and documented.

While passage of the Education of all Handicapped Children’s Act (PL-94142) in 1975 and the Individuals with Disabilities Education Act (PL- 101-476) in 1990 insured the right to a free and appropriate education for all individuals, the popular interpretation of the assessment mandates of these laws is quite the opposite of Wells’ position. Because the laws require schools to first demonstrate that a student has a disability and then make a plan to remediate that disability and measure achievement in the academic areas specified in that plan, assessment of students with learning difficulties continues to focus on the measurement of achievement through the use of standardized tests.

By design, objective or norm-referenced tests compare the performance of students with learning difficulties to the performance of a norming sample of same age or grade students. The result of this comparison is often a measurement of discrepancy, or how far this student is behind the average of those in the comparison sample (Salvia & Ysseldyke, 2003). The unintended result is a generalized emphasis on what the student is unable to do when compared to normally achieving peers, rather than an understanding of what the student is currently able to do when compared to their own work across previous points in time in their development as learners. Because such students so infrequently “catch up” to the sample of normally achieving students in the test norms, or to their classroom peers, testing often continues to document failure when compared to other students. (Adapted from Wansart, W.L. (2003) Co-Participation Evaluation: Students with Writing Problems Become Aware of Their Writing Abilities and Progress. *Reading and Writing Quarterly*, 19, 329-346.)

For this eVALUEation Case Study I would like you to:

- 1) Actively interrupt this emphasis on comparison with norm referenced samples.
- 2) Become detectives and look for evidence of ability and change in your student's learning.
- 3) Use a portfolio format to tell the story of these abilities so that it points the way to the very next teaching/learning interactions you would recommend, i.e., following Wells, to define what the student is able to do and how, specifically, you will go about extending and expanding those abilities.

How might you go about this?

By definition a portfolio-based case study like this would not follow the usual written format for special education reports with an emphasis on comparison to norms. In fact, in many of your current teaching settings you would, most likely, not even "write it up" as a report. Rather, you would be prepared to offer this evidence, in part or whole, during any discussion or meeting concerning the student in question. However, we can hope that eVALUEations become accepted practice.

For this case study I would like you to discover and collect the evidence of the student's abilities within the area of academic difficulty(ies) you chose to explore. *Remember that this is not a general description of the student's strengths, broadly defined, but rather the description of the specifics of what they CAN, in fact, do in this area of difficulty (ies).*

To tell the story of the student's abilities you will want to collect and analyze evidence from the following areas:

1. Primarily from Authentic Work Samples. You will want to obtain as much relevant evidence of how the student engages in real classroom work by collecting examples of the student's work in the academic area(s) in question. Make copies of work the student does or ask to keep originals when possible. For areas like reading, where little concrete evidence is left, tape recorders, running records, or other forms of miscue analysis can capture the elusive nature of the students changes in "reading." Analyze these work samples for evidence of the student's current abilities, skills, strategies, etc., and how s/he changes over time.

2. You may want to use Standardized Tests. Look at all of the most recent areas of assessment available, including standardized tests. Look at how these previous assessments characterize the student either by the scores presented, by the examiner's observations, or by the notes from meetings. Are there any contradictions between how the student has been characterized and your current eVALUation information. If test protocols are available from previous standardized tests you may also want to look at them carefully and analyze the patterns of right and wrong answers. What do they show about what the student was able to do during that test? Even wrong answers may show partial ability. What strategies did it appear that the student used?

3. Other Assessments. Consider administering any of the relevant assessments we discuss during the year, including informal assessments of the student's understanding of relevant academic tasks in the area in question.

4. Analysis of the pieces and the whole. Now pull all of the pieces together into a meaningful whole that tells the story of the student's abilities. Look at each piece individually and in relation to the others. As Eleanor Duckworth says in The Having of Wonderful Ideas, try to give sense to the student's actions and intentions.

Remember that you are making a case for this student as a learner. By definition they are having difficulties learning in the area you are exploring. Your job here is to give voice to their current abilities.

How to present the evidence?

Ok, say your director of special education or school principal has noticed your repeated focus on student ability. S/he is not necessarily convinced of the value of this but gives you a chance to pull together an example of what you mean and present it for the special education team, the teachers and the parents (and eventually the student) to “look over.” Here’s your chance. Use a “portfolio” format to present and explain what you have found out about this student and what you think it means for this student’s immediate teaching and learning. Be creative. You will want them to be able to follow the story of the student’s abilities, see what sense you are making of the evidence, stay interested in the story, and see why your recommendations make sense. There is no “typical” format for this collection of evidence. How will you go about it?

EDUC 940 TOPICAL SCHEDULE

Each class will normally have four parts, roughly corresponding to 30 minutes each-

1. A group case study
2. Focus on the relevant HLPs for the week(s) and/or
3. Implications of the reading for the week
4. Individual review/questions/reflection and application to school experiences

Class Number	Date	Topic	Corresponding Reading Due	Assignment Due?
1	1/21	Course Introduction and Overview	None	None
2	1/29	Multi-Tiered Systems of Behavioral Support, including Classroom and Behavior Management	HLP Text, Chapter Journal/Article	Journal
3	2/5	The Use of Functional Behavioral Assessment to Promote Desired Behaviors	HLP Text Chapter Journal/Article	Journal
4	2/12	The use of Behavioral Intervention Plans to promote desired behaviors	HLP Text Journal/Article	Journal FBA/BIP
5	2/19	Evidence-Based Instruction in Literacy (including accuracy, fluency, and comprehension in content area	HLP Text Journal/Article	Journal

		reading and written language)		
6	2/26	Evidence-Based Instruction in Literacy (including accuracy, fluency, and comprehension in content area reading and written language)	HLP Text Journal/Article #2	Journal SST Literacy
7	3/4	Multi-Tiered Systems of Support (MTSS) in Mathematics	HLP Text Journal/Article	Journal
8	3/11	Multi-Tiered Systems of Support (MTSS) in Mathematics Part Two	HLP Text Journal/Article #2	Journal SST Math
9	3/18	Supporting Disciplinary Literacies (Science, Social Studies, etc.)	HLP Text Journal/Article	Journal
10	3/25	Facilitating Expressive and Receptive Functional Communications, including through using adaptive technologies.	HLP Text Journal/Article	Journal SST Content Area/Disciplinary Literacy
11	4/1	Data-Based Decision Making-	Journal/Article	Journal Teacher Talk/Dialogue

		Progress Monitoring		
12	4/8	Evidence Based Transition Planning and Services	None	Journal Progress Monitoring Case Study
13	4/15	eVALUEations	None	*eVALUEation presented
14	4/22	End of semester gathering/summary	None	

CURRICULUM BASED MEASUREMENT RESOURCES:

AIMSweb / Edformation (Reading, and Math CBM)

AIMSweb is based on CBM. It provides materials for CBM data collection and supports data use. AIMSweb measures, administration guides, scoring guides, and software are available for purchase on the Internet:

<http://www.aimsweb.com> or <http://www.edformation.com>

Phone: 888-944-1882

Mail: Edformation, Inc.
6420 Flying Cloud Drive, Suite 204
Eden Prairie, MN 55344

Curriculum-Based Measurement in Reading (Reading CBM)

The Curriculum-Based Measurement in Reading materials were developed and researched using standard CBM procedures. The CBM measures are free, except for copying costs, postage, and handling. The CBM measures, scoring sheets, administration instructions, and scoring instructions are available:

Phone: 615-343-4782

Email: flora.murry@vanderbilt.edu

Mail: Flora Murray
Vanderbilt University
Peabody #228
110 Magnolia Circle, Suite MRL418
Nashville, TN 37203-5721

DIBELS (Reading CBM)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. DIBELS measures, administration guides, scoring guides, and information on the automated Data System are on the Internet:

<http://dibels.uoregon.edu/>

Monitoring Basic Skills Progress (Math CBM)

Monitoring Basic Skills Progress materials were developed and researched using standard CBM procedures. Curriculum-Based Math Computation Probes include 30 alternate forms at each grade level for grades 1-6. Curriculum-Based Math Concepts/Applications Probes include 30 alternate forms at each grade level for grades 2-6. Each comes with a manual that provides supporting information (e.g., technical information, directions for administration, and scoring keys).

Phone: 615-343-4782

Email: flora.murry@vanderbilt.edu

Mail: Flora Murray
Vanderbilt University
Peabody #228
110 Magnolia Circle, Suite MRL418
Nashville, TN 37203-5721

Wireless Generation (Math CBM)

mCLASS:Math by Wireless Generation are a set of standardized, computer administered measures of early math development. mCLASS:Math measures, administration guides, and scoring guides can be found on the Wireless Generation website:

www.wirelessgeneration.com

Phone: 800-823-1969, option 1

Mail: Wireless Generation
55 Washington St., Suite 900
Brooklyn, NY 11201

Scholastic Reading Inventory

Scholastic Reading Inventory is a computer-adaptive reading assessment that measures reading comprehension. Scholastic Reading Inventory measures, administration guides, and scoring guides are on the Internet:

www.scholastic.com/SRI

Phone: 877-387-1437

Mail: Scholastic Inc
P.O. Box 7502
Jefferson City, MO 65102-9964

Renaissance Learning, STAR (Reading and Math)

STAR Reading, Math, and Early Literacy are standardized, computer-adaptive progress monitoring measures assessing reading comprehension and overall reading, mathematics, and early literacy skill, respectively. Information on measures, administration guides, and scoring guides are on the Internet:

<http://www.renlearn.com>

Phone: (800) 338-4204

Mail: Renaissance Learning, Inc.
PO Box 8036
Wisconsin Rapids, WI 54495

STEEP Oral Reading Fluency

The STEEP Oral Reading Fluency progress monitor is designed for progress monitoring in the area of Oral Reading Fluency. It consists of 50 forms of equivalent difficulty at

each grade 1 – 5. Administration guides, scoring guides, and information on the content are on the Internet:

www.isteep.com or www.isteeplearning.com
Mail: iSTEEP, LLC
2627 S. Bayshore Drive
Suite 1105
Miami, FL 33133

McGraw-Hill (Reading and Math CBM)

Yearly ProgressPro™, from McGraw-Hill Digital Learning, combines ongoing formative assessment, prescriptive instruction, and a reporting and data management system to give teachers and administrators the tools they need to raise student achievement. Information on the McGraw-Hill computer software is available on the Internet:

<http://www.ctb.com/ypp>
Phone: 1-800-538-9547
Mail: CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940

INITIAL GENERAL SPECIAL EDUCATOR COMPETENCIES:

Council for Exceptional Children (CEC) Competency Areas:

Learner and Learning Environments
Content Knowledge and Professional Foundations
Instructional Pedagogy
Professionalism and Collaboration

High Leverage Practices (HLP) in Special Education Areas:

Collaboration
Assessment
Social/Emotional/Behavioral
Instruction

New Hampshire General Special Education Teacher Ability Areas:

Theoretical foundations
Characteristics of learners
Learning differences
Learning and social environments
Assessment
Instructional planning and strategies
Language development and differences
Professional and ethical practice
Special education law

The CEC Initial Preparation Standards:

Learner and Learning

Learner Development and Individual Learning Differences

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
 - 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
 - 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Learning Environments

- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 - 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
 - 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
 - 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Content Knowledge and Professional Foundations

Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Instructional Pedagogy

Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

1.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

1.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Professionalism and Collaboration

Professional Learning and Ethical Practice

- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Collaboration

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Citation:

Council for Exceptional Children. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC

The High Leverage Practices in Special Education

High-Leverage Practices (HLPs) in *Collaboration* in Special Education:

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services

High-Leverage Practices (HLPs) in *Assessment* in Special Education:

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

High Leverage Practices (HLPs) in Promotion of Positive *Social/Emotional/Behavioral* Abilities in Special Education:

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

High-Leverage Practices (HLPs) in *Instruction* in Special Education:

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.

21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Citation:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. ISBN 978-0-86586-526-6 (soft cover) ISBN 978-0-86586- 527-3 (eBook)

New Hampshire General Special Education Teacher Requirements (*italics mine*):

Ed 507.40. (1) In the area of *theoretical foundations*, the candidate shall have the ability to:

- a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education;
- b. Understand how philosophical and historical perspectives influence professional practice;
- c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; and
- d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education;

(2) In the area of *characteristics of learners*, the candidate shall have the ability to:

- a. Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas;
- b. Describe the characteristics of various types of disabilities and educational implications;
- c. Understand the etiologies, medical aspects, and impact of sensory disabilities on learning; and
- d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment;

(3) In the area of *learning differences*, the candidate shall have the ability to:

- a. Understand and utilize the diverse range of students' approaches to learning and the range of modifications and accommodations that can be used to support learning;
- b. Recognize and understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups;

- c. Demonstrate understanding of a student's learning differences in the development of the IEP and transition needs;
- d. Understand how information processing skills can impact student learning;
- e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs;
- f. Understand the effects exceptional condition(s) can have on a student's learning in school and life; and
- g. Recognize the relationship among a student's academic and social abilities, attitudes, interests and values on instruction and career development;

(4) In the area of *learning and social environments*, the candidate shall have the ability to:

- a. Design learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings;
- b. Identify realistic expectations for social behavior and social skills needed for success in school and community settings;
- c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;
- d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;
- e. Recognize and use strategies for crisis prevention and intervention;
- f. Identify supports needed for inclusion in various program placements;
- g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;
- h. Foster skill development in self-advocacy for increased independence in learning and daily functioning;
- i. Understand demands of the learning environment and fosters accessibility;

j. Understand the barriers influencing acceptance of individuals with disabilities;

k. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and

l. Structure activities to increase a student's self-awareness, self-management, self-control, self-reliance, and self-esteem;

(5) In the area of *assessment*, the candidate shall have the ability to:

a. Understand the legal policies and ethical principles of assessment related to the special education process;

b. Understand the range of formal assessment instruments and their purposes in the special education process;

c. Administer and write a report for a formal academic assessment instrument;

d. Understand and utilize the range of informal assessment instruments for making educational decisions;

e. Interpret and report information from formal and informal assessments; and

f. Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities;

(6) In the area of *instructional planning and strategies*, the candidate shall have the ability to:

a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;

b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum;

c. Design and implement instructional programs that address independent living and career education for students;

d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post-school environments;

- e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities;
- f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;
- g. Identify and teach essential concepts, vocabulary, and content across the general curriculum;
- h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;
- i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;
- j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum;
- k. Incorporate instructional and assistive technology into the educational program;
- l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;
- m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and
- n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(7) In the area of *language development and differences*, the candidate shall have the ability to:

- a. Understands the effect of language development on academic and social development;
- b. Understand typical and atypical language development and factors that impact experience and use of language;
- c. Use individualized strategies to enhance language development and teach communication skills;

- d. Demonstrate the ability to select, design, and use augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of students with disabilities;
- e. Provide effective language models and use strategies and resources to facilitate learning of the general curriculum; and
- f. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;

(8) In the area of *professional and ethical practice*, the candidate shall have the ability to:

- a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;
- b. Construct a personal plan and participate in professional development regarding current issues and best practice;
- c. Recognize personal cultural biases and differences that affect one's teaching;
- d. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of students with disabilities;
- e. Identify organizations and publications relevant to students with disabilities;
- f. Identify sources of unique services, networks, and organizations for students with disabilities;
- g. Advocate for appropriate services for students with disabilities;
- h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;
- i. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities; and
- j. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;

(9) In the area of *special education law*, the candidate shall have:

a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:

1. Identification of children with disabilities under the child find procedures specified in Ed 1105;
2. Referral procedures specified in Ed 1106;
3. Evaluation procedures specified in Ed 1107;
4. Determination of eligibility under Ed 1108;
5. Development of the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) under Ed 1109;
6. Determination of educational placement under Ed 1111; and
7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;

b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;

c. The ability to understand IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;

d. The ability to understand Ed 306 Minimum Standards for Public School Approval; and

e. Knowledge of and the ability to understand case law and how case law affects professional practice; and

(10) In the area of *collaboration*, the candidate shall have the ability to:

a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings;

b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities;

c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities;

- d. Facilitate the successful transitions of students with disabilities across settings and services;
- e. Foster respectful and beneficial relationships between families and professionals;
- f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;
- g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and
- h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.

ADDENDUM:

March, 2017 Changes to New Hampshire Special Education Law

Ed 1113.09 34 CFR 300.105

to

Ed 1129 RSA 21-N:5,I(g) and RSA 186-C:7,III

Changes specific to New Hampshire:

1. Once you have been involved with the special education system for a while, you learn that the school district is supposed to evaluate a child initially as part of the special education eligibility consideration process, as well as at least every three years thereafter. However, the evaluation process was never defined. It is now. The following new regulation has been added:

“Evaluation process” means the completion of initial evaluations, reevaluations and assessments, a written summary report, and a meeting of the IEP team to review the results of the evaluations and assessments. When the purpose of the meeting is to determine eligibility for special education and related services, the evaluation process also includes the determination of eligibility. Ed 1102.02(n).

2. Related to the evaluation process, the length of time that the school district has to conduct the evaluation has been increased from 45 to 60 days. Ed 1107.01(c), (d). Under the old rules, the allowable time for evaluations could be extended by no more than 15 days, as long as both school district and parents agreed; the new rules now permit an extension of up to 30 days.

3. The term “Health Evaluation” has been added and defined. The Health Evaluation is intended to provide the IEP Team with information on the student’s physical condition. Ed 1102.03(b).

4. Related to Health Evaluations, the regulations now define who is qualified to conduct such an evaluation:

“Professional licensed to provide a health evaluation” means anyone who, under their specific licensing, is qualified to provide a health evaluation. This may include, but is not limited to: a school nurse, a registered nurse, physician, psychiatrist, and naturopathic doctors. Ed 1102.04(m).

5. Representatives of DCYF and appointed Guardians ad Litem (GAL) are now specifically defined as potential members of the IEP Team , under the category of “other individuals.” Ed 1103.01(c).
6. Team meeting “invitations” are now referred to as “notices.” It is now defined that notices need to include “the purpose, time, location of the meeting and the identification of the participants.” Ed 1103.02(c).
7. When a referral was made for special education consideration, it used to be that the Team needed to decide how to proceed regarding the referral within 15 days. That has now been changed to 15 **business** days. Ed 1106.01(d), (e).
8. Home instruction can now be considered an “alternative placement.” Ed 1111.04(a).
9. Under the previous regulations, if a school district made a proposal for something in the IEP that it believed was necessary for the child to receive his or her Free and Appropriate Public Education (FAPE), and if the parent refused to consent to that proposal, the school district was **required** to initiate a due process hearing. Ed 1120.05(f). The reality is that this almost never occurred. That requirement has been removed under the new regulations.
10. When a complaint is filed with the DOE which results in corrective action being required of the school district, the regulations now allow 20 days for an appeal, versus what had been 10 days in the prior regulations. The regulations also clarify that during the appeal process, any changes that had been ordered as part of the initial complaint decision must be implemented pending the appeal. Ed 1121.04(a).
11. Related to the complaint appeal process, the regulations previously allowed the Commissioner 20 days to rule on the appeal; that has been shortened to 15 days. Ed 1121.04(b). The regulations also now clarify that a further appeal may be made to the NH Supreme Court, or to a NH Superior Court. Ed 1121.04(c).

ADDENDUM:

Screening and Intervention for Dyslexia and Related Disorders

Title XV, Chapter 200 Health and Sanitation 200:59-62.

200:59 Screening and Intervention for Dyslexia and Related Disorders.

I. School districts shall screen all public school students, including English learners, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective screener for the identification of potential indicators or risk factors of dyslexia and related disorders upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter, to monitor progress. Beginning in 2017, such screening shall be completed no later than November 30 of each school year.

II. The student's school district shall provide age-appropriate, evidence-based, intervention strategies for any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders beginning no later than January 1, 2018.

III. The parent or legal guardian of any student who is identified by the public school as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders shall be notified and provided with all screening information and findings, in addition to periodic formal screening results based on individual written intervention and support plans developed with the student's parents or legal guardian.

IV. A parent or legal guardian of any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders has the right to submit the results of an independent evaluation from a licensed reading or intervention specialist highly trained in dyslexia and related disorders for consideration by the student's school district. A parent or legal guardian who submits an independent evaluation shall assume all fiscal responsibility for that independent evaluation.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:60 Reading Specialist.

I. The commissioner of the department of education shall issue a request for proposals

pursuant to RSA 21-G to secure the contract services of a reading specialist to enable the department to provide school districts with the support and resources necessary to assist students with dyslexia and related disorders and their families. The reading specialist shall be qualified by education and experience in accordance with paragraph II and shall provide technical assistance for dyslexia and related disorders to school districts.

II. The reading specialist shall:

- (a) Be trained and certified in best practice interventions and treatment models for dyslexia, with expertise in related disorders, and dysgraphia.
- (b) Have a minimum of 3 years of field experience in screening, identifying, and treating dyslexia and related disorders.
- (c) Be responsible for the implementation of professional awareness.
- (d) Serve as the primary source of information and support for school districts to address the needs of students with dyslexia and related disorders, and dysgraphia.

III. The commissioner shall submit a report assessing the effectiveness of the reading specialist in complying with the requirements of this section, to the speaker of the house of representatives, the senate president, the chairpersons of the house and senate education committees, and the governor no later than November 1, 2018, and annually thereafter.

Source. 2016, 262:1, eff. Aug. 14, 2016. 2017, 156:152, eff. July 1, 2017.

200:61 Teacher Professional Development and Training.

I. No later than June 30, 2017, the reading specialist shall develop and make available a program to ensure all New Hampshire teachers and school administrators have access to materials to support professional awareness of best practices on:

- (a) Recognition of the characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

II. The reading specialist and the council for teacher education established in RSA 190 shall collaborate to ensure that all teacher education programs offered at New Hampshire's public institutions of higher education provide explicit professional awareness of best practices on:

- (a) Recognition of characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:62 Dyslexia Resource Guide.

No later than June 30, 2017, the reading specialist shall develop and publish on the department of education's Internet website, a reading support resource guide to be used by school districts as a resource. The reading specialist shall solicit the advice of experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the guide. The reading specialist shall update the guide as necessary.

Source. 2016, 262:1, eff. Aug. 14, 2016.

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Progress Report for the New Hampshire State Board of Education

The University of New Hampshire
Program of Educator Preparation in Ed.612.20 Music Education
August 3, 2020

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Introduction

Description of the contents and organization

The content and organization of this report follows the template provided by the NH-DOE entitled *Progress Report Guideline Template* (updated 2/19/2020).

- Introduction
 - Description of the contents and organization
 - Statement of purpose of Progress Report
 - Background information regarding approval of PEPP
 - Overview of what is addressed in progress report
- Reviewer Report Findings
 - Statement of standards not fully met noted in the conditional approval
 - Subsequent actions taken to address these concerns
- Matrix
 - Updated matrix for any previously not fully met standards.
- Evidence of Progress
 - Evidence clearly marked/labeled and organized according to the relevant NH standards that were previously identified as not fully met.

Statement of purpose of Progress Report

The purpose of this report is to describe what the Music Education program has accomplished since the last visit with regard to standards identified as not met and recommendations that require responsive action.

Background information regarding approval of PEPP

On October 21-23, 2019, a program review visit was conducted for the Music Education program at UNH. From the basis of the reviewer's recommendations of the standards identified as *not met*, and the CTE recommendation, at their February 13, 2020 meeting, the State Board of Education voted to grant Music Education conditional two-year approval through August 30, 2022 with a progress report due by August 13, 2020.

Overview of what is addressed in progress report

This progress report will articulate the Music Education program actions to the areas identified as *not met*, described in greater detail below. In particular, we will focus on three aspects: (a) subsequent actions we have taken to address unmet standards and recommendations that require responsive action, (b) development and presentation of an updated Self-Assessment Worksheet (Matrix), and (c) evidence of progress towards the standards previously identified as not met in the form of revised syllabi and enhanced course assessments.

Reviewer Report Findings

Unmet standards noted in the conditional approval

The reviewer identified the following standards as unmet: (b) 4

- b. Guide students to express themselves musically through singing, playing instruments, moving purposefully;
- e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;
- f. Use competency-based assessment strategies to determine and communicate student progress and achievement

Subsequent actions to address these concerns

After the final comments and vote by the State Board of Education in the February 13, 2019 meeting, Music Education faculty met to: (a) review the Music Education program of study, (b) decide on a course of responsive action concerning unmet standards, (c) revise relevant course syllabi and enhance course assessments

The following courses have been revised to more fully address unmet standards:

EDUC 500: Exploring Teaching	NHDOE Standard (4) e and f
MUED 790: Elementary Methods*	NHDOE Standard (4) b and f
MUED 791: Secondary Methods	NHDOE Standard (4) b, e and f

*Additional Lesson Plan template, student work and instructor evaluation provided

Standard (b) 4 (b) Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging

MUED 790 – *Teaching Elementary Music* candidates complete a peer group assignment/teaching project titled “Singing/Rhythmic Game.” Candidates complete and present a lesson plan appropriate for K-5. Lesson plan template and student work included with syllabus.

MUED 791 – *Teaching Secondary Music* candidates complete two related curriculum assignments/projects. One is the General Music assignment which requires students to develop a unit of study for a middle school general music class. The other is the guitar assignment in which candidates create a series of lesson plans for students in a middle school or high school guitar class. Assignments include modifications for all learners. Description of assignment and rubric included with course syllabus.

Standard (b)4(e) Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners

EDUC 500 – *Exploring Teaching* candidates complete a Curriculum Writing Project including a lesson teaching topic that requires them to indicate the competency(s), standards, modifications and assessments required by their topic. Candidates identify two students; one with music learning differences and another with behavioral challenges and include modifications within the lesson to support these students. Description of assignments and rubrics included with course syllabus.

MUED 791 – *Teaching Secondary Music* candidates read and respond to four articles which address standards-based curriculum, planning and instruction, including the need to make appropriate modifications. Further, skills are evaluated as follows: the General Music assignment (addresses standards-based assessment and modifications for all learners), the Interdisciplinary assignment (addresses summative competency assessment), and the Guitar assignment (requires informal formative assessment, and modifications for all learners). Description of assignments and rubrics included with course syllabus.

Standard (b)4(f) - Use competency-based assessment strategies to determine and communicate student progress and achievement

EDUC 500 – *Exploring Teaching* candidates complete a Curriculum Writing Project including competencies, standards, lesson plans, modifications and standards-based assessments.

MUED 790 – *Teaching Elementary Music* candidates submit the “Singing/Rhythmic Game” assignment/teaching project complete with standards-based assessments. Lesson Plan template included with course syllabus.

MUED 791 – *Teaching Secondary Music* candidates develop various formal and/or informal assessments that are standards-based and/or competency-based in the General Music assignment, Guitar assignment and the Interdisciplinary assignment. Description of assignments and rubrics included.

Recommendations that require responsive action

Reviewer Stated on pg. 35, “it was evident that vocal music education students learn to play instruments in *Instrument Techniques* courses, however, they do not take a class that is specifically designed to teach preservice music teachers how to instruct K-12 students in the instrumental setting. It is recommended that all vocal music education majors (who, upon graduation, will be certified to teach vocal, instrumental and general music to K-12 students) be required to also take *Instrumental Methods* courses to ensure they learn the proper pedagogy associated with instrumental music instruction within the K-12 setting.”

Additional Subsequent Actions to address these concerns

In addition to the course assignments mentioned above pertaining to unmet standards (4) b, e and f, faculty revised the following course assignments in response to recommendations that require responsive action;

EDUC 500 *Exploring Teaching*

- Candidates complete fourteen weeks of field placement, peer practice and textual reading in the teaching of beginning band and string orchestra (not common in New Hampshire schools). This placement in first, second and third-year band, chorus and orchestra provides candidates with hours of observation, discussion and experience micro-teaching instrumental beginners. This instruction includes hands-on practice reviewed by both a certified school music teacher, a graduate assistant and a UNH faculty member. The planning for inclusion of every school student is constantly discussed. The curriculum is competency-based, and the program is committed to standards-based assessment. Candidates must function successfully in that beginner-level field placement. Assessment is a large part of the final assessment for the course using Likert-scale standards.

MUED 765 *Teaching Instrumental Music*

- Candidates create a *School Band or School Orchestra Curriculum Handbook* that clearly states what students are to learn as they progress through a band or orchestra program
- Candidates complete a Rehearsal Project: learn to prepare an ensemble for performance by completing the entire process with our peer ensemble. Write up the entire experience in a document titled *Concert Preparation*. Candidates will select a piece, explain why it is a good selection, study it, prepare it for rehearsal, rehearse it, and evaluate their preparations and performance.

MUED 790 *Teaching Elementary Music* candidates learn to create and teach lessons in which

- Students improvise vocally, through movement, body percussion and rhythm and barred instruments.
- Students demonstrate an understanding of the use of simple pitched and unpitched classroom instruments including Orff instruments.
- Students learn to play the recorder as a means to better understand teaching, reading and playing music.

MUED 791 *Teaching Secondary Music*

- Candidates learn to prepare and teach beginning guitar students in a classroom setting. Candidates are assigned to teach a non-guitarist their first guitar lesson.

In addition, required coursework in conducting, orchestration, and the various techniques courses contributes important skills in score reading, instrument transpositions, score study and rehearsal techniques.

UNH Music Education faculty believe the reviewer's comment above may represent a misunderstanding of the music teacher standards (5)c. 1 or 2 caused by poor formatting on the NHDOE self-assessment worksheet which obscures the intention of those standards. Two of our faculty were members of the task force that created these standards. They know that the intent of section 5 was to offer candidates **a choice** between having a slight instrumental focus or vocal/chorus focus. Please see below.

5 c. Instruct, rehearse, assess and refine **either**:

1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:
 - (i) Tone production in the general and extended ranges of the voice including the changing voice;
 - (ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and
 - (iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; **or**
2. Instrumentalists throughout their school career in performances including advanced techniques of:
 - (i) Tone production;
 - (ii) Articulation;
 - (iii) Fingerings, including alternate fingerings; and
 - (iv) Transposition for less commonly used instruments.

UNH candidates elect to complete either 5c 1 or 2, although some students do complete both voluntarily, it is not required. Those who choose to complete the advanced instrumental emphasis enroll in MUED 765. Those who choose to complete the advanced vocal/choral emphasis enroll in MUED 755.

Response to Reviewer's Suggestions

We appreciate the reviewer's suggestions resulting from conversations with cooperating teachers, current music and music education faculty, and alumni. After carefully reviewing the suggestions, the Music Education program has;

- increased the emphasis on the 2014 National Core Arts Standards in music courses
- added a mandatory meeting between cooperating teachers and the music education program coordinator before the start of student teaching to review the cooperating teacher responsibilities. Currently, cooperating teacher responsibilities are outlined in the student teaching handbook, the cooperating teacher contract, which cooperating teachers sign before the start of student teaching and in discussions with the UNH supervisor. The mandatory meeting will also provide an additional opportunity to receive feedback from cooperating teachers regarding educator preparation.
- created a "draft "cooperating teacher handbook to distribute prior to student teaching

Appendix

NHDOE Team Report Music Education Summary

NHDOE Self-assessment worksheet

Revised Syllabi and Course Assessments

"Draft" Cooperating Teacher Handbook

Name of Program: Music Education

Program Number: Ed. 612.20

Recommendation for Program Approval: Conditional Approval

Reviewer Name(s): Erin Zaffini

1. Summary of Findings on the Unit's Program Assessment System:

Preparation through the UNH department of music education include (1) the development of high musicianship and performance skills among its preservice teachers, (2) the efforts made by music education faculty to place student teachers with exceptional music cooperating teachers who lead high quality music programs throughout the state, (3) allowing preservice music educators the option to enroll in *Marching Band Methods*, a course that is necessary for those teachers who wish to successfully direct and run a marching band program, and (4) the hiring of a current classroom general music specialist to serve as faculty for the *Elementary Methods* course.

The standards in which student teachers are being held accountable are divided into two different areas: musicianship skills and K-12 music education pedagogy. Since the standards for musicianship skills are being met within the program, but the strides to meet the pedagogical standards within the program, overall, are being deemed ineffective by cooperating teachers, it is the recommendation of the reviewer that the music education program receive conditional approval from the Department of Education.

The UNH department of music education has many performance opportunities to offer its students, and students who graduate from the program are highly-trained musicians. A conversation with music education faculty revealed some areas that both the UNH music education faculty and the program reviewer deemed as valid suggestions for improvement that might strengthen the program. These suggestions, as well as suggestions derived from discussions with cooperating teachers and former students, are not mandated.

2. Commendations: None

3. Suggestions:

Suggestions for the program come from conversations with cooperating teachers, current music and music education faculty, and alumni. During their interview with the reviewer, music education faculty agreed that potential areas for growth include (1) the addition of the current 2014 National Core Arts standards for music education in all related coursework, (2) the renovation of facilities to update rehearsal, classroom and performance space, as well as to make the building more accessible to students with varied physical abilities, (3) the addition of ukulele methods within general music methods courses, (4) providing cooperating teacher training and clear guidelines of cooperating teacher roles and responsibilities to enhance their ability to serve in their positions as mentors. Conversations with cooperating teachers, students, and graduates of the program reveal that graduates could benefit from further preparation in the "realities of teaching", particularly the completion of administrative tasks associated with being a music educator, as well as being more prepared and more informed about the realistic daily complexities of serving as a music educator within a comprehensive K-12 music program.

Interviews with cooperating teachers provided some insights into possible suggestions for the program as well. Cooperating teachers cited a lack of opportunities to provide feedback about the preparation program to music education faculty, as well as a lack of opportunities to provide feedback regarding student teacher progress throughout the student teaching semester. It is suggested that regular opportunities are provided for cooperating teachers to share feedback regarding student teacher preparation, as well as offer regular meeting times to more thoroughly discuss student teacher progress. Cooperating teachers desire to learn more details about their roles and responsibilities as host teachers. Music education faculty might consider providing cooperating teachers a detailed summary of cooperating teacher roles and

responsibilities, as well information about the standards for student teaching and details about specific course content and learning experiences that students experience prior to student teaching. In addition, cooperating teachers desire to collaborate more with music education faculty, citing a lack of support in their roles, as well as missed opportunities to conference with university supervisors and student teachers during observation visits.

4. Recommendations that Require Responsive Action:

Recommendations for the program, which are tied directly to standards for music educator preparation, are centered on the music pedagogy standards within the program. Specifically, cooperating teachers and alumni addressed three standards in particular that they agreed were not being met: student teachers' successful ability to:

- (1) design standards-based curriculum, planning and instruction and assessments including modifications to meet all learners,
- (2) use competency-based assessment strategies to determine and communicate student progress and achievement, and
- (3) guide all students through singing, playing instruments, and moving purposefully.

Overall, cooperating teachers noted that preservice teachers in the program, while excellent performers and musicians, lack critical content and pedagogical knowledge that would enable them to be effective educators in the K-12 student teaching setting. They do, however, note that these skills can improve over time during the student teaching semester.

Specifically, interviews revealed that cooperating teachers and alumni agree that student teachers receive little to no training in basic curriculum design, assessment practices and adaptive music methods geared towards teaching students with exceptionalities in the choral, instrumental and general music setting. The professor of *Choral Music Methods*, a course that was observed during the second day of the site visit, also noted a lack of time allotted for course content, and mentioned that he would most likely be unable to include any instruction on curriculum, assessment, or accommodations and modifications pertaining to choral music instruction.

Although the course sequence and syllabi demonstrate that teaching students with exceptionalities is addressed (as discussion topics in music education coursework as well as in *Educating Exceptional Learners*, a specific course offered through the Education Department that is required of all education majors), cooperating teacher feedback indicates that more must be done to prepare music education preservice teachers on how to instruct K-12 music students within specific musical settings. In addition, although course syllabi indicate that curriculum and assessment is discussed in music education coursework, cooperating teacher feedback, along with some assessments and rubrics developed within the TCAP and shared as evidence with the reviewer, indicate that more should also be done to prepare preservice music educators in the basics of curriculum and assessment development.

During this review, it was evident that vocal music education students learn to play instruments in *Instrument Techniques* courses, however, they do not take a class that is specifically designed to teach preservice music teachers how to instruct K-12 students in the instrumental setting. It is recommended that all vocal music education majors (who, upon graduation, will be certified to teach vocal, instrumental and general music to K-12 students) be required to also take *Instrumental Methods* courses to ensure they learn the proper pedagogy associated with instrumental music instruction within the K-12 setting.

(602.13) The Institution shall submit to the Department within six (6) months of the state board approval decision a progress report.

5. Program/Certification Rating (*refer to Appendix*): Needs Improvement, 2

6. Evidence Supporting the Rating Includes:

Evidence collected for this review include faculty, student, alumni and cooperating teacher interviews, course syllabi, TCAP assessments, and class observations.

- UNH Music Education Department Self-Assessment Report
- UNH Music Education Department Instrumental Plan of Study: MusicInstrumental.pdf
- UNH Music Education Department Vocal Plan of Study: MusicVoice.pdf
- Plan of Study_Cataloguelink.pdf
- Course Syllabi
- Faculty CV
- MusicprogramsummaryFinal.pdf
- Clinical Partnership Documents
- NH TCAP Reports:
- EDUC 694 Music A Spring 2019
- EDUC 694 Music B Spring 2019
- EDUC 694 Music Fall 2018
- EDUC 694 Music Spring 2018
- NH Department of Education Self-Assessment Worksheets

On Site Interviews Including:

- 10/21/19: Music Education Faculty Interview, including the Coordinator of Music Education and the Senior Lecturer of Music Education
- 10/21/19: Current music education students and alumni interview
- 10/22/19: Cooperating music teachers

Informal music faculty conversation (after class observation)

10/22/19: Director of Choral Activities

Music Education (Ed 612.20) Self-Assessment Worksheet

Ed 612.20 Music

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.20 MUSIC	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY). The University of New Hampshire uses the New Hampshire Teacher Candidate Assessment of Performance (NHTCAP) as one measure to demonstrate candidates' ability to meet the NH Ed 610.02 professional education standards for beginning teachers. The NHTCAP is completed during the culminating experience EDUC 694 Student Teaching and Seminar.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) The following requirements shall apply to the teacher preparation program for music in grades K-12.		
(b) The teacher preparation program for music in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:		

<p>(1) Personal musicianship and performance ability including:</p> <ul style="list-style-type: none"> a. Performing as a soloist and as a member of a musical ensemble accurately and expressively from notation either vocally or instrumentally; b. Improvising to a structured harmonic accompaniment, in a variety of styles, including but not limited to jazz; c. Playing and transposing on; <ul style="list-style-type: none"> 1. Piano; and 2. Guitar; d. Conducting representative musical literature; and e. Researching, planning, and presenting a musical performance; 	<p>7 semesters of applied instruction (lessons)</p> <p>MUED 790 Elementary Music Methods course assignments and peer teaching</p> <p>4 semesters of Functional Piano class. Further keyboard requirements including accompanying in EDUC 500 <i>Exploring Teaching</i> and all four music methods courses</p> <p>Guitar strumming and accompanying tech in MUED 790 <i>Elementary Methods</i> course;</p> <p>Guitar pedagogy in MUED 791 <i>Secondary Methods</i> course focuses on teaching guitar in middle school and high school general music classes.</p> <p>Instrumental, Secondary Methods course and Student Teaching.</p>	<p>Performance exam (jury) each semester with ratings collected to create a record of achievement and to allow, at end of sophomore year, promotion to Junior Standing</p> <p>Required degree capstone solo recital performance assessed by individual applied faculty</p> <p>Peer teaching assignments</p> <p><i>Functional Piano</i> course playing exams, <i>Exploring Teaching</i> class and practicum experience assessments, and upper level methods course assessments</p> <p>Course unit devoted to guitar skill acquisition taught and evaluated by a guitar specialist in Elementary Methods. <i>Elementary Methods</i> teacher requires guitar accompaniment in peer teaching experience.</p> <p><i>Secondary Methods</i> includes expanded attention to teaching guitar to middle school and high school students assessed in class and student teaching.</p> <p>Year-long, graded conducting course; conducting required in 3 succeeding courses Choral, Secondary and Instrumental Methods</p> <p>Programs planned, rehearsed and evaluated in <i>Instrumental Methods</i> and <i>Secondary Methods</i></p>
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<p>(2) Aural skills and theory including:</p> <ul style="list-style-type: none"> a. Hearing and correcting individual parts; b. Aurally recognizing a variety of historical and contemporary musical forms and genres; c. Sight singing; d. Notating music from listening; and e. Reading and writing music in: <ul style="list-style-type: none"> 1. Traditional notation using a variety of clefs; and 2. Non-traditional notation; f. Making common transpositions; g. Analyzing formal and expressive elements in written music; and h. Composing and arranging music; 	<p><i>Exploring Teaching, Conducting, Choral Methods, Instrumental Methods</i></p> <p>Yearlong course - <i>Survey of Music History</i>, music history elective</p> <p>Four semesters of <i>Aural Skills</i> Four semesters of <i>Aural Skills</i></p> <p>Four semesters of <i>Music Theory</i></p> <p>Instrument techniques courses, two semesters of <i>Conducting, Instrumental Methods</i></p> <p>One semester course – <i>Analysis</i></p> <p>Recurring assignment in four semesters of <i>Music Theory</i> and one semester of <i>Orchestration</i></p>	<p>Assessed in <i>Exploring Teaching</i> practicum and other listed courses, and considered as part of Junior Standing</p> <p>Course quizzes and exams</p> <p>Course quizzes and exams</p> <p>Applied instruction, <i>Conducting, Orchestration, Elementary Methods, Secondary Methods, Choral Methods, Instrumental Methods</i></p> <p>Quizzes in listed courses, assessed in <i>Exploring Teaching</i> practicum and student teaching</p> <p>Analysis (score preparation) project in <i>Choral</i> and <i>Instrumental Methods</i> courses</p> <p>Course assignments in <i>Music Theory</i> and Recording project in <i>Orchestration</i></p>
<p>(3) Music history and culture including:</p> <ul style="list-style-type: none"> a. Describing the development of Western art music beginning with The Middle Ages; b. Analyzing the role of music in a variety of cultures; and c. Describing the music of a variety of cultures; 	<p>MUSI 501-502 <i>Survey of Western Music</i> And elective course in music history</p> <p>MUSI 515 <i>Music in World Cultures</i></p>	<p>Quizzes, tests and papers to demonstrate ability to describe Western Art Music</p> <p>Quizzes, journals and papers to demonstrate ability to analyze and describe multicultural music from around the world</p>

<p>(4) K-12 general music pedagogy including:</p> <p>a. Develop in students the ability to read and write music in traditional and non-traditional notation;</p> <p>b. Guide students to express themselves musically through singing, playing instruments, moving purposefully, improvising, composing and arranging;</p>	<p>EDUC 500-Exploring Teaching Music Learning Theory - Sequence Teaching assignments</p> <p>MUED 790 Topic: Teaching music reading based on child-developmental theories.</p> <p>MUED 790 (4)b– <i>Teaching Music in the Elementary School</i>, and MUED 791(4)b- <i>Teaching Music in the Secondary School</i>.</p>	<p>EDUC 500 Assignment: Rhythm and Tonal Sequence teaching of middle school students through the taxonomic steps of aural/oral, verbal association and Reading</p> <p>MUED 790 Topic: Teaching music reading based on child-developmental theories.</p> <p>MUED 790 (4)b Assignment: Singing/Rhythmic Game: Students present and teach a singing/rhythmic game (appropriate for the K-5 student) using the “Orff” process discussed in class. Students complete a lesson plan showing Objectives, Process and an I CAN statement. Lesson Plan template attached.</p> <p>MUED 791 (4)b General Music assignment and Guitar assignment includes reading tablature and chord grid notation. Assignments and assessment rubrics included.</p>
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<p>c. Develop in students the ability to describe, analyze and evaluate music and musical performances through a variety of methods including guided listening;</p> <p>d. Create sequential instruction in music history, its role in culture, and its relationship to other disciplines;</p> <p>e. Design standards-based curriculum, planning and instruction and assessments including modifications to meet the needs of all learners;</p> <p>f. Use competency-based assessment strategies to determine and communicate student progress and achievement;</p>	<p>EDUC 500 (4)e-Exploring Teaching MUED 791(4)e-Secondary Methods</p> <p>EDUC 751: Educating Exceptional Learners Lesson Plan Assignment- Teacher candidates learn to understand and utilize a diverse range of approaches to student learning.</p> <p>EDUC 500 (4)f MUED 790 (4)f MUED 791 (4)f</p>	<p>EDUC 500(4)e – Students complete an extensive Curriculum Writing Project. Assignment and assessment rubric included.</p> <p>MUED791(4)e – a. Readings in Twice Exceptionality, Assessment in Music Education, Curriculum Writing, and 21st Century Skills</p> <p>b. General Music Assignment (A Broad Planning Assignment)</p> <p>c. Interdisciplinary Assignment.</p> <p>d. Guitar Assignment</p> <p>Assignments and assessment rubrics included.</p> <p>EDUC 751 Student Lesson Plans are evaluated using a 4 point scoring rubric aligned with criteria from the General Special Education standards.</p> <p>EDUC 500 (4)f – Curriculum Writing Project includes competency-based and standards -based assessments. Rubric included.</p> <p>MUED 790(4)f – “Singing/Rhythmic Game” includes standards-based assessment requirement. Lesson Plan Template with syllabus.</p>
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<p>g. Work with colleagues to provide inter-disciplinary instruction;</p> <p>h. Describe and advocating for a comprehensive K-12 music program; and</p>		<p>MUED 791(4)f – The General Music assignment, Guitar assignment and Interdisciplinary assignment include standards-based and/or competency-based assessment. Assignments and assessment rubrics included.</p> <p>MUED 791 –Interdisciplinary unit with other subject areas required. Rubric included.</p>
	EDUC 500	EDUC 500-Students describe and advocate for a Complete School Music Program
	MUED 741	MUED 741– Requires a statement of philosophy for a choral program
	MUED 765	MUED 765- Requires an Advocacy Statement for an instrumental program
	MUED 790	MUED 790– Requires a statement of philosophy for an elementary program
	EDUC 500	EDUC 500 -Students use Microsoft Word & Excel and YouTube to plan, prepare and provide instruction.

<p>i. Use current technologies and multimedia to:</p> <ol style="list-style-type: none"> 1. Plan and prepare instruction; 2. Delivers instruction; 3. Provide opportunities for music students to create, perform, and respond; and 4. Amplifies and augments performance; 	<p>MUED 791</p>	<p>Assignment and assessment rubric included.</p> <p>MUED 791 – Students complete a sound amplification unit, and a general music assignment with required technology components. Assignments and assessment rubrics included.</p>
<p>5) K-12 music performance pedagogy including:</p> <p>a. Develop in students the ability to sing and perform expressively alone and with others at a beginning level in healthy, age appropriate ways including:</p> <ol style="list-style-type: none"> 1. Tone production in the general and extended ranges of the voice including the changing voice; 2. Vocal techniques, including, but not limited to diction, breathing, and posture; and 3. Varied repertoire; and 	<p>EDUC 500 (5)a</p>	<p>EDUC 500 (5)a - Course assignment: Teaching Beginning Singers and Instrument Players. Students prepare a curriculum for beginning choral and instrumental ensemble instruction. Assignment and assessment rubric included.</p>
<p>b. Develop in students the ability to play and perform expressively alone and with others at a beginning level on classroom instruments, beginning band, and orchestra instruments in healthy, age appropriate ways including:</p> <ol style="list-style-type: none"> 1. Tone production; 2. Articulation; 3. Fingerings; and 4. Transposition for commonly used instruments; 	<p>EDUC 500 (5)b MUED 791 (5)b MUSI 781</p>	<p>EDUC 500(5)b- Course assignment: Students prepare a curriculum for beginning choral and instrumental ensemble instruction. Assignment and assessment included.</p> <p>MUED 791(5)b-Teaching Secondary Music candidates learn to prepare and teach beginning guitar students in a classroom setting. Candidates are assigned to teach a non-guitarist</p>

		their first guitar lesson. MUSI 781 – Instrumental score study, instrument transpositions and rehearsal strategy
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<p>c. Instruct, rehearse, assess and refine either:</p> <p>1. Vocalists throughout their school career and in performances of choral music with knowledge of advanced techniques of:</p> <ul style="list-style-type: none"> (i) Tone production in the general and extended ranges of the voice including the changing voice; (ii) Vocal techniques, including, but not limited to diction in English and in foreign languages; and (iii) Varied repertoire, including music of four or more parts, accompanied or a cappella; or <p>2. Instrumentalists throughout their school career in performances including advanced techniques of:</p> <ul style="list-style-type: none"> (i) Tone production; (ii) Articulation; (iii) Fingerings, including alternate fingerings; and (iv) Transposition for less commonly used instruments. 	<p>MUED 755 (5)c. 1</p> <p>OR</p> <p>MUED 765 (5)c. 2</p>	<p>MUED 741-Choral Methods MUED 755-Vocal Pedagogy</p> <p>OR</p> <p>MUED 765 (5)c. 2 – Instrumental Methods: Students create a Rehearsal Project. Assignment and assessment rubric included. MUED 765 (5)c. 2 – Instrumental Methods: Students create a Curriculum Handbook that clearly states what students are to learn as they progress through the band or orchestra program Assignment and assessment rubric included.</p>
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Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-89, EXPIRED 2-21-92

New. #6366, eff 10-30-96; ss by #7924, eff 7-24-03; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.13); ss by #9939, INTERIM, eff 6-9-11, EXPIRED: 12-6-11

New. #10130, eff 5-18-12

EDUC 500, Section 5 – EXPLORING TEACHING
Fall 2020 Syllabus

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Other people assisting with this class –

Dominick DeFrancisco, UNH Graduate Assistant
Sarah Kuhn, Oyster River Middle School Band
Jarika Olberg, Oyster River Middle School Chorus
Andrea von Oeyen, Oyster River Middle School and High School String Orchestra

Required Texts

Froseth, James. **Do It!. Book 1 and Book 2**, GIA Publications. (This is the band lesson book – available in class. Please return at the end of the course.)

Newell, David. (2008). **Teaching Rhythm: New Strategies and Techniques for Success**. Neil Kjos Music Publications.

The UNH Music Education Handbook, available on-line at www.unh.edu/music.

Music Student Teacher Handbook, available on-line at www.unh.edu/music.

Suggested Texts

Denton, Paula. (2007/2013). **Teacher Language that Helps Children Learn**. 2nd ed. Northeast Foundation for Children.

Perrone, Vito. (1991). **A Letter to Teachers**. San Francisco: Jossey-Bass.

Central Questions of this Course

Is school music teaching a good career choice for you and the students whom you will teach?

Can you work effectively within a public school?

Can you synthesize your music and teaching knowledge and skills into an effective program for children?

Can you describe and advocate effectively for a quality school music program and describe the characteristics of good teaching necessary for such a program?

INTRODUCTION

Exploring Teaching introduces the academic discipline and the professional practice of school music teaching. It provides both academic learning in some of the most important things school music teachers must know. It also provides first experiences with classes of school music students.

As a result, the course is divided into two equal parts – academic and experiential. To be successful in *Exploring Teaching* students must complete in a satisfactory manner each part of the course. It is graded as a Credit/Fail course by design. To pass the course students must complete both halves of it.

Academic Expectations

The academic portion of the course is centered around weekly seminar meetings Monday and Wednesday from 8:10 to 9:00 am. These class meetings provide opportunity to learn, discuss and model the professional practices music teachers must master. A series of readings will be provided to students at no charge on the Modules section of the Canvas website for this course. Students must read and submit a written response to each of the eight readings. Further, you will be assigned four slightly larger written projects to demonstrate your understanding and mastery of critical teaching skills.

Assignments

The three major written assignments will be in the topics of

1. *Handbook on Teaching Beginning Band, Chorus and Orchestra*
2. *Curriculum Writing Project*, including
 - a. *Understanding By Design (UBD)* and lesson planning
 - b. Assessment, including rubric creation and use
 - c. Making modifications for students with special needs
3. *Final Self-Assessment* of your skills developed so far, your skills still to be developed and your interest and commitment to staying in the music education program

See the individual detailed assignments for each of these as posted separately in Modules on Canvas.

Experience Expectations

Students are to participate and observe school teachers and students at work. You must record 60 hours of time in the assigned school music classes – typically between 8:10 and 11:00 am on Tuesdays and Thursdays at the Oyster River Middle School. Directed observation is likely to be your most common activity, but you are likely to be asked by individual teachers to try your hand at small moments of class teaching.

When you are in the schools you will have several regular expectations. One is a weekly topic to observe and comment upon. You will be asked to look for ways that successful teachers teach and comment upon them.

You will have a brief conversation as a group with one of the music teachers or some other invited guest each week. Organized weekly conversations with these teachers will be a regular part of your school visits. They will share with you their thoughts and experiences of success and failure as a teacher working with young students. Feel free to ask the cooperating teachers about their thoughts on these topics.

TEACHING BEGINNING BAND, CHORUS AND ORCHESTRA

As a school music teacher, you need to be prepared to teach students in beginning band, chorus and orchestra classes. As a class we will work to create a handbook for you to use to remind you of the most important things you will need to know and do to teach beginners effectively. You are in the process of acquiring in techniques classes many individual skills and knowledge that you will need as a teacher of beginners. This assignment asks you to work together with others students and experienced school music teachers to provide a synthesized approach to your teaching – a curriculum for the first two years.

You will be grouped into committees to organize and present to class the necessary skills and knowledge you should teach. You will be a member of either the band committee, the chorus committee or the orchestra committee. Each committee will have 3 to 5 members with particular skills and interest in one of those topics. Once the committee work is complete the reports will be combined into a useful document for you to discuss and keep.

Each part of the handbook (band, chorus, orchestra) should include discussion of the following information as appropriate.

- Recruiting students and providing/obtaining instruments

- Instrument assembly and maintenance/Vocal health and pedagogy

- Teaching students to read and write music (musical literacy)

- Technique: Tone production, articulation/diction/bowing, breathing, posture, fingerings

- Recommended video and/or audio recordings for you or students to consult

- Literature Selection: Types of music, complexity appropriate for beginners

- Type of instruction, frequency and schedule of class meetings that lead to success

Assessment Rubric

Recruiting and Instrument Acquisition	Little understanding of how to attract students	Few thoughts about attracting students	Cohesive plan to attract students
Instrument Assembly and Care/Vocal health	Little understanding of instrument function/vocal health	Moderate understanding of instrument function/vocal health	Thorough approach to good instrument functioning/vocal health
Music Literacy	“Hit or miss” approach to teaching literacy	A single theory-supported approach to teaching literacy	A thorough, coordinated approach to teaching literacy
Technique	Poor understanding of the critical techniques of music making	Modest understanding of appropriate techniques	Thorough understanding of appropriate techniques
Literature Guidelines	Little knowledge of appropriate guidelines	Limited knowledge of appropriate literature guidelines	Thorough understanding of

			appropriate literature guidelines
Scheduling & Type of Instruction	Poor understanding of school scheduling	Cooperative understanding of school scheduling	Integrated understanding of school scheduling

CURRICULUM WRITING ASSIGNMENT

Here is an assignment intended to help you synthesize what you know about curriculum planning and design in music. It requires you to develop goals, a lesson plan and assessments for a particular teaching unit that you imagine you may need to provide as a school music teacher.

1. Begin by choosing to be a certain kind of music teacher. You may choose from the choices below.

Middle School Band
Middle School Chorus
Middle School String Orchestra
Middle School General Music Teacher
Elementary School General Music Teacher

2. Decide on a possible **very small** item to teach in one class meeting (10-15 minutes of class time only)

Select a section (8 measures?) of an age-appropriate piece of music, or a topic in general music, to teach your students. You might choose to teach/rehearse a piece or to teach a topic that you remember learning in school as a student.

Possibly focus on –

New notes/fingerings
New articulation/position slide/diction
Scale
Small portion of a piece
A general music class topic of current interest

3. Choose your curriculum standards. Choose a standard that your objective is drawn from. (You can use the list below.) some of these standards won't apply to this short teaching assignment. You may have only one standard that applies to this assignment. If so, choose it and state it.

Choose a Standard from

Create
Present
Connect
Perform in an Ensemble
Improve Technique

Hear Accurately
 Evaluate
 Read & Write Music
 Understand Music Theory
 Any Other Standard You Propose

4. Create 2 imaginary students with particular special needs for whom you should make an accommodation(s). One student should have a common diagnosed special need (physical need, learning disability, emotional need, socio-economic) and the other student should have some musical special need. Imagine what those needs are in detail and what you will have to do to help those students succeed in class.
5. Create a lesson plan that some other music teacher could follow in your absence to teach your chosen topic to your class including those students requiring the modifications you plan. In other words, be clear about what your students should learn in these 10-15 minutes and how you want them to learn it.
6. Assess the progress or mastery your students should make. Discuss a meaningful and authentic method of assessing student learning/progress. Create a rubric you might use for this purpose. This is important.

How will your rubric identify the progress/learning your students will make? How will the rubric look for an excellent student, an average student, and a very weak student? Consider imitating one of the exemplary rubrics made available to you.

7. Reflect on this lesson plan. What looks to you like the best parts of your lesson? The weakest? What could go well or go wrong? Any final thoughts?

Your project will be assigned according to the following rubric:

	1	2	3
Content	Seems to know content only in a shallow manor	Knows most content fairly well	Thoroughly understands the content of the lesson
Flow	Project includes little substantial content	Project touches at least one content area of meaning	Project provides a scaffold for thorough learning
Modifies	Very little consideration of individual needs	Modest consideration of Individual needs	Fully aware of needs of individual students
Assesses	Has no real plan for assessment	Assessment plan (rubric) is flawed	Thoughtful rubric should assess thoroughly

Julia D'Antico
04/27/2020
ED 500
Curriculum Project

1. Middle School Band - Mixed years 6-8
2. I have selected to work on the first 8 measures of March Opus 108 by Felix Mendelssohn and arranged by Todd Stalter. We will focus on the slur two-tongue two in the upper woodwinds, understanding accidentals/fingerings of those accidentals, and the dotted eighth-sixteenth rhythm.

2

CONDUCTOR SCORE
Duration - 2:30

March, Op. 108

Felix Mendelssohn
Arr. by Todd Stalter

Spritely ♩ = 112

Flute/
Oboe

B \flat Clarinets

E \flat Alto
Saxophones

B \flat Trumpets

F Horn

Trombone

Baritone
Tuba

Bells

Percussion 1
(Snare Drum, Bass Drum)

Percussion 2
(Crash Cymbals/Triangle/
Tamboourine)

Timpani

Time: F, B \flat

The image shows a page of a musical score for a mixed ensemble. The score includes parts for Flute/Oboe, Clarinet, Alto Saxophone, Trumpet, Horn, Trombone, Baritone/Tuba, Bells, Percussion 1, Percussion 2, and Timpani. The music is in 2/2 time and features complex rhythmic patterns and melodic lines. Several measures are circled in red, and a large section is circled in green, highlighting specific musical challenges or features.

3. The standard I have chosen to work on is *Improve Technique*. I have chosen this standard because my idea for this lesson plan is to have students be looking at this piece for the second or third time as a piece for their upcoming Spring Concert. As this is a mixed ensemble of middle schoolers, it is intended that the older and more experienced students would take on the higher parts while the younger students play the lower parts. There may be some overlap as some young students may take private lessons and be ahead of their peers. This piece has some rhythmic and note challenges, but I feel it is appropriate for a group of mixed age levels.
4. There is one 7th grade student, Tyler, in the band that has just transferred to the school from a small town that did not have a music program, he was very interested in playing the flute and wanted to join band. After he got a flute he was allowed to come and sit in with us. He is progressing very smoothly, though he is a bit behind some of the students his age, as he is one to two years behind their playing level. For him, this music may prove to be a bit challenging. Some of the younger students are doubling the oboe part, as there are less oboes and the higher register doesn't always speak for them. As an accommodation for this student, I would rewrite the oboe part out for him and simplify the rhythms. For instance, I would remove some of the passing tones for the 8th note patterns and make it a quarter note. I would also do this for other young students struggling to play the more complex rhythms.

In the class there is also an 8th grade student, Katrina, who was recently diagnosed with ADHD, according to their IEP. She frequently interrupts class and the flow of learning by talking aloud. She does not have a paraprofessional because she is very independent and wants to work through this on her own and understands that disrupting the class is beneficial to anyone's learning, but sometimes she cannot help it. She is a very sweet and kind girl, though she has the tendency to distract her whole section, and in turn the whole class. Her IEP now gives her priority seating in the classroom, since the students sit in arches, her seating is now as close to the teacher as possible. This does not affect her part placement however. She plays whatever she is capable of and has not disrupted the class nearly as much since her seat switch.

5. Lesson Plan:

Instructional Objective - Continue work on "March Op. 108"

Modifications - Ensure that Katrina is sitting at the end of the row. She plays Trumpet 1 on this piece, but her IEP gives her priority seating at the front of the room.

We have played through the piece a few times before, but the students still need lots of time and to break things down into small chunks! Do not worry if you do not get through all of it in 10-15 minutes, I understand it is a fair amount to do. Try to get through steps 1-6 if possible in that amount of time.

1. Play through mm1-8 without stopping.
2. Now play through mm1-2 slowly
3. Then isolate the flutes, oboes, clarinets, saxophones & trombones on the slur two - tongue two portion of the first measure. Take it one note at a time: no articulation, then take it a tempo: no articulation, then try it with the articulations. **Note:** some of the students playing these instruments have had the rhythms simplified to meet their needs.
4. Students should already have accidentals marked, make sure that they understand what the flat, sharp and naturals mean and how they are played on their instruments. Have each part point out where the accidentals are and show the fingers on their instruments.
5. Have the students play mm3-4, repeat if needed.
6. Now, have the students play the first four measures together.
7. Have the students play mm5-6 slowly and together.
8. Now isolate the flutes, oboes, clarinets, saxophones, trumpets, french horns & trombones for the slur two - tongue two pattern, slowly without articulations, then a tempo without articulations, then with articulations. **Note:** some of the students playing these instruments have had the rhythms simplified to meet their needs.
9. Now, we have already gone over the dotted eighth-sixteenth rhythm. But many students find this tricky, I would go over this with them again. Have students play 3 sixteenth

notes to fill in the space of the dotted note, and then have them move on the 'a' of the beat to fulfill the note movement.

10. Try it all together!

If time - Do it again!

6. Self Assessment Exit Ticket

	Level 1 - Needs Improvement	Level 2 - Approaching Standards	Level 3 - Meets Standards	Level 4 - Exceeds Standards
Rhythmic Accuracy	I don't usually play the right rhythms.	I sometimes play the right rhythms with mistakes.	I play the right rhythms most of the time.	I play rhythms right all the time with one or two mistakes
Note Accuracy	I don't usually play the correct notes, I don't play accidentals.	I sometimes forget the accidentals and play incorrect notes.	I play the right notes most of the time and don't usually miss my accidentals.	I play notes right all the time and rarely miss my accidentals.
Articulation Accuracy	I'm having a hard time using correct articulation.	I use correct articulation sometimes, but I need to work more.	I use correct articulation most of the time.	I use correct articulation all the time with few errors.

7. I feel as though this lesson plan is a bit lengthy but it is a good activity to rehearse, isolate, repeat, reflect and respond. I feel as though this is how I would educate my band on proper rhythms, articulations and accents while also helping them feel as though they were united to a common goal and progressing in their new piece. I feel as though I have a hard time creating a lesson plan without knowing the average skill level of my students, which is why I had a mixed grade band, because I know that the 8th graders could probably achieve more than the 7th graders, and so on. Though I feel as though my lesson plan does a good job of picking apart the things that every age would find difficult. A beneficial thing of having a mixed year ensemble is that the younger students tend to learn from the older. This could help the younger students progress at a faster rate. I also feel my modifications were manageable and reasonable for a teacher or substitute to handle. Overall, I understand that the lesson plan is a bit lengthy, but I feel as though it is thorough and well planned.

Music Education 765/865 - Teaching Instrumental Music
SYLLABUS
Spring, 2021

Instructor

Mark Zielinski

Office Hours: M-222, by appointment

Office Telephone: 862-0899

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Course Purpose

This course provides the next step toward becoming a school band and/or orchestra teacher/conductor. Consideration of related philosophical issues and educational concerns are mixed with practical skill development. It is a basic premise of this course that the most successful instrumental music courses blend music teaching and music rehearsal into a meaningful total experience that brings student performers to age-appropriate musical expression. Teachers of such courses must provide administrative direction to a large, complex program, provide instruction in instrumental music techniques and music reading, and run rehearsals that lead to accurate performances with expressive meaning.

Course Topics

This course will provide opportunities to explore

- Advocating publicly for instrumental music education
- Selecting and preparing age-appropriate, artistically expressive musical literature in various instrumental ensemble types
- Assessment (competency based, formative, summative, standards based)
- Gaining experience rehearsing ensembles
- Making simple repairs to instruments
- Budget-making for ensemble programs, including challenges with equity
- Dealing with parental support groups/booster organizations, school boards and administrators
- Improvisation with developing instrumental musicians
- Individualized and modified instruction for all students, including those with special needs

NEW HAMPSHIRE CERTIFICATION REQUIREMENTS

Portions of this course help music education majors meet the following state teacher certification requirements. The music teacher candidate can

- Analyze music (prepare a score; teaching/learning guide, due date listed in Course Assignments)
- Describe and advocate for a k-12 music program; (class participation, 3rd week of class)
- Use technology to amplify and augment performance; (class participation, post spring break)

- Develop in students the ability to play properly *at a beginning level* alone and with others with attention to transposition for common instruments; (rehearsal project, due date listed in Course Assignments)
- Instruct instrumentalists with knowledge of advanced techniques of tone production, articulation, fingerings (including alternate fingerings), and transpositions for less commonly used instruments; (rehearsal project, due date listed in Course Assignments)
- Assessment: create and utilize a variety of assessment methods and strategies including standards based assessment, formative and summative assessments.
- Modifying instruction for all learners, including those with special needs.

Recommended Texts

Benham, John. **Music Advocacy.**

Garofalo, Robert. **Teacher's Guide to Chorale and Shaker Dance.**

Miles *et al.* **Teaching Music Through Performance In Band/Orchestra**, multiple volumes

Walker, Darwin. **Teaching Music.**

Course Assignments

1. Because much of the course requires students to rehearse peer ensembles, attendance in class is required. Each unexcused absence will slightly lower your final grade in this course, and more importantly, it will deprive other students of the best possible experiences teaching and rehearsing an ensemble. Class sessions will include discussions of the contents of your Curriculum Handbook, practice identifying performance errors in ensemble rehearsals, and opportunities to practice rehearsing ensembles. Absences during full class participation activities (for example, the rehearsal project) will result in a larger percent loss per absence.
2. Create a *School Band or School Orchestra Curriculum Handbook* that clearly states what students are to learn as they progress through your band or orchestra program. (*due March 11*)
3. Rehearsal Project: learn to prepare an ensemble for performance by completing the entire process with our peer ensemble. Write up the entire experience in a document titled *Concert Preparation*. You will select a piece, explain why it is a good selection, study it, prepare it for rehearsal, rehearse it, and evaluate your preparations and performance. A more detailed description will be distributed and discussed in class. (*Written work due April 24, rehearsal as assigned*)
4. Read articles and respond to each of them and their implications for school instrumental music teachers. (*due dates TBA*) Readings include, but are not limited to the following:
 - Advocacy in Music: a parallel article "The Facts about Facebook"
 - "The School Music Program"
 - The zone of proximal development "Programming in the Zone: Repertoire Selection for the Large Ensemble"
 - "Beginning Jazz Improvisation"
 - "Choosing Jazz Ensemble Repertoire"

5. Additional assignments on the topics below (*due dates TBA*). Full descriptions of these will be included in a separate document.
- Improvisation for the developing student
 - Technology and instruction/assessment
 - Rubric creation and design
 - Create an age-appropriate program for an instrumental ensemble
 - Advocacy Statement Assignment

GRADING KEY

Attendance: 30%

Curriculum Assignment: 25%

Rehearsal Project: 25%

Additional Assignments (ie reading responses, etc): 20%

Related Assignments

As an additional prerequisite for student teaching you must submit a passing score from the PRAXIS Music Content Exam, Test #5113. Be careful, there are 3 Music Content tests!

PRE-REQUISITE FOR STUDENT TEACHING/INTERNING

PRAXIS II Music Content Test # 5113

or

Massachusetts Test for Educator Licensure (MTEL Test, Code 16)

Knowledge and performance of applicable solo and chamber ensemble literature and an orientation to and experience with the fundamentals of performance and pedagogy shall be explored. All students shall be required to keep a log of chamber music activities as part of their applied study (document provided to NASM in Optional response appendix). At the end of each academic semester, this log will be added to performance jury evaluations and stored in student's permanent file.

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Student (DSS). Contact DSS at (603) 862-2607 or visit them in MUB 118. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately so that we can review those accommodations.

INSTRUMENTAL PROGRAM CURRICULUM HANDBOOK

Assignment

You are to create a document that describes and explains your school band or school orchestra program for grades 5-12. Assume you have separate bands or orchestras for grade 5, 6, 7-8, 9-10, 11-12. Make this handbook your own, but it probably should be in a form something like this.

Handbook Layout

Table of Contents

Introduction (Vision, Mission, Goal Statements)

Grade 5 Orchestra/Band

Course Description
Course Content
Representative Literature
Assessment/Grading
Out of School Calendar
Behavior Expectations
Lessons
Other Performance Opportunities

Grade 6 Orchestra/Band

Course Description
Course Content
Representative Literature
Assessment/Grading
Out of School Calendar
Behavior Expectations
Lessons
Other Performance Opportunities

Grade 7-8 Orchestra/Band

Course Description
Course Content
Representative Literature
Assessment/Grading
Out of School Calendar
Behavior Expectations
Lessons
Other Performance Opportunities

Grade 9-10

Course Description
Course Content

Representative Literature

Assessment/Grading
Out of School Calendar
Behavior Expectations
Lessons
Other Performance Opportunities

Grade 11-12 Orchestra/Band

Course Description
Course Content
Representative Literature
Assessment/Grading
Out of School Calendar
Behavior Expectations
Lessons
Other Performance Opportunities

The handbook elements are explained here.

- I. A Philosophy statement in three paragraphs. The three paragraphs form an advocacy statement roughly in the form of a Vision Statement, Mission Statement and Band Goals or Orchestra Goals. You should explain how your statements conform to or fit in with the school or district's Mission Statement, to which you should refer.
- II. Course descriptions as they appear in your middle school and high school course catalogues or curriculum websites for each ensemble. They must give course title, define who your courses are meant for (what grade levels, for instance), what will be learned, what will be required for successful completion, and any special information.
- III. Specific content to be learned this year in each course. This should be the lengthiest section of the document. What exactly must flute students, clarinet students, etc. learn by the end of the year in this band or orchestra?
- IV. Representative literature (repertoire) to be performed each year at each ensemble level.
- V. Explanation of assessment and grading procedures.
- VI. Calendar of out of school expectations and their effect on grading.
- VII. Behavior expectations policy worded in a positive way. What will be the characteristics of students who are successful in your band or orchestra classes? Are they different at different age levels?
- VIII. Are lessons a part of your program? If so, how will students get them?
- IX. Aside from Concert Band and String Orchestra, are there other performance opportunities as a part of your program? How do students participate in them?

Curriculum Handbook
Rubric

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Writing Expression and clarity	Writing is clear and appropriate for this project and virtually free of errors in grammar, punctuation and/or spelling.	Writing is usually clear and appropriate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist but are minimal.	Writing is adequate for the purpose of this project. Errors in grammar, punctuation and/or spelling exist with some frequency.	Writing is inadequate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist, and with frequency.
Vision, Mission, Goal Statements	The vision, mission and goal statements are clear and illustrate a strong view of how a music program aligns with a school and community.	The vision, mission and goal statements are mostly clear and usually illustrate a strong view of how a music program aligns with a school and community.	The vision, mission and/or goal statements are not inconsistent their clarity and do not illustrate a strong view of how a music program aligns with a school and community.	The vision, mission and/or goal statements are not clear and rarely illustrate an appropriate view of how a music program aligns with a school and community; or this material is not present in the project
Course Content: Expectations	Course content expectations are clear for each category. Content is clearly listed for each instrument.	Course content expectations are mostly clear for each category. Content is clear for each instrument; occasional lapses may occur but are infrequent.	Course content and expectations are sometimes clear for each category, although there are often inconsistencies. Lapses in expectations are frequent.	Course content and expectations are often/mostly unclear for many, if not each category and lapses occur for a majority of the project; categories and/or components are not present.

Criterion	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Course Content: sequential progression Elementary-Secondary	The progression of content is consistently appropriate, logical in its sequence and progressive throughout each level-elementary through secondary.	The progression of content is often appropriate, logical in its sequence and progressive throughout each level-elementary through secondary- however, there are occasional lapses that are minor and of short duration.	The progression of content adequately appropriate, logical in its sequence and progressive for each level-elementary through secondary. Lapses are frequent.	The progression of content is often inappropriate, illogical in its sequence and/or not progressive throughout each level-elementary through secondary.
Course Content: Representative Literature	The literature and/or methods for each level are appropriate for every level throughout the project.	The literature and/or methods for each level are appropriate for almost every level throughout the project	The literature and/or methods for each level are somewhat appropriate overall, however, there is missing information at times regarding this criteria.	The literature and/or methods for each level are inappropriate for a majority of the time, or this information is not expressed in the project.
Assessment	The assessment procedures and guidelines for the students are clearly articulated.	The assessment procedures and guidelines are stated and mostly clear.	The assessment procedures and guidelines stated are lacking appropriate clarity.	The assessment procedures and guidelines are inappropriate and/or missing.
Behavior Expectations	The behavior expectations are clear, appropriate and stated in a positive manner.	The behavior expectations are clear, appropriate and stated in a positive manner for a majority of the project. Occasional lapses may occur.	The behavior expectations are not consistently clear, appropriate and/or stated in a positive manner.	The behavior expectations not clear, appropriate and/or stated in a positive manner, or they are not expressed in the project.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Curriculum Handbook Organization	The curriculum handbook is well organized with all components present.	The curriculum handbook is well organized for a majority of the document; most, if not all components are present.	The curriculum handbook is not organized consistently, and/or some components may be missing	The curriculum handbook is not organized and/or some, if not many, components are missing.

STUDY GUIDE and REHEARSAL PLAN **(aka, Rehearsal Project)**

You are to select music for your band or orchestra to perform at a concert, festival or contest. Then you are to learn the piece, teach it to your ensemble and prepare that ensemble for performance.

- I. With some of your teacher colleagues, choose a piece for your school band to rehearse and perform. As a group of teachers you will be responsible for rehearsing and presenting the entire piece.
- II. Submit a complete curriculum unit guide for your piece. Begin by explaining why your piece is a good choice in terms of instrumentation, musicality, technique, music reading skills required, ensemble playing and other factors. List the exact instrumentation required for this piece. Make modifications, as needed, to meet the needs of all learners in the ensemble: this will be based on the needs of the students along with the need to make a representative performance of the music. How will you modify/augment parts to create a representative performance? Is this a piece your band will be able to perform well? What factors appear to be the most challenging for your students?
- III. Study your piece and present the results in the form of a phrase analysis and conducting analysis *a la* Garofalo as explained in class. The graph-like analysis - complete with measure numbers indicating phrase length, and with other annotations such as rehearsal numbers, moments of harmonic interest, and places where conducting issues occur - is required. You are only responsible for the analysis of the portion of the piece that you are rehearsing.
- IV. Prepare to rehearse your piece. Use your rehearsal time efficiently and effectively to make the piece as “concert-ready” as possible. Create lesson plans for each rehearsal: use the format already provided in class with all components present (ie music standards, assessments, materials, procedure, etc). After each of your rehearsals make a journal notation in which you indicate how things went this rehearsal, and what you would rehearse in the next rehearsal and why.
- V. Conduct your portion of your piece. Record your performance, listen to it and evaluate it.

Enduring Understandings:

After studying your piece your written Study Guide should demonstrate

- A. Your interest in and knowledge of musical works, understanding of your students' technical and emotional levels, and the context of the specific performance influence the music you select.

(This means you must explain the choice of music you have made. What technical, expressive, intellectual, personal characteristics of your music caused to choose it? Is there something about this music you think is particularly appropriate for high school students? What will your performance situation be like, and how does that knowledge of your performance setting make it a good choice? How will you monitor/assess student growth and progress throughout the sequence of lessons?)

- B. How your ability to analyze composers' context and manipulation of the elements of music provides insight into their intent and informs your performance.

(Use your "Garofalo-style" analysis to explain how the composer has manipulated the elements of music to create this piece.)

- C. Your ability to make interpretive decisions based on your understanding of the piece's context and the composer's expressive intent.

(Use your "Garofalo-style" analysis to explain how your interpretation of the piece has been informed by how the composer has manipulated the music.)

- D. How you will develop your musical ideas through rehearsal, analyze your ensemble's progress, evaluate, and refine your ensemble's performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

(Explain how you expect your piece will progress and then how it actually progressed through multiple rehearsals.)

- E. Audiences judge performance based upon criteria that vary across time, place, and cultures. The audience, the performance setting, and how your piece is presented influence your audience's response.

(Describe how your final performance went and why. Did your piece come together as you expected? What else might you have done in rehearsal?)

Rehearsal Project: A Condensed View

Instrumental Methods

1. Pick a piece of music: study it and prepare to rehearse it. The assignment is labeled “Study Guide and Rehearsal Plan”
2. Analyze the piece using the “Instrumental Methods Study Guide Template” that is posted in the Rehearsal Project Information module (this is the item nicknamed “Garafalo” as he designed this analysis).
 - There is an example of a completed version of the assignment posted in this same module.
3. Rehearse your piece each round, play your instrument when you are not conducting. Create lesson plans and record each of your own rehearsals. Reflections: write a reflection before the first rehearsal, after each rehearsal, and after the final performance.
4. All of the portions of this assignment (Reflections, Study Guide and analysis) will be due after the completion of the in-class performance of the pieces. The specific due date will be posted online and announced in class after you have completed Round 2 of rehearsals.

****IMPORTANT: Roman numeral 2 on page 1 of the “Study Guide and Rehearsal Plan” mentions a curriculum guide. You have already submitted the curriculum guide for a course of study just before Spring Break: this is referring to your analysis. The information in this category will fit in the “Garafalo” Study Guide (for example, in the “performance notes and analysis” category on the study guide)

Rehearsal Project Teaching/Learning Guide Template (aka “Garafalo” Teaching/Learning Guide) Instrumental Methods

The Teaching/Study Guide you create for the piece you must teach should include the following:

- I. Teacher’s Guide
 - a. Learning Goals
 - b. Strategies and Activities
 - i. Related Study Topics (if any)
 - ii. Student Assessment
 - c. Resources
 - i. Score Information
 - ii. Audio or Video Recordings of this or related music (if any)
 - iii. Books or Articles (if any)
 - d. Performance Notes and Analysis
- II. Student Guide
 - a. Learning Goals (Same as Teacher’s Guide)
 - b. Assignments (reading, repertoire-this piece, listening)
 - c. Practice Guide
 - d. Glossary of Terms
 - e. Historical Notes
 - f. Important Information

Instrumental Methods
Rehearsal Project Rubric

Criterion	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Writing Expression and clarity	Writing is clear and appropriate for this project and virtually free of errors in grammar, punctuation and/or spelling.	Writing is usually clear and appropriate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist but are minimal.	Writing is adequate for the purpose of this project. Errors in grammar, punctuation and/or spelling exist with some frequency.	Writing is inadequate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist, and with frequency.
Assessment Rubric: Content Clarity	The rubric consistently articulates expectations clearly throughout each category	The rubric usually articulates expectations clearly throughout each category with minimal variance.	The rubric sometimes articulates expectations clearly but they are often unclear, vague and/or lacking appropriate information.	The rubric rarely, if at all, articulates expectations and basic information is lacking, vague and/or absent.
Assessment Rubric: Criteria organization	The rubric is divided into easily understood criteria.	The criteria need a little adjustment, with the possible need to combine 2 criteria, or 2 should be combined	The criteria need moderate adjustment with the clear need for re-organization.	The criteria need major adjustment, with the need for a complete re-organization.
Assessment Rubric: Evidence of Standards based assessment related to Standards in Music Education	The content of the rubric aligns with the standards it is to assess.	The content of the rubric mostly aligns with the standards it is to assess.	The content of the rubric sometimes aligns with the standards it is to assess, but it is inconsistent.	The content of the rubric rarely, if at all, aligns with the standards it is to assess.

Criterion	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Lesson Plans: instruction	The lesson plans are consistently progressive and logical in their sequence.	The lesson plans are mostly progressive and logical in their sequence.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.
Lesson Plans: Standards in music education.	The lesson plans are clear and consistently related to standards in music education.	The lesson plans are mostly clear and consistently related to standards in music education.	The lesson plans are inconsistent in clarity and/or relation to standards in music education.	The lesson plans do not reflect standards in music education.
Lesson Plans: Components	All components are clear and represent best practices in music education.	All components are present and usually clear, and represent best practices in music education.	Components of the lesson plan are adequate, but are inconsistent in clarity and best practices in music education.	Components of the lesson plan are missing and/or is inadequate; best practices in music education are not observed.
Lesson Plans: Modifications for all learners as needed.	There is clear evidence of modifications in the plans and/or student's music.	There is evidence of modifications in the plans and/or student's music, but is inconsistent, or there are minor instances of incomplete modifications.	The evidence of modifications in the plans and/or student's music is inadequate; there are numerous incomplete examples.	There is no evidence of modifications in the plans and/or student's music.

Criterion	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Teaching/Learning Guide: components	All components of the guide, including the phrase analysis, are complete.	Most, if not all, components of the guide are complete; the phrase analysis may or may not be complete.	Most of the components are complete but are lacking critical information in some areas; the phrase analysis may or may not be complete.	Many components are incomplete or missing and/or lack critical information; the phrase analysis may or may not be complete.
Teaching/Learning Guide: Analysis	The analysis of the music is accurate and thorough.	The analysis of the music is mostly accurate and/or thorough.	The analysis has several errors, incorrect contextual information and/or is lacking adequate depth.	The analysis is absent, or is inadequate in accuracy, context and depth.
Teaching/Learning Guide: Content	The content is strong and thorough throughout the document.	The content is strong and thorough for a majority of the document.	The content is adequate throughout the document, some areas are lacking critical information.	The content is adequate for some of the document but is consistently missing critical information.
Reflections	Consistently, demonstrates self-awareness; uses information from self-reflection and video recording to prepare/modify future instruction.	Demonstrates self-awareness adequately; uses information from self-reflection and video recording to prepare/modify future instruction.	Demonstrates self-awareness inconsistently; does not use information from self-reflection and video recording to prepare/modify future instruction	Does not demonstrate self-awareness; does not use information from self-reflection and video recording to prepare/modify instruction.

Criterion	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Rehearsal: Error Detection	The rehearsal leader was able to identify errors in the ensemble and make corrections consistently.	The rehearsal was able to hear many of the errors in the ensemble and make corrections for a majority of the rehearsal time.	The rehearsal leader was able to hear some of the errors in the ensemble; corrections were accurate/helpful some of the time.	The rehearsal leader not able to hear errors and/or make accurate/helpful corrections.
Rehearsal: Effectiveness	The rehearsal leader consistently demonstrated effective rehearsal strategies (chunking, isolation, etc)	The rehearsal leader often demonstrated effective rehearsal strategies (chunking, isolation, etc)	The rehearsal leader adequately demonstrated effective rehearsal strategies (chunking, isolation, etc)	The rehearsal leader did not demonstrate effective rehearsal strategies(chunking, isolation, etc) at all; instances of effective strategies were rare and/or inconsistent.
Rehearsal: Instruct players at beginning level	The rehearsal leader consistently demonstrated the ability to instruct members to play properly at a beginning level alone and with others with attention to transposition for common instruments.	The rehearsal leader adequately demonstrated the ability to instruct members to play properly at a beginning level alone and with others with attention to transposition for common instruments.	The rehearsal leader did not adequately demonstrate the ability to instruct members to play properly at a beginning level alone and with others with attention to transposition for common instruments.	The rehearsal leader did not demonstrate the ability to instruct members to play properly at a beginning level alone and with others with attention to transposition for common instruments.

Rehearsal: Advanced Techniques	The rehearsal leader consistently demonstrated the ability to instruct instrumentalists with knowledge of advanced techniques of tone production, articulation, fingerings (including alternate fingerings), and transpositions for less commonly used instruments, when applicable.	The rehearsal leader adequately demonstrated the ability to instruct instrumentalists with knowledge of advanced techniques of tone production, articulation, fingerings (including alternate fingerings), and transpositions for less commonly used instruments, when applicable.	The rehearsal leader occasionally demonstrated the ability to instruct instrumentalists with knowledge of advanced techniques of tone production, articulation, fingerings (including alternate fingerings), and transpositions for less commonly used instruments, when applicable.	The rehearsal leader did not demonstrate the ability to instruct instrumentalists with knowledge of advanced techniques of tone production, articulation, fingerings (including alternate fingerings), and transpositions for less commonly used instruments, when applicable.
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ELEMENTARY MUSIC METHODS
(3 Credit hrs.)
Spring, 2020

Instructor: Susan Noseworthy
Location of Class: PCAC Bratton Room
Time: Tuesday & Thursday 5:10 – 6:30
E-mail: (most effective) smnoseworthy@gmail.com
Work: 775-8901
Cell: 770-7332

Course Description: The purpose of this course is to give prospective music teachers the proven techniques necessary to teach elementary school children music classes. The student will learn the elements of music, music in child development, specific applications for lessons and teaching techniques. This class will prepare students with competencies necessary to teach music to elementary children and use music as a teaching source for other content areas.

Required Textbooks:
Best in Class: Comprehensive Recorder Method
Audio Assignments will be posted on Canvas

Specific Course Objectives:

As the student, you will be required to demonstrate knowledge of:

- Singing, moving, listening, creating, improvising, composing, ensemble playing and describing, analyzing and evaluating music in the elementary classroom
- The child's voice, vocal techniques, proper diction, breathing and posture and how to select appropriate music for an elementary choral program
- Planning music activities for all children including children with special needs
- Methodologies used in schools such as Kodaly, Orff, Dalcroze, Gordon, Suzuki, and Comprehensive Musicianship
- Music and its relation to the other arts and disciplines outside of the arts as well as the study of music from a variety of cultures
- Developing an inter-discipline unit to support colleagues content areas (Project Based Learning)
- Designing and executing competency-based assessment strategies and recording student progress
- How to plan and execute a PBL (Project based learning) unit.
- The National Core Standards: The four artistic process, implementing a lesson plan template that is appropriate for the Common Core Standards as well as to design sequential curriculum and assessment based on the Common Core Standards.

- Social/Emotional learning in our elementary schools, understanding and managing emotions, set and achieve positive goals, feel and show empathy for our students and maintain positive relationships with our behavioral students.
- Accommodations for diverse learners in the music setting, pursue modifications for those students with autism, SPD (sensory processing disorder), cognitive challenges as well as other disabilities.

Skills:

As the student, you will be required to demonstrate skills in:

- **Guitar:** Basic guitar skills to accompany children's voices with the ability to transpose as necessary
- **Recorder:** Skills, techniques and teaching strategies for learning the soprano recorder and musically and correctly performing intermediate soprano recorder solos and duets as a means to better understand teaching reading and playing music.
- Comparing and contrasting the goals, philosophies, and tools of the methodologies of Zoltan Kodaly, Carl Orff, Emile Jacques-Dalcroze and other elementary music classroom approaches
- Devising and leading children in guided listening lessons
- Leading children in movement activities such as expressive movement, patterned movement, action songs and singing games
- Encouraging children's creativity
- Teaching music reading based on child-developmental theories
- Developing and formulating teaching objectives and writing lesson plans based on the lesson model presented in class and on the National Core Arts Standards
- Describing and advocating for a K-5 music program

Knowledge-based Outcomes:

This course will provide the teaching candidate with skills, competencies and knowledge through a number of experiences including:

- Students will demonstrate a basic understanding of the major elements including melody, rhythm, harmony, timbre, dynamics, articulation, texture, form, expression and style. Students will use these terms appropriately in their written language and incorporate the musical elements appropriately in their lesson plans
- Students will improvise vocally, through movement, body percussion and rhythm and barred instruments.
- Students will demonstrate an understanding of the use of simple pitched and unpitched classroom instruments including Orff instruments.
- Students will demonstrate an understanding of basic aspects of healthy singing and a variety of appropriate literature for the young voice.

- Students will learn to play the recorder as a means to better understand teaching, reading and playing music
- Students will learn to analyze and evaluate music and musical performance
- Students will recognize connections made with other content subjects
- Students will recognize and construct “I CAN” statements
- Students will develop curricular materials and lesson plans which require critical thinking and problem solving and include student outcomes, instructional activities, and assessment procedures

Forms of Assessment:

- Hands-on application of teaching (class participation)
- Rubrics
- Formative Assessment
- Weekly written work which will be graded
- Observation
- Visual/Aural
- Work Samples

Course Requirements

- **Attendance:** Attendance is mandatory. Any unexcused absences **will affect your grade**
- **Participation and preparation:** Plan to participate in **ALL** activities. Your grade will be based on your demonstrated participation
- **Advocate a K-5 Music Program:** You will submit your plans that you envision for a success elementary music program, your philosophy and why Music for ALL children is a must.
- **Proficiency:** You will demonstrate the ability to play both the Guitar and Recorder – rubric included
- **Singing/Rhythmic game:** You will present and teach a singing/rhythmic game (appropriate for the K-5 student) using the “Orff” process discussed in class. A lesson plan will be completed showing Objectives, Process and I CAN statement. Lesson Plan - format attached
- **Written Work:** Weekly assignments will be turned in at the beginning of class on the day it is due, these will be graded and returned.
- **Observation:** You will create an observation of one elementary class. You will be responsible for analyzing the teaching methods, concepts taught, standards met, effectiveness of lesson.
- **Final:** You will submit a 45-minute lesson for a grade level of your choice (K-5) and teach your peers one activity from your lesson. Lesson must have the proper format, concrete objectives, competencies, standards being met and desired outcomes.

Grading: Nominally an A represents exceptional accomplishment, a B superior, C average, D inferior and F failure.

The number of points you accumulate determines your grade.

Each class attended and participated = 1 pt. (30)

Each written assignment = 3 pts. (24)

Singing Game Assignment = 10 pts. (10)

Music Advocacy Paper = 15 pts. (15)

Recorder proficiency = 10 pts. (10)

Guitar proficiency = 10 pts. (10)

Observation write-up = 10 pts. (10)

Mandatory Final Project = 20 pts. (20)

Total pts. = 129

129 – 124 = A

123 - 118 = A-

117 - 112 = B+

111 - 106 = B

105 - 100 = B-

99 - 94 = C+

93 - 88 = C

87 - 82 = C-

81 - 76 = D

75 - = F

_____ Grade Music Lesson Plan		
<div>Focus Area:<ul style="list-style-type: none"><input type="checkbox"/> Singing<input type="checkbox"/> Pitch Matching<input type="checkbox"/> Tone<input type="checkbox"/> Harmony<input type="checkbox"/> Moving<input type="checkbox"/> Instruments<input type="checkbox"/> Rhythm<input type="checkbox"/> Reading<input type="checkbox"/> Composition<input type="checkbox"/> Form<input type="checkbox"/> Ostinato<input type="checkbox"/> Listening</div>	<div>CREATING</div> <div>PERFORMING</div> <div>RESPONDING</div> <div>CONNECTING</div>	<div>Objectives: The learner will be able to...</div> <div>Assessment: Formative Observation Visual Aural Work Samples</div>
I CAN:		
MATERIALS:		
Experience 1:		
Experience 2:		
Experience 3:		

2/3 Grade Music Lesson Plan**Focus Area:**

- ☒ **Singing**
- ☐ Pitch Matching
- ☐ Tone
- ☐ Harmony
- ☒ Moving
- ☐ **Instruments**
- ☒ Rhythm
- ☒ Reading
- ☒ **Composition**
- ☐ Form
- ☒ Ostinato
- ☒ Listening

CREATING

Experience 2

PERFORMING

Experiences 2 and 3

RESPONDING

Experiences 1, 2, and 3

CONNECTING

Experience 3

Objectives: The learner will be able to...

Name the notes on the treble clef staff
Singing games (Planting a Garden)
 Do the moves for Planting a Garden
 Create compositions with rhythm blocks

Assessment:

Formative

Observation**Visual****Aural**

Work Samples

I CAN:

1. I can identify where a note belongs on the treble clef staff
2. I can create a caterpillar composition using spring-themed rhythm blocks
3. I can sing and do the coordinating movements for "Planting a Garden"

Materials Needed:

Experience 1:
 Flower pots, small wooden dowels, bean bags, tape,
 cut-outs with notes on the treble clef staff, magnetic staff, magnets

Experience 2:
 Plastic easter eggs, sharpie, pre-cut pieces of paper,
 pipe cleaners, laminated rhythm block posters

Experience 1: F l o w e r P o t N o t e T o s s

1. Set up premade flower pots with the treble clef staff note/ note name paper glued to be double-sided on the wooden dowel
2. Set up the flower pots with several inches between them with the note name side facing the students
3. Students will toss the bean bag into a pot (keep trying until they get one in)
4. Students will go over to a magnetic staff board on the whiteboard and place the magnet where the note belongs that they got by tossing the bean bag
5. This game can also be played by having the treble clef staff note side facing the students and having them go over to the piano and play the corresponding note

Experience 2: Caterpillar Compositions

1. Put all five rhythm blocks (laminated printouts) on a board for the class to see
2. Clap through all rhythm blocks using tas and ti tis as a class
3. Ask students to assign spring themed nouns to each rhythm block by calling on them (example: ti ti ti ti could be Ea-ster Bun-ny)
4. Split class into groups of three and give each group a set of plastic easter eggs (one egg top for the head of the caterpillar and five egg bottoms with all rhythm blocks represented to make up the body)
5. Provide each group with five pieces of paper to write the spring-themed nouns on. These do not have to be the same as the ones that were brainstormed by the class
6. Each group will create their own caterpillar compositions using the spring-themed nouns and the rhythm blocks. Once the caterpillar is assembled with the written rhythms, the students will put the slips of paper with the spring-themed nouns in front of the corresponding rhythm blocks
7. Each group will speak and clap their compositions for the rest of the class

Experience 3: S i n g i n g G a m e : P l a n t i n g a G a r d e n

1. Sing the whole song to demonstrate while patting knees
2. Sing song in small chunks and have students echo while also patting their knees
3. Make chunks longer until students are singing the whole song
4. Add in the corresponding moves (Rake, plant, dig, pull out the weeds, pour the water, drop the seeds)
5. Split class into six groups
6. Group 1 will do the move for raking, group 2 planting, group 3 digging, group 4 pulling out weeds, group 5 pouring water, group 6 dropping the seeds
7. Class will stand in a circle and sing together and each group will do their moves when their part comes around
8. For an extra challenge, start to speed up the song!



LAUREN CRAVEN

2014

Final Project

Experience #1:

- Lauren, your lesson plan format is awesome!! It is complete and very well done
- I might suggest simplifying your Objectives to: treble clef note reading, movement, singing, composition
- This is a very cute/fun assessment game for your students. They won't even know it's an assessment activity because of the fun they are having.
- It's nice to know that note every game has to be done in a competitive way☺

Experience #2:

- Your presentation was very well done Lauren. You made a successful lesson happen in a "Zooming" platform.
- Your process teaching was excellent and how pleased was I to see you use the rhythm blocks.
- Documentation also excellent!!!!

Experience #3:

- I like to use "phrases" as opposed to "chunks"☺
- I don't see the song you are using for this attached, but it looks like a great activity for movement and singing.

Lauren, you have consistently done great work in this class. It was a pleasure getting to know you and working with you and your peers. I hope that one day you can use this lesson with your own students.

Lauren-

Thank you for a wonderful semester.
I wish you the very best as you approach
your last year at UPHS

Vivita La Musica

This rubric is intended to provide criteria to determine whether or not students have met the target of writing a philosophy of music education which provides grounds for the professional lives of music educators by explaining the value of the music education field and giving direction to a music educator's actions.

Criteria	Needs Improvement	Emerging	Target
The Definition of a Philosophy of Music Education CF=Content, Reflection	Students exhibit no understanding of the meaning and importance of developing a clear philosophy of music education	Students exhibit an elementary understanding of the meaning and importance of developing a clear philosophy of music education	Students exhibit a clear understanding of the meaning and importance of developing a clear philosophy of music education
Personal Philosophy of Music Education (Where and when should music be taught?) CF=Content, Learner, Pedagogy, Reflection, Diversity, Disposition,	Students do not develop a personal philosophy of music education, or create a personal philosophy that is clear and supported. May contain many weak or inappropriate statements.	Students create a personal philosophy of music education that is not consistently clear or well-supported. May contain several weak or inappropriate statements.	Students create a personal philosophy of music education that is consistently clear and well-supported. Arguments are well-thought out and appropriate to the topic.
Aesthetic Rationale for Music Education (Why teach music?) CF=Content, Learner, Pedagogy, Reflection	Students can list no aesthetic benefits of music education and exhibit no understanding of the term "aesthetic"	Students can list several aesthetic benefits of music education and exhibit some understanding of the term "aesthetic"	Student can list numerous aesthetic benefits of music education and exhibit a clear understanding of the term "aesthetic"
Utilitarian Rationale for Music Education (Why teach music?) CF=Content, Learner, Pedagogy, Reflection	Students can list no utilitarian benefits of music education and exhibit no understanding of the term "utilitarian"	Students can list several utilitarian benefits of music education and exhibit some understanding of the term "utilitarian"	Student can list numerous utilitarian benefits of music education and exhibit a clear understanding of the term "utilitarian"
Classroom Ideology (How should music be taught?) CF=Learner, Pedagogy, Reflection, Diversity, Disposition	Students exhibit no understanding of developing teaching strategies in order to facilitate student learning	Students exhibit a elementary understanding of developing teaching strategies in order to facilitate	Students exhibit a clear understanding of developing teaching strategies in order to facilitate student learning

		student learning	
National Standards in Music Education (What should be taught in music classes?) CF=Content, Diversity	Students do not apply the national standards of music education to the philosophy or the meaning is unclear	Students apply some of the national standards of music education to the philosophy or do not articulate their argument well	Student apply the national standards of music education to the philosophy in a clear and well-articulated manner
Student Population Description (Who should learn music?) CF=Learner, Diversity	Students have created a plan of action that includes zero or one type(s) of learners and no learners with special needs	Students have created a plan of action that includes several types of learners including special needs students	Students have created a plan of action that includes numerous different types of learners and students with special needs
Argument Presentation CF=Content	Written argument is poorly presented and not supported with appropriate citations	Written argument is adequately presented and adequately supported with appropriate citations	Written argument is clearly presented and well supported with appropriate citations
Edited Standard Written English (ESWE) CF=Content	More than an average of 2 departures per page	An average of 1 departure per page	No departures from ESWE
Assignment Timeline	Philosophy is turned in incomplete or is more than 24 hours late	Philosophy is turned in complete but is within 24 hours late	Philosophy is turned in complete on or prior to due date

Music Education 791/891
Teaching Secondary School Music
Fall 2020

Mark Zielinski
Email: mark.zielinski@unh.edu
Office Hours: M222; by appointment.
Phone: 862-0899

PREREQUISITE

Complete ED-500, Music 572, 574, 576 and 731 with a grade of C- or better.

SUGGESTED TEXTS

Hoffer, Charles. (5th ed., 2001). *Teaching Music in the Secondary Schools*. Belmont, CA: Wadsworth.

Walker, Darwin. (2nd ed., 1998). *Teaching Music: Managing the Successful Music Program*. NY: Schirmer Books.

New York State School Music Association Manual (updated every 3 years) available from NYSSMA website: www.NYSSMA.org.

National Standards for Arts Education. (1994) Reston, VA: MENC. www.menc.org.

New Hampshire State Frameworks for the Arts. (2000). Concord, NH. See NH Department of Education website: www.ed.state.nh.us/.

Conable, Barbara. *The Structures and Movement of Breathing*.
_____. *What Every Musician Needs to Know about the Body*.

McKinney, James. *Diagnosis and Correction of Vocal Faults*.

Denny Martin Flinn .2006. *Little Musicals for Little Theaters: a reference guide to the musicals that don't need chandeliers or helicopters to succeed*. Pompton Plains, NJ: Limelight Editions.

COURSE TOPICS

This course will provide opportunities to explore:

- Understanding the use of scheduling and course offerings in various school settings
- General music curriculum and planning
- Strategies for classroom management
- Individualized/modified instruction for all students, including those with special needs
- Musical theater at the secondary level
- Class guitar
- Interdisciplinary Units of study
- Assessment (Standards based, formative, summative, rubrics, competency based)
- Understanding by Design

- Partnership for 21st Century Learning (P21)
- Dealing with parental support groups/booster organizations, school boards and administrators
- Diversity in the public schools and equity
- Student teaching placement and preparation
- Sound amplification/augmentation
- Piano skills

NEW HAMPSHIRE CERTIFICATION REQUIREMENTS

Portions of this course help music education majors meet the following state teacher certification requirements. The music teacher candidate can:

- Teach students to describe, analyze and evaluate music (General Music)
- Create sequential instruction in music history and culture (General Music)
- Assessment (Standards based, formative, summative, rubrics, competency based)
- Work with others to provide interdisciplinary instruction
- Use technology to plan and prepare instruction, deliver instruction, help students create, perform and respond.
- Accompany a soloist on piano and/or guitar
- General Music
- Use technology to augment/amplify performance
- Individualized and modified instruction for students with special needs

ASSIGNMENTS

Attend Class

Attendance is critical in this course. It is the responsibility of the student to notify the instructor of any absences previous to any planned absence, or immediately following an emergency absence (illness, family emergency, etc).

Read and Respond

Read chapters as assigned from canvas; some assignments may include additional handouts.

Write a response to each of the topics presented: due dates for each will be announced in class.

Readings include, but are not limited to, the following:

- “Teaching Guitar through Popular Music Education”

<https://nafme.org/teaching-guitar-popular-music-education/>

- “Gifted Students with Disabilities: Twice Exceptionality in the Music Room” (attached)
- “It’s 2019: So Why Do 21st Century Skills Still Matter?”

<https://www.edsurge.com/news/2019-01-22-its-2019-so-why-do-21st-century-skills-stillmatter>

- “Assessment in Music Education” <https://nafme.org/about/position-statements/assessment-in-music-education-position-statement/assessment-in-music-education/>

- “Stronger Together—Working as a Team in District Curriculum Writing”

<https://nafme.org/stronger-together-working-team-district-curriculum-writing/>

Letter of Introduction to Parents/Guardians

You are a newly hired teacher at a secondary level school. Write a letter of introduction to the parents of your new students that also informs them about the upcoming school year (what to have for the first day of class, instrument rental, auditions, etc). This should be no longer than 1 page and in letter format. (Due September 9)

Play Piano (assignments submitted late will receive a reduced score)

Perform these four pieces on the date assigned for points as indicated.

America (due October 2)

Solo accompaniment (due November 2)

Star Spangled Banner (due November 30)

Interdisciplinary Assignment

Create your own interdisciplinary unit topic for a middle or high school music class; create a lesson plan that would be utilized in the sequence of instruction. Include a sample assessment and rubric that would be appropriate. (Due date TBA)

Guitar Assignment

Prepare to teach class guitar at the secondary level. Additional information regarding this assignment will be distributed separately. (Due date TBA)

General Music Assignment

Prepare to teach a unit of general music at the secondary level (grades 6-12). Additional information regarding this assignment will be distributed separately. Work for this project may involve travel to area schools; you will need to make arrangements for transportation. (Due date TBA)

Sound Amplification Assignment

You will be given a standard ensemble in which you will need to provide adequate sound amplification/augmentation. Additional information regarding this assignment will be distributed separately (Due date TBA)

Arrange a Place to Student Teach

Arrange and formalize the locations in which you will student teach. The due dates for the Permission to Student Teach Form and the Student Teaching Contract will be given during class when Elizabeth Arcieri, the UNH Education Department Coordinator of Certification and Accreditation, will be visiting class. Further information will be located under the "Student Teaching" module in MyCourses and will be discussed in class.

If you are in the 5 year Pre-teaching program that includes a year-long internship next year, you only need to send the instructor an email stating your situation and will not be student teaching in the Spring Semester of the 2020-21 Academic Year.

*Additional assignments may be added at the discretion of the instructor during the semester.

GRADING KEY

Attendance 30%
General Music Project 15%
Guitar Project 15%
Interdisciplinary Assignment and Piano 10%
Written Assignments (Including Student Teaching Placement) 20%

Knowledge and performance of applicable solo and chamber ensemble literature and an orientation to and experience with the fundamentals of performance and pedagogy shall be explored. All students shall be required to keep a log of chamber music activities as part of their applied study (document provided to NASM in Optional response appendix). At the end of each academic semester, this log will be added to performance jury evaluations and stored in student's permanent file.

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Student (DSS). Contact DSS at (603) 862-2607 or visit them in MUB 118. If you have received Accommodation Letters for this course from DSS, please provide me with that information privately so that we can review those accommodations.

Reading Response Rubric

Criteria	High Proficiency (3)	Acceptable (2)	Needs Improvement (1)
Purpose	Writing is clear and appropriate for the purpose of this assignment.	Writing is adequate for the purpose of this assignment.	Writing is unclear and/or inappropriate for the purpose of this assignment.
Language and Mechanics	All sentences are well written with sentence variety and virtually free of errors in grammar, punctuation and spelling.	Language is acceptable to the reader, however it lacks sentence variety. There is a minimally acceptable number of errors in grammar, punctuation and spelling.	Some sentences are well written with little variance in sentence variety and/or there are numerous errors in grammar, punctuation and spelling.
Support	Examples in the document reflect a clear understanding of the reading(s) content and are clear and relevant.	Examples in the document meet the basic requirements for demonstrating an understanding of the reading(s) content.	Evidence of reading and/or understanding the document is not effective, specific and/or relevant.

Interdisciplinary Assignment Secondary Methods

Through your regular team meetings in your school, you are collaborating with other subject areas to create an interdisciplinary unit. For the purposes of this course, you may choose the topic. Explain how you would work with teachers in other subject areas. Other elements of the assignment include:

- Describe the connection between music and the other subject areas.
- Create a lesson plan that would be used in the sequence of instruction. Use the format already provided in class with all components present (ie music standards, assessments, materials, procedure, etc).
- Create an assessment that you would use in the unit of study that is competency based in each subject.
- Create a rubric that you would use to evaluate the assessment
- Describe your approach for re-assessment for those that would need it.

Interdisciplinary Assignment Rubric
Secondary Methods

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Writing Expression and clarity	Writing is clear and appropriate for this project and virtually free of errors in grammar, punctuation and/or spelling.	Writing is usually clear and appropriate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist but are minimal.	Writing is adequate for the purpose of this project. Errors in grammar, punctuation and/or spelling exist with some frequency.	Writing is inadequate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist, and with frequency.
Course Content	The subject matter for the unit of study is appropriate and presented in an engaging manner the students.	The subject matter for the unit of study is adequately appropriate and presented in an engaging manner for the students.	The subject matter for the unit of study is adequately appropriate and/or engaging for the students at times, however this lacks consistency.	The subject matter for the unit of study is inappropriate and/or not engaging for the students for a majority of the time.
Assessment Tool	The assessment tool is clearly appropriate and represents the goals related to the unit of study and/or learning target(s).	The assessment tool is adequately appropriate and generally represents the goals related to the unit of study and/or learning targets(s).	The assessment tool is not adequately appropriate.	The assessment tool is not present.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Assessment Rubric: Criteria organization	The rubric is divided into easily understood criteria.	The criteria need a little adjustment, with the possible need to combine 2 criteria, or 2 should be combined	The criteria need moderate adjustment with the clear need for re-organization.	The criteria need major adjustment, with the need for a complete re-organization.
Assessment: Evidence of competency based assessment.	The content is clearly competency based.	The content is competency based but has occasional inconsistencies.	The content is not competency based;	There is no evidence of assessment.
Assessment Rubric: Content Clarity	The rubric consistently articulates expectations clearly throughout each category	The rubric usually articulates expectations clearly throughout each category with minimal variance.	The rubric sometimes articulates expectations clearly but they are often unclear, vague and/or lacking appropriate information.	The rubric rarely, if at all, articulates expectations and basic information is lacking, vague and/or absent.
Lesson Plans: Identify and utilize goals in relation to standards in music education.	The goals and learning targets for the lesson plans are clear and consistently related to standards in music education.	The goals and learning targets for the lesson plans are mostly clear and consistently related to standards in music education.	The and learning targets for the lesson plans are inconsistent in clarity and/or relation to standards in music education.	The and learning targets for the lesson plans are not presented.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Lesson Plan: Components	All components are clear and represent best practices in music education.	All components are present and usually clear, and represent best practices in music education.	Components of the lesson plan are adequate, but are inconsistent in clarity and best practices in music education.	Components of the lesson plan are missing and/or is inadequate; best practices in music education are not observed.
Lesson Plan: instruction	The lesson plans are consistently progressive and logical in their sequence.	The lesson plans are mostly progressive and logical in their sequence.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.

Prepare to Teach Class Guitar Secondary Methods Fall, 2020

You have been hired as the new music teacher at a high school in New Hampshire: Congratulations! One of your responsibilities will be to teach class guitar (Guitar I). After speaking with the administration, you have found that the enrollment for this class is typical of many situations: below is a list of some important general information:

- The class is open to any student that is interested
- There will be a wide range of experience/ability in terms of guitar ability, musical experience, etc
- The class meets every day for 50 minutes
- There are enough materials for each student (guitars and method books)
- While the room size is not ideal, it is still large enough to seat 25 students safely
- There is an adequate sound system

Submit the following information:

- Create lesson plans that outline the first three classes. Use the lesson plan format already utilized in the General Music Unit Assignment and discussed in class. Here are some general reminders:
 - Be sure that the order of activities are logical in their sequence.
 - Use the format already provided in class with all components present (ie music standards, assessments, materials, procedure, etc). List assessment methods (formal/informal) you would use during these classes.
 - Remember that on the 2nd and 3rd day, there needs to be review/reinforcement of previously learned material.
 - Use activities and strategies that are engaging.
 - Describe your approach for introducing chord grids, and for preparing students for reading music and guitar tablature.
 - How will you modify instruction to help meet the needs of all learners? For example, many of the students will not have left hand endurance as they are beginners. What will they be doing when they are not playing?
- Teach a beginner how to learn the first song as you experienced in this class: record this session and submit it with your written work.
 - An extra guitar can be made available for you to use at your request.
 - The person you choose to teach can't be a guitar player, nor can they have taken this class!
 - Write a reflection on this experience. What strategies were successful and what would you do differently next time?

Guitar Project Rubric
Secondary Methods

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Writing Expression and clarity	Writing is clear and appropriate for this project and virtually free of errors in grammar, punctuation and/or spelling.	Writing is usually clear and appropriate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist but are minimal.	Writing is adequate for the purpose of this project. Errors in grammar, punctuation and/or spelling exist with some frequency.	Writing is inadequate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist, and with frequency.
Course Content: sequential progression in lessons.	The progression of content is consistently appropriate, logical in its sequence and progressive throughout each lesson.	The progression of content is often appropriate, logical in its sequence and progressive throughout each lesson. Occasional lapses are minor and of short duration.	The progression of content adequately appropriate, logical in its sequence and progressive for some of the lessons. Lapses are frequent.	The progression of content is often inappropriate, illogical in its sequence and/or not progressive, OR it is missing.
Course Content	The subject matter for the unit of study is appropriate and presented in an engaging manner the students.	The subject matter for the unit of study is adequately appropriate and presented in an engaging manner for the students.	The subject matter for the unit of study is adequately appropriate and/or engaging for the students at times, however this lacks consistency.	The subject matter for the unit of study is inappropriate and/or not engaging for the students for a majority of the time.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Lesson Plans: instruction	The lesson plans are consistently progressive and logical in their sequence.	The lesson plans are mostly progressive and logical in their sequence.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.
Lesson Plans: Identify and utilize goals related to standards in music education.	The goals and learning targets for the lesson plans are clear and consistently related to standards in music education.	The goals and learning targets for the lesson plans are mostly clear and consistently related to standards in music education.	The and learning targets for the lesson plans are inconsistent in clarity and/or relation to standards in music education.	The and learning targets for the lesson plans are not presented.
Lesson Plans: Components	All components are clear and represent best practices in music education.	All components are present and usually clear, and represent best practices in music education.	Components of the lesson plan are adequate, but are inconsistent in clarity and best practices in music education.	Components of the lesson plan are missing and/or is inadequate; best practices in music education are not observed.
Lesson Plans: Learning Styles	The lesson plans clearly demonstrate strategies/activities to accommodate for multiple learning styles.	The lesson plans adequately demonstrate strategies/activities to accommodate for multiple learning styles.	The lesson plans demonstrate strategies/activities to accommodate for multiple learning styles, but they are inadequate and/or inconsistent.	The lesson plans do not demonstrate strategies/activities to accommodate for multiple learning styles.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Assessment: informal	The methods of informal assessment are clearly stated and appropriate.	The methods for informal assessment are stated, however not consistently appropriate.	The methods of informal assessment are not consistently stated and/or appropriate.	The methods of informal assessment are not stated.
TEACHING VIDEO: Reflection	Demonstrates self- awareness strongly; uses information from self-reflection and video recording to enhance future instruction.	Demonstrates self- awareness adequately; uses information from self-reflection and video recording to enhance future instruction.	Demonstrates self- awareness inconsistently; does not use information from self-reflection and video recording to enhance future instruction	Does not demonstrate self- awareness; does not use information from self-reflection and video recording to enhance future instruction.
TEACHING VIDEO: Effectiveness	The teacher consistently demonstrated effective teaching strategies (modeling, etc)	The teacher adequately demonstrated effective teaching strategies (modeling, etc)	The teacher demonstrated strategies that were adequately effective; several examples of ineffective strategies were present.	The rehearsal leader did not demonstrate effective teaching strategies.
TEACHING VIDEO: Feedback	The teacher consistently provided feedback that was accurate and specific.	The teacher provided feedback that was accurate and specific; occasional instances were vague and/or inaccurate.	The teacher adequately provided feedback, however it was frequently vague and/or inaccurate.	The teacher did not adequately provide feedback.

General Music Assignment
Secondary Methods
Fall 2020

Create your own unit of study for a general music classroom. You may choose either high school or middle school as a grade level. You have the freedom to choose whatever topic you wish, however, be sure that it would be effective and useful. This will be a 2-3 week unit in a class that would meet every other day (ie A day/B day), so approximately 7-8 class periods.

You will have a month to work on the project, so take some time daily to work on this so you can have a thoughtful and effective product. You will also be expected to present this to your peers in class and teach a portion of a lesson during class time. LCD projector, screen and speakers will be provided.

Here are additional important factors/components:

- The unit should reflect your understanding of curriculum that is competency based: you will need to include lesson plans for the classes. Use the format already provided in class with all components present (ie music standards, assessments, materials, procedure, etc).
- Create lessons and activities that utilized a logical progression moving from more simple to more complex. Remember that this will involve standards assessment: monitoring student progress will be important.
- Length of classes: 40 minutes for middle school, 50 minutes for high school
- There will be an IEP provided: demonstrate that you can make accommodations/modifications.
- Utilize technology in the unit (ie smart music, apps, etc)
- Have students create and be active in the learning process
- Instruction should demonstrate the ability to combine multiple modalities/learning styles (ie aural, kinesthetic, visual)
- Create an assessment that is competency based and would be utilized at the completion of the project (summative)
- Create a rubric for the above assessment.
- Be sure to list the materials that you would use during the unit (recordings, websites, music software, etc)

General Music Assignment Rubric
Secondary Methods

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Writing Expression and clarity	Writing is clear and appropriate for this project and virtually free of errors in grammar, punctuation and/or spelling.	Writing is usually clear and appropriate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist but are minimal.	Writing is adequate for the purpose of this project. Errors in grammar, punctuation and/or spelling exist with some frequency.	Writing is inadequate for the purpose of this project. Errors in grammar, punctuation and/or spelling may exist, and with frequency.
Course Content: sequential progression in lessons.	The progression of content is consistently appropriate, logical in its sequence and progressive throughout each lesson.	The progression of content is often appropriate, logical in its sequence and progressive throughout each lesson. Occasional lapses are minor and of short duration.	The progression of content adequately appropriate, logical in its sequence and progressive for some of the lessons. Lapses are frequent.	The progression of content is often inappropriate, illogical in its sequence and/or not progressive, OR it is missing.
Course Content	The subject matter for the unit of study is appropriate and presented in an engaging manner the students.	The subject matter for the unit of study is adequately appropriate and presented in an engaging manner for the students.	The subject matter for the unit of study is adequately appropriate and/or engaging for the students at times, however this lacks consistency.	The subject matter for the unit of study is inappropriate and/or not engaging for the students for a majority of the time.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Assessment Rubric: Content Clarity	The rubric consistently articulates expectations clearly throughout each category	The rubric usually articulates expectations clearly throughout each category with minimal variance.	The rubric sometimes articulates expectations clearly but they are often unclear, vague and/or lacking appropriate information.	The rubric rarely, if at all, articulates expectations and basic information is lacking, vague and/or absent.
Assessment Rubric: Criteria organization	The rubric is divided into easily understood criteria.	The criteria need a little adjustment, with the possible need to combine 2 criteria, or 2 should be combined	The criteria need moderate adjustment with the clear need for re-organization.	The criteria need major adjustment, with the need for a complete re-organization.
Assessment Rubric: Evidence of Standards based assessment related to Standards in Music Education	The content of the rubric aligns with the standards it is to assess.	The content of the rubric mostly aligns with the standards it is to assess.	The content of the rubric sometimes aligns with the standards it is to assess, but it is inconsistent.	The content of the rubric rarely, if at all, aligns with the standards it is to assess.
Lesson Plans: instruction	The lesson plans are consistently progressive and logical in their sequence.	The lesson plans are mostly progressive and logical in their sequence.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.	The lesson plans are adequate but lack consistency in sequencing and progressiveness throughout.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Lesson Plans: Standards based	The goals and learning targets for the lesson plans are clear and consistently related to standards in music education.	The goals and learning targets for the lesson plans are mostly clear and consistently related to standards in music education.	The and learning targets for the lesson plans are inconsistent in clarity and/or relation to standards in music education.	The and learning targets for the lesson plans are not presented.
Lesson Plans: Components	All components are clear and represent best practices in music education.	All components are present and usually clear, and represent best practices in music education.	Components of the lesson plan are adequate, but are inconsistent in clarity and best practices in music education.	Components of the lesson plan are missing and/or is inadequate; best practices in music education are not observed.
Lesson Plans: Modifications for the IEP given.	There is clear evidence of modifications in the document.	There is evidence of modifications in the document, but they are inconsistent, or there are minor instances of incomplete modifications.	The evidence of modifications in the document is inadequate.	There is no evidence of modifications in the document.
Assessment: Competency based	The assessment(s) is/are clearly competency based.	The assessment(s) is/are competency based adequately, however the evidence is not consistently clear.	The assessment(s) is/are not adequately competency based.	There is no evidence of competency based assessment.

Criteria	High Proficiency (4)	Proficient (3)	Developing (2)	Insufficient (1)
Lesson Plans: Learning Styles	The lesson plans clearly demonstrate strategies/activities to accommodate for multiple learning styles.	The lesson plans adequately demonstrate strategies/activities to accommodate for multiple learning styles.	The lesson plans demonstrate strategies/activities to accommodate for multiple learning styles, but they are inadequate and/or inconsistent.	The lesson plans do not demonstrate strategies/activities to accommodate for multiple learning styles.
Technology Evaluation: effectiveness	The use of technology is clearly articulated and effective in the project.	The use of technology is adequately articulated and/or adequately effective in the project.	The use of technology is not adequately articulated and/or not effective in the project.	The use of technology is not articulated in the project.

Sound Amplification Assignment Secondary Methods

After completing the in-class work on using, assembling and storing sound equipment, demonstrate your understanding of this information by setting up the sound equipment for a jazz ensemble. This should include:

- Power cord(s)
- Portable amp(s)
- Solo microphone(s) and stand(s)
- Electric keyboard

After you have assembled the equipment, test it and make sure it functions correctly; then dis-assemble and store it safely.

Sound Amplification Rubric Secondary Methods

Criteria	High Proficiency (3)	Acceptable (2)	Needs Improvement (1)
Safety	The equipment was assembled and dis-assembled in a safe manner.	The was equipment was adequately assembled and dis-assembled in a safe manner. Errors were limited.	The equipment was not assembled and/or dis-assembled in a safe manner.
Effectiveness	The equipment was set in a manner that is highly effective for the given setting.	The equipment was set in a manner that is adequately effective for the given setting.	The equipment was not set in a manner that is adequately effective for the given setting.

Gifted Students with Disabilities

“Twice Exceptionality” in the Music Classroom

Here are some strategies to help you assist all young musicians, especially gifted students who also have a learning disability.

Abstract: Many music educators teach students who are both gifted and possess a learning disability—what is commonly referred to as “twice exceptional.” This article describes some characteristics of twice-exceptional students, the challenges these students often face in school, and some strategies music educators can use to properly differentiate instruction and curricula. The strategies offered include highlighting strengths and mitigating areas of challenge; emphasizing integrative thinking and deemphasizing dispersive thinking; allowing students flexibility of choice; overtly teaching organizational skills, self-regulation, and compensation strategies; and building relationships. While the differentiation strategies suggested are specifically for twice-exceptional students, they can benefit all students.

Keywords: differentiation, disability, giftedness special education, twice exceptional

Connor's music teacher cannot figure out Connor's ability level or what motivates his learning. On one hand, he seems quite musical and bright. He is interested in a variety of musical genres, and he occasionally discusses how he spends much time at home playing guitar, composing, and researching music. In class, when he participates, he makes insightful, albeit sometimes odd, connections. On the other hand, Connor also lacks skills and knowledge that his peers have already mastered. Connor consistently does not recall information that other students easily remember. Although he has studied trombone for three years, he still moves the slide with his left hand if the teacher doesn't correct him. Connor is also disorganized. He often does not complete assignments, and when he does, the work appears sloppy and rushed. He often

loses his practice log, and his practice habits are inconsistent. He is frequently unmotivated and off-task, usually joking around with other students. Connor does not remember simple directions, often walking around the room when other students quickly attend to the task outlined by the teacher. His music teacher thinks: “He's smart; he really could be successful if he weren't so lazy, just applied himself, and stopped wasting his talent.”

Connor's music teacher finds his behavior inconsistent and thus confusing and frustrating because Connor is gifted and has a learning disability. Students like Connor who possess stark strengths and areas of challenge are what special educational experts call “twice-exceptional,” often

abbreviated as "2e." Although twice exceptionality can designate giftedness coupled with any disability, including physical disabilities, it most often refers to gifted students with specific learning disabilities (SLD), behavioral disorders like Attention Deficit Hyperactivity Disorder (ADHD), or Autism Spectrum Disorder (ASD).² Twice exceptionality is not a medical condition and is therefore not diagnosed. Instead, it is a term that special education experts use to better understand these students so that they can properly differentiate instruction and focus on strengths.³ These students are often drawn to music and other arts but struggle with the thinking required in other subjects, and this puts music teachers in a unique position to positively influence the lives of these exceptional learners.⁴

At first, dual possession of giftedness and disabilities might seem implausible, but some have suggested scientists like Isaac Newton and Leonardo da Vinci may have had disabilities.⁵ Animal scientist Temple Grandin attributes her invention of advances in bovine management to the unique ways she sees the world produced by her autism. Yet, she also notes that her disability caused difficulty in school and when interacting with others, and it leaves her with a low tolerance for sounds, smells, and touches that are sometimes overpowering to her but normal to others.⁶ For Grandin, her autism both "disabled" her ability to interact with others and provided her the gift of seeing the world differently than others do and thinking creatively to revolutionize farming. Similarly, others have argued that giftedness and disability also applied to some famous musicians. Some medical professionals have speculated that Mozart had Tourette's syndrome.⁷ Glen Gould became an innovative pianist, but he often struggled socially, possibly due to autism.⁸ These scientists and musicians had both gifts and disabilities.

While these are extraordinary examples that might be labeled as "savant syndrome" rather than 2e in contemporary classrooms, there are children, like Connor, whose giftedness is less

extreme but unrecognized, or their disabilities are undiagnosed or masked by their talents.⁹ Twice-exceptional students are a misidentified, misunderstood, and underserved population. Often their needs are not met because 2e students differ from students with disabilities, students with average intelligence, and gifted-alone peers.¹⁰ The current educational climate might only aggravate issues for these students. In the standardized test movement, a one-size-fits-all approach inhibits their talents, exacerbates their areas of challenge, and does not properly accommodate their disabilities.¹¹

By learning more about twice exceptionality, music educators can provide these students appropriate instruction and ameliorate their difficulties in the classroom. This article describes some of the characteristics of twice exceptionality, revealing different insights into the nature of talent and disability. Next, the challenges 2e students often face in school are addressed. Finally, strategies for music educators to properly differentiate instruction and curricula for 2e students are suggested. While the differentiation strategies suggested specifically targeted 2e students, these strategies can benefit all students, regardless of learning styles or abilities.

Characteristics of 2e Students

What are the characteristics of someone who has a disability and is gifted? While twice-exceptional students are a diverse group exhibiting many different traits, researchers point to several recurring attributes. Twice-exceptional students are often marked by *asynchronous development*, meaning they have advanced abilities in some areas while developmental delays in others.¹² For example, a student might be strong verbally but possess poor fine-motor skills. Sometimes the asynchrony is in the same area; a 2e student may have strong receptive language—the ability to understand what others are saying—but poor communicative language—the ability to express oneself through language. Because of asynchronous development,

2e students possess great strengths as well as areas of challenge. However, these strengths and areas of challenge are often not apparent because one might mask the other, allowing students to compensate and hide either attribute.

What are the gifted qualities or strengths that often remain unnoticed? Twice-exceptional students are typically problem solvers who generate creative solutions and make connections between ideas that are seemingly unrelated. Twice-exceptional students often have strong task commitment for projects and ideas that are meaningful to them. In other words, 2e students willfully spend much time and energy and have a strong desire to complete a task or learn something as long as they find the task interesting. In addition, 2e students have creative learning styles, a propensity for advanced-level content, a desire to create original products, and facility with and enjoyment of abstract concepts.¹³

While 2e students possess these strengths, they also have accompanying areas of challenge that are sometimes unidentified by professionals. Twice-exceptional students struggle to memorize isolated facts, remember details, and pay attention and they might have trouble processing written or verbal information. Twice-exceptional students also exhibit the challenges of learning disabilities, including limited reading skills, poor spelling and handwriting, and difficulties with expressive language. Twice-exceptional students often struggle to organize thoughts and materials and to plan a sequence of their actions, or what is called *executive function*. In music class and rehearsals, these students may have trouble paying attention, remembering details, following directions, and planning the necessary steps in the correct order to successfully complete an assignment or to practice an instrument.

Educational psychologist John Dixon suggests that a way to conceive of 2e students' strengths and areas of challenge is by distinguishing two types of intelligence—*integrative* and *dispersive*.¹⁴ Twice-exceptional students often excel in integrative intelligence,

TABLE 1

Traits of Twice-Exceptional Students

Strengths (Giftedness)		Areas of Challenge (Disabilities)	
General Characteristics	Examples in Music at Home and in Music Class	General Characteristics	Examples in Music at Home and in Music Class
Problem solving	Figures out how to compose music for unusual instrumentation	Executive functioning—planning sequences to solve problems	Cannot figure out steps to complete a music theory assignment
Creative thinking	Is drawn to tasks like composing and improvising	Lack of organizational skills	Cannot devise steps to practice an ensemble part
Seeing the “big picture”	Can explain the general development of harmony in classical music	Memorizing isolated facts, remembering details	Doesn't remember composers' names or dates
Dogged commitment to tasks and topics they find interesting and personally meaningful	Spends a great amount of time obsessively researching his or her favorite band	Easily distracted when they find tasks or topics uninteresting or demotivating	Struggles to complete a paper on a teacher-derived topic; disrupts instruction or frequently leaves seat
Inventive solutions to problems	Might use materials found around his or her house to make an instrument	Following directions, processing verbal communication	Frequently forgets where the ensemble director says to start, even though it is clear to other students
Unusual imagination	Explores ways to make unique sounds on instruments	Sloppy work, including poor handwriting	Does not care about refining tone on his or her school instrument
Advanced vocabulary	Uses musical terminology in class that other students do not know	Appears to work, respond, and process slowly	Takes longer than other students to recall the vocabulary taught in class
Fascinating insights to ideas	Makes connections between two compositions that even the teacher did not notice	Odd connections between ideas	Frequently raises his or her hand to talk about seemingly irrelevant topics during class
Integrative intelligence	Performs well on creative assignments with open-ended answers	Dispersive intelligence	Struggles on assignments with “correct” answers like multiple choice tests

or the ability to “see the big picture” and make connections among seemingly unrelated ideas. Integrative intelligence is necessary for many creative musical endeavors, like composing and improvising. Conversely, 2e students struggle with dispersive intelligence, the ability to memorize discrete isolated facts. For example, 2e students may have difficulty remembering J.S. Bach's birthdate, the circle of fifths, the proper way to hold an instrument, or correct fingerings.

Because of their strong integrative intelligence and weak dispersive intelligence, 2e students perform better on tasks that require them to conduct conceptual and spatial reasoning and worse on skills that use memorization of isolated facts and sequencing.¹⁵ Special education researchers Susan M. Baum and Steven V. Owen note that 2e students “often demonstrate superior abilities in forming concepts and manipulating abstract ideas. . . . They do not assimilate isolated details that are not an

important part of a ‘bigger picture.’”¹⁶ Table 1 summarizes these strengths and areas of challenge.

Twice-exceptional students' strengths and areas of challenge are intimately interconnected rather than the mere coincidence of random gifts and disabilities. In some ways, the term *twice exceptional* is misleading because it suggests that people have the two unrelated labels of *giftedness* and *disability*. Instead, the differences between the strengths and areas of challenge are

difficult to distinguish. For example, the characteristics of highly gifted children overlap with characteristics of students with ASD, including focused interest on a topic and frequent difficulty making friends because there are no intellectual peers.¹⁷ People with ADHD are often distracted, and this offers them strengths in integrative intelligences and combining disparate ideas. It's perhaps less well known that individuals with ADHD also frequently have above-average ability to focus on topics or projects that they find interesting, and because of this, they often display strong task commitment, although it might be inconsistent.¹⁸ Surprising as it may seem, both giftedness and ADHD can create inattention, hyperactivity, impulsivity, difficulty in temperament, and underachievement.¹⁹ As a result, although commonly held assumptions might suggest otherwise, there is a fine line between disability and "superability," and the two are often difficult to distinguish.

Although the traits in Table 1 suggest that disability and giftedness are intimately linked, it also may reveal how exasperating learning and school can be for twice-exceptional students. Imagine the frustration encountered by a student who has a strong task commitment and desperately wants to create original ideas but is inhibited by poor executive functioning and organizational skills. A student may desire to compose music and can generate musical ideas but gets easily distracted and lacks the ability to properly sequence the steps to record or notate his or her ideas. Some students lack the executive function to learn how to play an instrument. He or she might love the trumpet and classical music but cannot figure out the steps to read notation and to practice. Another student may enjoy abstract concepts but has limited reading skills and difficulty with language. He or she may want to know more about music theory but struggles to decipher the language and charts in theory textbooks.

Classwork often emphasizes the skills and intelligences that are 2e students' areas of challenge and infrequently or never requires use of their strengths.

Schools stress and reward dispersive intelligence, which is the area 2e students struggle most.²⁰ Students are less frequently asked to use integrative thinking. Their troubles in school often lead them to have low academic self-efficacy, meaning that 2e students do not believe they are successful at school and learning tasks.²¹ Significantly, 2e students have lower academic self-efficacy than gifted-alone students, students with learning disabilities but with average intelligence, and typical learners.²² Because of this, 2e students often do not enjoy school, act disruptive, or appear unmotivated.²³

Although school may be difficult, because of the unique combination and relationship of giftedness and propensity for dispersive (big picture) thinking, 2e students are often drawn to music and other arts.²⁴ As West notes, many gifted, artistic people are successful "not in spite of but because of their apparent disability. They might have been so much in touch with their visual-spatial nonverbal, right-hemisphere modes of thought that they have had difficulty doing orderly, sequential, verbal-mathematical, left-hemisphere tasks in a culture where such capabilities are highly valued."²⁵ Music educators may be in a position to provide 2e students an environment where 2e students feel that their strengths are utilized and celebrated and their difficulties are addressed. But while music can offer this space, to be successful, 2e students need extra support in their music classes to minimize disabilities and exploit their strengths.

Strategies for Educating 2e Students

How can music educators differentiate their instruction and curricula to provide the help twice-exceptional students need but often do not receive to succeed in music class and increase their academic self-efficacy? Differentiating for 2e students is doubly challenging because modification must be made twice: for both their giftedness and their disabilities.²⁶ In addition, accommodations cannot be conceived in isolation. Instead,

teachers of 2e students need to coordinate encouraging these individuals to authentically pursue their strengths and interests while providing strategies to compensate areas of challenge in order to complete tasks successfully.²⁷ To do this, educators might highlight strengths and mitigate areas of challenge; emphasize integrative thinking and deemphasize dispersive thinking; allow flexibility of choice; overtly teach organizational skills, self-regulation, and compensation strategies; and build relationships.²⁸

Highlight Strengths and Mitigate Areas of Challenge

Music educators might modify assignments to focus on 2e students' strengths and minimize or avoid areas of challenge that inhibit learning.²⁹ For example, a teacher might require all students to create a composition and then notate it with the objective of inviting students to express themselves through original music. But, educators can modify the assignment for a 2e student who has high musical aptitude, can easily copy tonal patterns aurally, and is able to compose and improvise melodies but struggles with written notation because of aural processing disorders. The notation aspect of the assignment inhibits the 2e student from the true objective of the assignment of expression through the creation of original music. If students are allowed to audio-record their compositions, then their areas of challenge are minimized and strengths accentuated. Similarly, when teachers teach dynamics, they can modify the exercises in a method book for 2e students who struggle with decoding notational symbols. Encouraging the student to add his or her own dynamics still achieves the intended objective of performing louder and softer on an instrument while avoiding areas of challenge. After that experience, the student may have a better understanding and be ready to perform the correct dynamics and conform to the rest of the ensemble. Allowing 2e students to use their strengths and avoid their areas of challenge to demonstrate their knowledge of the whole-class

objectives may increase the likelihood of success.³⁰

Deemphasizing areas of challenge might seem counterintuitive to some music teachers because they are trained to determine and then correct students' weaknesses through exercises and repetition. For example, students might struggle with a technique, like diction or playing smoothly in quick passages. The teacher selects exercises that isolate and drill that weakness through repetition. However, when this becomes the only strategy, it can create a deficit model where students are required to focus only on their weaknesses in isolation of their strengths. This is a problem because students' strengths are not used to support and compensate for their areas of challenge. Also, when any person is continually required to focus on his or her weaknesses while talents remain untapped, it does not create an enjoyable or motivating environment but erodes self-efficacy; in other words, it harms their confidence and what they believe they can accomplish.³¹ This is particularly true for 2e students who have disabilities that will not significantly improve through traditional drill while their abundant strengths are ignored. It should not be surprising why this can lead to low academic self-efficacy and disengagement with school.³²

Instead, music educators can improve 2e students' skills and knowledge by using strengths to circumvent areas of challenge.³³ For example, asking students to use their integrative intelligence to devise idiosyncratic solutions to their technical issues uses strengths to improve areas of challenge. Twice-exceptional students excel in devising creative solutions that may be unanticipated by the teacher. Giving students space to generate unique answers to problems, then carefully guiding them in refining and executing those solutions, calls upon that strength in dispersive intelligence. For example, a student may use skills developed from hobbies or resources he or she has at home to help create and practice a musical interpretation of a passage. Teachers also support areas of challenge with

strengths when they introduce content, concepts, or skills using multisensory modes by simultaneously using aural, visual, and tactile-kinesthetic representations. When students learn through multiple senses, they can call upon their strengths to inform information received in their areas of challenge. These strategies, among others, can improve the likeliness of success and progress.³⁴

Emphasize Integrative Thinking and Deemphasize Dispersive Thinking

Because 2e students are challenged by dispersive thinking, such as memorizing isolated facts, and excel in integrative and creative thinking, they benefit from lessons that explore "the big picture."³⁵ Teachers might deemphasize assignments and tasks that require rote memorization and encourage activities that require students to use knowledge in creative ways. This often means using project-based assignments where students are required to solve an interesting problem. Rather than demonstrate knowledge of a single correct answer, in these assignments, students see a global or big picture problem and then find out details to create a solution.³⁶

A shift to problem-based instruction means that educators avoid, but not eliminate, lectures. As Baum and Owen note, "teacher talk," especially lectures or giving directions, is rarely successful in engaging and holding students' attention."³⁷ If the teacher decides to talk for extended periods of time, it might follow an experience, not precede it. For example, if you want students to understand the parameters of an effective melody, rather than having them memorize rules, have students write a new school alma mater for an upcoming performance. Through the process of solving this "problem," the student may start to explore and experiment with different melodies, discovering what works and does not. In this way, students are given the "big picture" of melodies. It is after these experiences that students could engage in any extended talk by the teacher. Project-based learning allows

2e students, as well as other learners, to think creatively and call upon their strength of integrative intelligences to learn new content and skills.

Allow Flexibility of Choice

Twice-exceptional students, like all learners, learn best and are most motivated when educators allow flexibility in their classrooms. First, allow 2e students choice in how they receive information.³⁸ If 2e students struggle to read sheet music in an ensemble, provide them an audio recording of their parts. For homework assignments, if 2e students have difficulty learning the information from textbooks or other written language, allow them to gain that information through multimedia, such as videos and podcasts. If the student has trouble sitting during discussions or rehearsals, provide a space where the student can move without distracting other students. Often, students are aware of their preferences, and receiving feedback from students helps teachers find the best modes to provide information.³⁹

Second, teachers can allow students flexibility in how to demonstrate knowledge by letting students choose the projects and by providing alternative assessments.⁴⁰ Studies have suggested that when 2e students are given options on how to demonstrate their learning, they perform as well as their typical-learning peers.⁴¹ Students might be given the flexibility to pursue their talents and interests in a way that is meaningful and motivating to them. For example, a music teacher might invite students to demonstrate knowledge of the characteristics of the Baroque period by composing a work in the Baroque style, writing and performing a skit about Bach, or imagining and then creating a Twitter account by Handel. Allowing students to choose how to demonstrate learning allows them to circumvent areas of challenge, like writing skills, and focus their attention on domain-specific musical thinking.

Third, allow 2e students to pursue topics of interest by letting them

conduct an independent problem-based project.⁴² In addition to the example in the previous section, students could research music they like, prepare a piece for performance, or compose an original composition. If teachers are concerned that 2e students receive the important information in the curriculum, teachers can pre-assess students' skills in order to eliminate the teaching of the content already mastered. This will "buy time"; while the teacher reviews those skills or topics with the class, students can practice these skills through individual assignments and self-directed projects. Finally, allowing the flexibility to choose how to receive and demonstrate knowledge benefits all learners, not just 2e students.

Teach Organizational Skills, Self-Regulation, and Compensation Strategies

While 2e students benefit from the flexibility to conduct independent learning, they also need explicit strategies to complete their work. One way 2e students differ from gifted-alone students is that they require finely structured and clearly communicated processes to complete projects. While 2e students may have grand ideas, they often become frustrated when devising a strategy to realize their vision—in other words, 2e students have poor executive functioning. Because of this, teachers might tightly structure the procedures of assignments so that 2e students can be successful.⁴³

First, teachers might state clear expectations and break complex learning tasks into manageable parts.⁴⁴ Instead of vaguely saying, "finish this assignment" or "go practice," give the student the steps that will help them complete the task. Help students devise a projected timeline to complete the projects with management plans and deadlines. Second, educators should teach students to set realistic goals and time schedules. While 2e students have creative vision, they often do not correctly surmise whether a project is feasible. Sometimes it is important to downsize projects in scope or duration.⁴⁵

Third, teachers might help students manage materials.⁴⁶ Teachers might minimize the amount of objects 2e students must keep track of. Because of poor organizational skills, these students often lose their work. If a 2e student plays in an ensemble, then ideally he or she could have two sets of instruments and sheet music, for home and school. Teachers can also use technology to their advantage. Cloud-based software allows students to access the same software and files from devices at home and school, rather than carrying it with them, and minimizes the potential for misplacement. Finally, students might be taught how to self-regulate and improve their executive functioning. Encourage self-monitoring or metacognition of coping strategies by helping students assess whether their strategies work by creating a monitoring checklist.⁴⁷

These four strategies might best be exemplified in the alteration of practice sheets. Often practice sheets merely catalogue how much to practice and sometimes what to practice. But, this does not provide enough information for students, leading to unfocused practicing. This is particularly true for 2e students, who struggle with executive functioning. Instead, a practice sheet might include specifically *what*, *when*, and *how* to practice and for *how long*. A practice sheet that not only catalogues practice, but serves as a structured document that gives specific directions on how to complete a practice session benefits 2e students. Finally, including a reflective section that directs the students to identify successful strategies, as well as strategies that did not work, can facilitate self-regulation.

Build Relationships

Because 2e students often have low academic self-efficacy, they benefit from extra encouragement and from adults whom they trust. These adults believe in them, identify talents, mitigate areas of challenge, and serve as a source of support. Music teachers have an advantage in this area. While the other subject areas may continually remind them of

their areas of challenge, artistic endeavors like music have the potential for students to think creatively and use the multiple intelligences that are strengths. Encouraging students to pursue gifts through positive reinforcement and a warm and nurturing relationship can help 2e students build their academic self-efficacy.⁴⁸

Music teachers should also build relationships with other adults in the 2e student's life.⁴⁹ Reach out to special education faculty and staff and parents or guardians to understand the unique gifts and disabilities and effective strategies individual to that child. In addition, when music teachers provide other adults insights into the unique strengths and strategies the 2e student demonstrates in music class, that information may be applicable in other areas of the child's life.

Finally, educators might build relationships between the students by teaching all students to accept difference.⁵⁰ Teachers might pair 2e students with "typical" learners in small group lessons or rehearsals to work collaboratively and help each other practice.

A Supportive Environment

Table 2 summarizes the strategies for twice-exceptional students outlined previously, marking the types of instructional approaches to deemphasize and those to encourage. But, this advice provides action for working with all students, regardless of ability. All learners, not just 2e students, deserve to think creatively and have their individual needs met.

Twice-exceptional students, as well as students of all learning styles, deserve an environment that values and supports their individual needs and talents by utilizing strengths and supporting areas of challenge to meet their full potential. Twice-exceptional students have the same diversity of learning styles as other students, but they may not have the flexibility to use more than one learning style as other learners. That is why a multisensory approach is ideal for *all* learners—"typical" learners, English

TABLE 2
Strategies for Twice-Exceptional Students

Less	More
Memorizing	Big picture thinking
Lecturing	Hands-on, problem-based learning
Rigid rules	Flexibility in choice
One-size-fits-all teaching of material	Differentiation based on student strengths
Vague parameters	Specific strategies to complete tasks
Cold, "tough-love" demeanor	Warm, encouraging environment and relationship.
Expecting 2e students to conform, regardless of strengths or areas of challenge	Consultation with other adults to improve and differentiate instruction
Ignoring or devaluing differences	Teaching all students to accept a variety of ways of learning and demonstrating knowledge

language learners, as well as students who have sight or hearing impairments, specific learning disabilities, and so on. All of these types of learners may be present in a single classroom and can be served along with 2e students by using this approach. This attention to individual needs helps educators avoid putting *all* students in neat categories, of which 2e students, in particular, rarely fit into and to see them as unique learners and individuals. Rather than wondering if a child *either* has a disability or is gifted, educators can see the whole, unique person and tailor instruction to his or her individual needs. A quality education through individual attention, differentiation, and building of personal relationships is the right of students of all abilities.

NOTES

1. This snapshot of a fictitious "Connor" is a combination of research on traits of twice-exceptional students cited throughout this article and the author's personal experiences with students who have some of these challenges.
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"Empirical Investigation of Twice-Exceptionality: Where Have We Been and Where Are We Going?" *Gifted Child Quarterly* 55 no. 1 (2011): 3–17.

3. M. Layne Kalbfleisch, "Twice-Exceptional Students," in *Fundamentals of Gifted Education: Considering Multiple Perspectives*, ed. Carolyn M. Callahan and Holly L. Hertberg-Davis (New York: Routledge, 2012): 358–68.
4. Susan M. Baum, Carolyn R. Cooper, and Terry W. Neu, "Dual Differentiation: An Approach for Meeting the Curricular Needs of Gifted Students with Learning Disabilities," *Psychology in the Schools* 38, no. 5 (2001): 477–90; Sally M. Reis, Joan M. McGuire, and Terry W. Neu, "Compensation Strategies Used by High-Ability Students with Learning Disabilities Who Succeed in College," *Gifted Child Quarterly* 44, no. 2 (2000): 123–34.
5. Carolyn R. Cooper, Susan M. Baum, and T. W. Neu, "Developing Scientific Talent in Students with Special Needs," in *Science Education for Gifted Students*, ed. Susan K. Johnsen and James Kendrick (Waco, TX: Prufrock Press, 2005), 63–78; Thomas G. West, *In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies* (Amherst, NY: Prometheus Books, 2009); Albert Ziegler, "Research on Giftedness in the 21st Century," in *International Handbook on Giftedness*,

ed. Larisa V. Shavinina (New York: Springer, 2009), 1509–24.

6. Temple Grandin, *Thinking in Pictures: My Life with Autism, Expanded Edition* (New York: Random House LLC, 2008).
7. Joseph Jankovic and Aidin Ashoori, "Movement Disorders in Musicians," *Movement Disorders* 23, no. 14 (2008): 1957–65.
8. S. Timothy Maloney, "Glenn Gould, Autistic Savant," in *Sounding Off: Theorizing Disability in Music*, ed. Neil Lerner and Joseph N. Straus (New York: Routledge, 2006), 121–36.
9. The famous examples cited are rare and extraordinary and might more accurately be described as "savant syndrome." Twice exceptionality is more common because the person may be labeled as *gifted* but not the rare *genius*. See David Henry Feldman and Martha J. Morelock, "Prodigies and Savants," in *The Cambridge Handbook of Intelligence*, ed. Kurt A. Heller, Franz J. Mönks, Robert J. Sternberg, and Rena F. Subotnik (Kidlington, UK: Elsevier Science, 2001), 210–34.
10. Susan M. Baum and F. Richard Olenchak, "The Alphabet Children: GT, ADHD, and More," *Exceptionality* 10, vol. 22 (2002), 77–91; National Education Association. *The Twice-Exceptional Dilemma* (Washington,

- DC: National Education Association, 2006), accessed July 29, 2014, http://www.nea.org/assets/docs/twice_exceptional.pdf.
11. Susan Baum, ed., *Twice-Exceptional and Special Populations of Gifted Students* (Thousand Oaks, CA: Corwin Press, 2004).
 12. Linda Kreger Silverman, "Asynchronous Development," in *The Social and Emotional Development of Gifted Children: What Do We Know?*, ed. Maureen Neihart, Sally M. Reis, Nancy M. Robinson, and Sidney M. Moon (Waco, TX: Prufrock Press, 2002), 31-37.
 13. Susan M. Baum and Steven V. Owen, *To Be Gifted and Learning Disabled: Strategies for Helping Bright Students with LD* (Mansfield, CT: Creative Learning Press, 2004).
 14. John Philo Dixon, *The Spatial Child* (Springfield, IL: Charles C Thomas Publishing, 1983).
 15. Baum and Owen, *To Be Gifted and Learning Disabled*.
 16. Ibid., 38.
 17. Shelagh A. Gallagher and James J. Gallagher, "Giftedness and Asperger's Syndrome: A New Agenda for Education," *Understanding Our Gifted* 14, no. 2 (2002): 7-12, accessed July 29, 2014 <http://www.hoagiesgifted.org/eric/fact/asperger.pdf>. Maureen Neihart, "Gifted Children with Asperger's Syndrome," *Gifted Child Quarterly* 44 (2000): 222-30.
 18. As a result, some have suggested that ADHD may be overdiagnosed because it is confused with gifted traits. See Kevin M. Antshel, Stephen V. Faraone, Kimberly Stallone, Andrea Nave, Felice A. Kaufmann, Alysa Doyle, Ronna Fried, Larry Seidman, and Joseph Biederman, "Is Attention Deficit Hyperactivity Disorder a Valid Diagnosis in the Presence of High IQ?: Results from the MGH Longitudinal Family Studies of ADHD," *Journal of Child Psychology and Psychiatry* 48, no. 7 (2007): 687-94; Paul Beljan, James T. Webb, Edward R. Amend, Nadia E. Web, Jean Goerss, and F. Rick Olenchak, "Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders," *Gifted and Talented International* 21, no. 2 (2006): 83-86; and Sally M. Reis and D. Betsy McCoach, "Underachievement in Gifted and Talented Students with Special Needs," *Exceptionality* 10, no. 2 (2002): 113-25.
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 20. M. Elizabeth Nielsen and L. Dennis Higgins, "The Eye of the Storm: Services and Programs for Twice-Exceptional Learners," *Teaching Exceptional Children* 38, no. 1 (2005): 8-15.
 21. F. Richard Olenchak, "Effects of Talents Unlimited Counseling on Gifted/Learning Disabled Students," *Gifted Education International* 25 (2009): 143-62.
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 24. Baum, Cooper, and Neu, "Dual Differentiation"; Reis, McGuire, and Neu, "Compensation Strategies Used by High-Ability Students."
 25. West, *In the Mind's Eye*, 32.
 26. Baum, Cooper, and Neu, "Dual Differentiation."
 27. Sally M. Reis, "Services and Programs for Academically Talented Students with Learning Disabilities," *Theory into Practice* 44, no. 2 (2005): 148-59.
 28. These recommendations are similar to guidelines for "Universal Design," which is an educational framework for creating curriculum and instruction that is adaptable to all learning styles and abilities. Universal Design calls for flexibility in how teachers present material, how students are assessed, and how students engage in educational experiences. For more, see Joan M. McGuire, Sally S. Scott, and Stan F. Shaw, "Universal Design and Its Applications in Educational Environments," *Remedial and Special Education* 27, no. 3 (2006): 166-75. In music education, see Alice-Ann Darrow, "Music Education for All: Employing the Principles of Universal Design to Educational Practice," *General Music Today* 24, no. 1 (2010): 43-45.
 29. Susan Winebrenner, "Teaching Strategies for Twice-Exceptional Students," *Intervention in School and Clinic* 38, no. 3 (2003): 131-37.
 30. Nielsen and Higgins, "The Eye of the Storm."
 31. Winebrenner, "Teaching Strategies for Twice-Exceptional Students."
 32. Emily Williams King, "Addressing the Social and Emotional Needs of Twice Exceptional Students," *Teaching Exceptional Children* 38, no. 1 (2005): 16-20.
 33. Baum and Owen, *To Be Gifted and Learning Disabled*.
 34. Nielsen and Higgins, "The Eye of the Storm."
 35. Baum and Owen, *To Be Gifted and Learning Disabled*.
 36. Reis, "Services and Programs for Academically Talented Students with Learning Disabilities."
 37. Baum and Owen, *To Be Gifted and Learning Disabled*, 212.
 38. Winebrenner, "Teaching Strategies for Twice-Exceptional Students."
 39. Mary Ruth Coleman, "Academic Strategies That Work for Gifted Students with Learning Disabilities," *Teaching Exceptional Children* 38, no. 1 (2005): 28-32.
 40. Siegle and McCoach, "Making a Difference."
 41. Baum and Owen, *To Be Gifted and Learning Disabled*, 110-11.
 42. Siegle and McCoach, "Making a Difference."
 43. Winebrenner, "Teaching Strategies for Twice-Exceptional Students."
 44. Baum and Owen, *To Be Gifted and Learning Disabled*.
 45. Reis, "Services and Programs for Academically Talented Students with Learning Disabilities."
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 49. Ibid.
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HANDBOOK FOR COOPERATING TEACHERS

This handbook is designed to assist school music teachers who agree to assume the role of cooperating teacher and thus host and groom a potential new school music teacher. Anything left unclear in this document can be addressed by contacting the UNH student teacher supervisor who will be in contact with you throughout the student teaching experience.

THE ROLE OF COOPERATING TEACHERS

Together, the student teacher, cooperating teacher, and university supervisor form a team, or triad, with the goal of developing and supporting a beginning educator. Within the school, the cooperating teacher assumes the primary role in assisting the student teacher to become a competent and creative professional. We see the cooperating teacher's role as one of mentor, team leader, co-planner of instruction, partner in dialogue, guide, cheerleader, critical friend, and trusted colleague. During the early stages of student teaching cooperating teachers are called upon to teach the student teacher about planning and management. By the time the semester is nearly finished the student teacher should be operating with a considerable amount of autonomy.

RESPONSIBILITIES BEFORE STUDENT TEACHING BEGINS

Planning Student Teaching

Student teachers and cooperating teachers are expected to spend time preplanning for the semester and setting mutual goals and expectations. Some of this preplanning may take place before the semester begins, but typically this is the stuff of conversations at the start of the student teaching semester.

The Student Teaching Calendar

All student teachers are expected to follow the public school's calendar. They student teaching when their school begins and finish fourteen weeks later. Because there are two public school vacations during second semester, spring student teachers do **not** take the University break in March unless arrangements to do so were made and authorized during the placement process or early in the semester. Instead, student teachers take the vacations scheduled by their hosting school districts. Student teachers are expected to work in the schools if school is open even on days when a university holiday may exist.

Teaching Load

A student teacher is usually involved with the school on a full-time basis. This means five days per week for the entire school day. Some cooperating teachers team-plan and team-teach with their student teacher for much or all of the semester in a highly collaborative way while alternating lead teaching roles. Other cooperating teachers prefer to gradually expand the student teacher's teaching responsibilities during the first few weeks or month until the student teacher is viewed as ready to assume primary instructional leadership for a class section. **We do not support or allow a day-one "sink or swim" approach given the unnecessary risks associated with a student teacher assuming full teaching responsibilities on the first day.**

Prior to Day One

The cooperating teacher is to take responsibility for:

- creating a workspace for the student teacher so that s/he is an integral part of the classroom;
- introducing the student teacher to the school principal, other teachers, specialists, custodians,
- the librarian, and the school nurse;
- touring the school with the student teacher to point out such necessities as the teachers' work room, the lavatories (adult and student), the library, and the parking lot for teachers;
- showing the student teacher the basic classroom set-up, including where supplies are kept;
- showing the student teaching basic record keeping procedures and how to operate video equipment, photocopying machines and other devices;
- discussing classroom atmosphere, discipline, individual students, each class as a group, general philosophy of education, goals for the year, first day procedures, first day responsibilities of the student teacher, plans for observing and evaluating;
- discussing his/her philosophy of education and specific expectations for the semester;
- arranging specific times for regular meetings with the student teacher;
- deciding how to introduce the student teacher to parents and students;
- acquainting the student teacher with local community norms and characteristics; and,
- providing the student teacher with copies of texts for summer study.

Day One

Student Teachers need to have specific things to do right from the beginning. These tasks should communicate to school students that the student teacher has the status and authority of a teacher. There are many housekeeping chores, for example, that must be done and for which student teachers can be prepared:

- distributing books and other materials;
- interviewing new students;
- escorting students to various parts of the building;

- taking attendance and learning students' names; and,
- in some cases, teaching part of a lesson.

The cooperating teacher is responsible for introducing the student teacher to the class. The form of this introduction will depend on the individual situation; however, it should be made clear that the student teacher is a teacher, about to become a college graduate, and is now pursuing a teaching license and job.

RESPONSIBILITIES DURING STUDENT TEACHING

Lesson Planning

At the beginning of the year it is particularly important for student teachers to write detailed lesson plans. These plans should be submitted to their cooperating teacher for approval the day before they are to teach the lesson. Student teachers, together with their cooperating teacher, can determine the format for these written plans that best meets their needs; however, the *Universal Based Design Lesson Plan Template* can provide a very effective format. Other formats may be completely acceptable.

Discipline

Becoming a credible authority figure in the classroom and school is a basic goal of student teachers. Achieving this goal is a complex process and frequently requires a period of trial and error. Cooperating teachers should provide specific strategies to help the student teacher develop this skill and maintain a sense of confidence in his or her evolving abilities.

Observing the Student Teacher

Student teachers want and need concrete, constructive and frequent feedback from their cooperating teachers. They value the opportunity to sit down with their cooperating teachers after a lesson or at the end of the day to debrief and review the cooperating teacher's observational notes.

Cooperating teachers are to conduct formal observations of their student teacher about once a week. Cooperating teachers will be provided with a *Cooperating Teacher Weekly Observation Form* to help organize the feedback they provide during a formal observation. At mid-semester and again at the end of the semester the members of the triad will meet to discuss the student teacher's progress and to map out plans for future work.

Time Alone in the Classroom and Solo Weeks

It is important that each student teacher, cooperating teacher and supervisor triad work closely together to determine the pace and degree to which that student teacher assumes more responsibilities during the semester. Some student teachers move more quickly than

others, which is to be expected. All student teachers are expected to successfully plan, teach and assess a full day of classes during the semester.

POLICIES AND EXPECTATIONS

Observation of Classes

During the school year student teachers are encouraged to observe other teachers in their school, at the suggestion of their cooperating teacher. We strongly recommend that at least one of the observations involve an experience with English Language Learners and the ELL professional when possible.

Visits to Other Schools/Community Sites

Student teachers are required by the state to spend at least one full day in a public school with a very diverse student population. The cooperating teacher should assist the student teacher in choosing where and when to visit.

Racial/Ethnic Diversity Requirement

Student teachers are expected to explore and reflect on the various aspects of diversity and multicultural perspectives and the implications for their teaching.

The Student Teacher as Substitute Teacher

Substituting should always be at the discretion of the cooperating teacher, university supervisor, and student teacher. Student teachers may work as a substitute once the cooperating teacher feels confident of their ability to work professionally and with confidence. Many student teachers are ready to substitute for their cooperating teacher after three or four weeks.

Extra-Curricular Involvement

Many student teachers have special skills and talents that can enrich the school's extra-curricular program, and should be encouraged to participate in these programs.

Videotaping During the Experience

Student teachers are required by the state, as a part of the required TCAP assignment for licensure, to be video recorded. They may ask to be recorded as an ongoing effort at professional development. Cooperating teachers should work with the school administration to carefully control such recording efforts.

Student Teacher Time Away from School

Student teachers may need to be excused from small portions of the school week on a regular basis. For instance, some student teacher weekly seminars may meet at a time that necessitates the student teacher be excused early from his/her responsibilities in the school. Also, many student teachers are enrolled in a course on campus while student teaching. In either case, student teachers may need to be excused for these two reasons. They should not ask, however, to be excused so they can work a job. They will have to arrange their job work hours so as not to conflict with school time.

Liability and School Law

Student teachers should be sure that they act as “prudent persons” at all times. Cooperating teachers are to make sure that student teachers clearly understand proper health and safety procedures for the classroom and the school.

Code of Ethics

We expect all participants student teaching to comply with the Code of Ethics in the N.E.A. (<http://www.nea.org/home/30442.htm>) and any code of ethics adopted by the State Board of Education in New Hampshire.

In Case of Emergency

Despite our best efforts, there are times when a student teacher placement is simply not working. If a discussion between members of the triad does not seem to help, the concern should be brought to the attention of the UNH Director of Field Experiences.

RESPONSIBILITIES FOR FINAL ASSESSMENT OF THE STUDENT TEACHER

Student teachers are graded on a Credit/Pass (“P”) or No Credit/Fail (“F”) basis. Typically, the cooperating teacher, student teacher, and University supervisor will determine the final grade in a three- way conference near the end of each semester.

As student teaching draws to a close, student teachers will be working hard to complete their final requirements, which may include: their New Hampshire Teacher Candidate Assessment of Performance (NH TCAP) submission, job search activities, and any final projects or tests for other classes. Cooperating teachers should provide flexibility, time, and encouragement as the student teacher balances these tasks with classroom responsibilities.

At the conclusion of student teaching, cooperating teachers will be asked to complete an evaluation of the student teacher’s performance and declare whether or not the student teacher should be recommended for a teaching license.

Lastly, in order to continually make program improvements that benefit all participants in student teaching, cooperating teachers are asked to complete an end-of-year survey about their experiences.

Thank you for your contributions to the program, the development of future educators, and to our profession in general. Cooperating teachers are an essential part of the preparation of future music teachers.

DRAFT

Progress Report
for the New Hampshire State Board of Education

The University of New Hampshire
Ed. 614.15 Special Education Administrator Program

August 3, 2020

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Introduction

Statement of Purpose of Progress Report

The progress report is intended to serve as an update on what the UNH Special Education Administrator Program has accomplished since the February 13, 2020 State Board of Education meeting concerning the October 21-23, 2019 program review visit.

Background Information Regarding Approval of PEPP

On October 21-23, 2019, a program review was conducted. The NHDOE review team and NHCTE recommended full approval with a program certification rating of “Effective, 3”. At their February 13, 2020 meeting, the State Board of Education expressed concerns about the Special Education Administrator Program and voted to grant a conditional two-year approval through August 30, 2022 with a progress report due by August 13, 2020.

Overview of Progress Report

Although there were no unmet standards or recommendations that required responsive action identified in the NHDOE review team report, the UNH Special Education Administrator Progress Report addresses concerns identified at the February 13, 2020 State Board of Education (SBE) meeting pertaining to Ms. Honorow’s comments, as summarized in the meeting minutes below.

State Board of Education Concerns

“...Ms. Honorow directed the Board’s attention to the Special Education Administrator program on page 48. Ms. Honorow noted that the suggestions were not mandated by the review team, but asked to hear more about how the concerns about facilities would be addressed. Ms. Stoneking explained that the suggestions came out of talking with people in the trenches, but they are not directly related to the Ed 600s. Ms. Honorow stated that nobody should ignore the feedback included in the report. Ms. Honorow continued that the Board cannot mandate that UNH build different buildings, but students have to access to their classrooms, and if there is too little space to offer classes, it becomes more than just a building problem...” (February 13, 2020 State Board of Education Meeting Minutes)

Subsequent Actions to Address SBE Concerns

UNH Student Accessibility Services Mission Statement

<https://www.unh.edu/studentaccessibility/about-sas>

“Student Accessibility Services (SAS) is committed to assuring that students with disabilities receive equitable, effective, and meaningful access to all campus programs, resources, and services. SAS is responsible for ensuring academic and housing accommodations. We recognize the diversity of abilities as a source of excellence, enrichment, and strength for all members of the university community. SAS facilitates and supports student growth and development toward empowerment, self-advocacy, and personal responsibility. These skills enable students to make informed decisions towards meeting or exceeding the standards/expectations both at UNH and beyond. Additionally, we are a source of information and referral, a resource and collaborative

partner for the campus community, and a point of support and advocacy regarding access issues in general.”

In keeping with the SAS Mission Statement, Morrill Hall does have three mobility impaired parking spaces adjacent to the building, a ramp leading to an automatic door and a passenger elevator accessed from the ground floor, first floor, second floor and third floor. To better identify these conditions, additional signage will be created and displayed within Morrill Hall during the fall 2020 semester.

The Education Department Chair continues to work with the College of Liberal Arts Dean and UNH facilities leadership to identify resources for future Morrill Hall renovations. On April 1, 2020, due to conditions caused by COVID 19, UNH instituted a capital spending freeze. Projects not currently in physical construction are suspended until further notice. In the meantime, when possible, special education administrator courses will be offered online, in technology rich classrooms outside of Morrill Hall, and/or at the Manchester campus.

We appreciate the reviewer’s helpful suggestions and the opportunity to continuously improve our programs. To that end, the EDUC 939 Assessment and Teaching of Children with Learning Difficulties syllabus has been revised to explicitly reflect current practices. Please see appendix.

Name of Program: Special Education Administrator Certification

Program Number: Ed 614.15

Recommendation for Program Approval: Approval

Reviewer Name(s): Jennifer Pomykato

1. Summary of Findings on the Unit's Program Assessment System:

The UNH Special Education Administrator certification program generally provides their graduates with the learning experiences needed to meet the standards outlined in Ed 506.07. Entry-level requirements are clear with a process by which each candidate's application is reviewed before acceptance into the certification program. With an emphasis on listening, speaking and writing effectively as defined in Ed 1102, these requirements are embedded within course syllabi as part of the course goals and course participation requirements.

Leadership skills addressed in EDUC 977 (Leadership) and EDU 974 (Internship) effectively address the knowledge, organizational structure and theories as they contribute to the management of an educational organization. Personnel management and development skills are reinforced through EDUC 964 Human Resources. School district policies, professional development plans, while considering areas of critical shortage and how to recruit, hire and retain staff members needed those positions. Work management issues as they impact the workplace are included in the curriculum with problem of the day discussions and applications.

School and community partnerships emphasize organizational supports and their roles within the community while exploring the decision-making processes within those environments. As an area of focus for the Special Education Administrator, the program addresses families of students with disabilities and working with the agencies supporting children before arrival and after departure from our public schools. Special Education Administrator candidates are required to complete Educational Finance (EDUC 962) provides an overview of the planning, developing and auditing processes for school district budgets.

Generally there is minimal emphasis on the special education portion of the school district budget. Suggestions below include expanding the EDUC 962 to include greater emphasis on special education expenditures and revenues.

Special Education Administrators enrolled in EDUC 951 Laws and Regulations in Special Education gain knowledge of current federal and state laws and rules for students with disabilities particularly as they relate to the operation of schools and the development of school district policies. The Education Code is a requirement students must follow when locating, using, and citing New Hampshire laws and rules.

The UNH candidate for Special Education Administration must have knowledge of various elements of diversity and be able to communicate the standards of behavior for staff. This starts during the application process and is reinforced through coursework as reported by UNH staff and as noted in course evaluations.

Administrators of Special Education programs and services must have knowledge of the characteristics of learners as seen through the coursework of EDUC 850, Introduction to Exceptionality. Students must have an understanding of child and adolescent development to understand those exceptionalities identified under and supported through special education. Students participate in five learning modules while completing other tasks as outlined within the syllabus. While EDUC 850 serves as a general overview, EDUC 939 Assessment of Students with Disabilities, EDUC 956 Developing Positive Behavioral Supports and EDUC 940 Teaching Students with Learning Difficulties each help develop teacher competence in analyzing learners, their learning environments and their behavioral supports. Suggestions below may enhance the students' level of competence in these areas.

Collaboration with members of general education is a skillset address during the EDUC 974 Internship for each candidate of the Special Education Administrator program. During their internship, candidates must be able to facilitate student participation in school activities while coordinating services within those learning environments. Knowledge of the federal and state laws, policies and procedures apply to program development and in support academic and behavior interventions as evidence in the EDUC 974 and EDUC 956 syllabi. As noted above, updating instructional resources ensures current information about best practice based on current research.

Consider including Manifestation Determination procedures as required under IDEA and monitoring of disciplinary actions that may result in student suspensions that exceed 10 days (therefore a change of placement).

2. Commendation: None

3. Suggestion:

Consider expanding the scope of EDUC 962 Educational Finance to include a focus on budget development aligned with IDEA requirements as well as special education federal grant revenues. Special education administrators need to understand the impact of special education expenditures and anticipated special education revenue as part of the district-wide budget.

Consider expanding and updating EDUC 956 Developing Positive Behavior Supports for Students with Challenging Behaviors. The text, Positive Behavioral Support: Including People with Difficult Behavior in the Community published in 1996 may contain valuable information but may not reflect best practice within our public schools. More recent federal and state laws may not be included (i.e. seclusion and restraint, and using functional behavior assessments and data to develop behavior intervention plans).

Consider reviewing and revising EDUC 939 Assessment of Students with Learning Disabilities to reflect current practice. Evaluations, deliberations and determinations of a learning disability must first include data review under Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RtI) as noted in the NH Standards for Special Education in Schools. Additionally, NH and other state laws require school districts to screen all primary grade students for dyslexia and related disorders with intervention plans in place within a timely fashion.

Special Education Administrator candidates* gain knowledge of priority special education federal law and regulations, state law and regulations and local policies. As noted above, consider review and revision of those courses to include recent changes in regulations regarding learning disabilities evaluation procedures and behavior interventions requirements.

Special Education Administrators may have supervisory duties for staff. Standard (7) b. states, "Ability to communicate and practice a high standard of professional behavior as documented by supervisors evaluating the candidate's on-the-job performance". The NH DOE'S Code of Ethics and Code of Conduct publications were not included within available materials but may be useful to students within the NH schools as required by legislative vote.

Professor interviews and workload reports raised questions about staffing shortages that could impact the advisory and supervision capacity of intern supervision and course offerings aligned with the special education administrator certification requirements. More information is needed but issues were raised during the current students' and alumni students' interview session.

4. Recommendations that Require Responsive Action: None

5. **Program/Certification Rating** (*refer to Appendix*): Effective, 3

6. **Evidence Supporting the Rating Includes:**

- Taskstream/Watermark Exhibit Room
- Staff member interviews
- Taskstream/Watermark Exhibit Room resources
- UNH Self Report: "The following courses must be completed to ensure that the student has the ability to listen, speak, and write effectively concerning all the areas of special education: EDUC 850 Introduction to Exceptionality, EDUC 856 Supporting Families of Individuals with Exceptionalities, EDUC 938 Advanced Seminar in Special Education, EDUC 939 Assessment of Students with Learning Difficulties, EDUC 940 Teaching Students with Learning Disabilities, EDUC 951 Laws and Regulations in Special Education, and EDUC 956 Developing Positive Behavioral Supports."

Taskstream/Watermark Exhibit Room resources

- EDUC 974 Internship and EDUC 977 Leadership syllabi
- Taskstream/Watermark Exhibit Room resources
- EDUC 964 Human Resources syllabus
- EDUC 974 Internship and EDUC 977 Leadership syllabi and course goals
- EDUC 856 Supporting Families of Individuals with Exceptionalities syllabus
- EDUC 856 Portfolio; students must gather and reflect on interagency agreements
- EDUC 962 Educational Finance syllabus
- Special education administrators' responsibilities for budgets per IDEA requirements as well as special education federal grants and federal special education program reimbursements may be addressed within the course, but not referenced within the available resources.
- The role of the special education administrator may be discussed but not referenced within available resources.
- EDUC 951 Laws and Regulations in Special Education syllabus
- EDUC 856 Supporting Families of Individuals with Exceptionalities syllabus
- NH DOE'S Code of Ethics and Code of Conduct were not included within available materials but may be useful to students within the NH schools as required by legislative vote.
- EDUC 850 Introduction to Exceptionality syllabus
- During interviews current UNH students and UNH alumni requested additional background on best ways to support students coping with trauma and students exhibiting behavioral needs.
- National and local state statistics support a rise in behavioral needs.
- Research identifies resources available to support students, staff and administrators (i.e. social-emotional learning, trauma-informed schools, Response to Intervention for behavior and academics)
- EDUC 974 Internship syllabus
- EDUC 951 Special Education Law syllabus
- Module # 5 discusses discipline
- Manifestation determination processes required under IDEA may be available but were not included within the materials available.

University of New Hampshire

EDUCATION 939
ASSESSMENT AND TEACHING OF STUDENTS
WITH LEARNING DIFFICULTIES: PART I

Fall 2020

Morrill 112, Wednesdays 4:10-6:30 P.M.

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“There is no harm in doubt and skepticism, for it is through these that new discoveries are made.”

“I would rather have questions that can’t be answered than answers that can’t be questioned.”

-Richard Feynman

We need to remember that we are created creative and can invent
new scenarios as frequently as they are needed.

-Maya Angelou

From the beginning, disability taught that life could be reinvented. In fact, such an outlook was required.

-John Hockenberry

I believe finally, that education must be conceived as a continuing reconstruction of experience; that the
process and the goal of education are one and the same thing.

-John Dewey

MISSION OF THE GENERAL SPECIAL EDUCATION PROGRAM:

The Special Education program at the University of New Hampshire seeks to prepare highly qualified educators who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments for a diverse population of learners, who are capable of collaborating with classroom teachers, and who utilize these skills within their school communities and within the profession itself. Leader to us means someone who is knowledgeable in subject matter, educational theory and research, and who can make well-reasoned pedagogical judgments in complex situations with competing viewpoints. We prepare special educators who are exemplary in their own practice and who take initiative for planned change and collaboration toward the goal of improving outcomes for all students with exceptionalities.

COURSE DESCRIPTION:

The purpose of this course is to develop teacher competence in analyzing learners and learning environments, to specify learner characteristics in a way that will lead to appropriate educational programs for individuals with disabilities, and to develop competence in communicating these characteristics and program plans to parents and other professionals. While the assessment and teaching process to be presented can apply to all learners, exceptional or not, in all educational settings, special emphasis will be placed upon students regarded as having mild and moderate disabilities, served in regular classroom settings and resource rooms.

To understand learning difficulties we must understand learning. Therefore we will discuss learning and teaching in general, as well as the application of our understanding of learning to the experiences of students who meet with learning difficulties. Assessing and teaching such students requires the ability to recognize individual learner's needs, perspectives, and their current knowledge base, so as to respond equitably, responsibly and sensitively to all students by creating instruction that is informed by what students are able to do and by their accomplishments.

This course reflects knowledge derived from theory, research, law and experience-based principles of effective assessment and teaching practice as it covers working with students with a variety of classroom learning difficulties. Such practices encourage: 1) intellectual, social, and personal development; 2) instructional opportunities adapted to diversity in learners; 3) strategies for developing critical thinking, problem solving, and performance skills; 4) connecting special education instruction to recent trends and contemporary issues in general classroom curriculum and current teaching innovations related to direct instruction, small and large group instruction, collaborative learning and peer-teaching, and heterogeneous grouping, and 6) consultation with classroom teachers, paraprofessionals, and parents.

COURSE OBJECTIVES:

By the end of this semester, you will be able to:

1. Comment with criticism on the roles and limits of *assessment* in social and educational contexts.
2. Understand and be able to use data from formal and informal assessments to meaningfully aid in informed decision-making in schools, and to develop and promote functional and helpful *instructional planning* with colleagues for students with learning disabilities and their parents/guardians, according to the IDEA.
3. Assess fully and critically the *technical adequacy and functional usefulness of assessments*, both formal and informal, conducted in your content areas taught.
4. Use assessment results to make *instructional decisions, including those planned for multi-tiered systems of supports (MTSS), make eligibility decisions and make accountability decisions*, in collaboration with school teams and parents, according to the IDEA.

The big picture objectives of the year:

- *What is my role as an advocate for, and educator of, students with learning difficulties?*
- *What methods can I use to understand, engage, and respond to my students' learning needs?*
- *As a teacher, how can I be an agent of change, how can I reinvent learning for students that have historically been unable to learn through conventional methods?*

REQUIRED READINGS:

The main text is:

Main Text:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

The text above is already in MyCourses waiting for you. There is one chapter per week assigned from this text.

- There will be folders posted on My Courses each week containing any minor readings for the *following* week, entitled "week two, week three" etc.

Supplemental Texts:

New Hampshire Special Education Procedural Safeguards Handbook (April 2018).
(based on the Individuals with Disabilities Education Act of 2004 and the NH Standards for the Education of Children with Disabilities effective March 24, 2017)

Twachtman-Cullen, D., & Twachtman-Cullen, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey Bass.

Wright, P., & Wright, P. D. (2007). *Wrightslaw: Special Education Law*, (2nd Ed). Hartfield, VA: Harbor House Law Press.

Wright, P., & Wright, P. D. (2019). *Wrightslaw: Special Education Legal Developments and Cases*, 2018. Hartfield, VA: Harbor House Law Press.

ACADEMIC HONESTY:

All work submitted in this course must be your own or attributed to the proper author using appropriate research reference format. Work may not be submitted if being submitted to another course without prior permission of both instructors. The University's guidelines for academic honesty can be found in the Handbook of Student Rights, Rules, and Responsibilities. I am available to discuss any questions you have about this.

Here is a link to the University policy:

<https://www.unh.edu/student-life/09-academic-honesty-2017>

Or directly: [University Policy on Academic Honesty](#)

Honesty is a core value at the University. Each member of this academic community is expected to adhere to the principles and rules concerning academic honesty. Specifically, students are expected to refrain from . . . dishonesty, such as cheating, unapproved multiple submissions, plagiarism, or knowingly furnishing false information to the school or university.

Here is a link to a tutorial on the topic:

<https://cola.unh.edu/plagiarism-tutorial-0>

Or directly: [UNH tutorial on plagiarism](#)

It is important to distinguish between plagiarism and the legitimate presentation of the work of others (gleaned from print or online) through quotations or paraphrasing. The *Publication Manual of the American Psychological Association* (2010) gives the following guidance:

Plagiarism. Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section:

As stated in the sixth edition of the *Publication Manual of the American Psychological Association*, the ethical principles of scientific publication are designed to insure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the *Publication Manual* explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.

The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words.

INDIVIDUAL ASSISTANCE:

Your academic success in this course is very important to me. Individual assistance is available upon request -- please call, e-mail, or see me before or after class to schedule a meeting if you want individual assistance in coping with the requirements of this course.

If, during the semester, you find emotional or mental health issues are affecting that success, please contact Psychological and Counseling Services (PACS) (3rd fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

CLASSROOM BEHAVIOR:

To ensure a climate of learning for all, disruptive or inappropriate behavior may result in exclusion (removal) from this class. As a reminder, cell phone use, including text messaging, is not permitted in this class by Faculty Senate rule unless by instructor permission.

DISABILITY SERVICES:

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 711 (Relay NH) or sas.office@unh.edu.

Confidentiality and Mandatory Reporting:

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's Title IX Coordinator (Donna Marie Sorrentino, dms@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here (privileged confidential service providers/resources). For more information about what happens when you report, how the university considers your requests for confidentiality once a report is made to the Title IX

Coordinator, your rights and report options at UNH (including anonymous report options) please visit (student reporting options).

COURSE REQUIREMENTS:

1. CLASS ATTENDANCE, PREPARATION AND PARTICIPATION

Class attendance, along with timely and continued participation in class, in both small and large group class discussions and group activities, showing careful reflection on the readings and assignments, is required. On-time attendance is mandatory. Activities such as open house for your school or other related events are excused if I am notified in advance of the event. Please note that less than complete attendance may result in a reduction of your final grade, or failure of the course.

As for participation, note in particular that we will be working with four large groups of information on successive weeks. These are the high leverage practices in (1) Collaboration, (2) Assessment, (3) Social/Emotional/Behavioral Practices, and (4) Instructional Practices. On each of those designated class meetings (see schedule at the end of this syllabus) make sure you have read the corresponding HLP chapter, and also have found an article or study that is referenced at the end of that chapter that interests you and further explains and articulates an aspect of that HLP. We will share the articles and studies that you chose, and you should be prepared to describe the article or study.

2. QQTP REFLECTIONS

We will use an adapted form of a process described as QQTP (Quotations, Questions, and Talking Points) to support your participation. For each class indicated on the syllabus, beginning with class two, you will read an article on the relevant topical HLP in the reference list for that week and prepare a roughly **two-page** report with the following sections:

- *Quotation(s)*: Select a quote or data point from the reading that you find especially compelling, interesting, puzzling, or surprising. These should be brief (1-3 sentences). Remember to include a source in parentheses (who said it, what book or article, page number).
- *Question(s)*: As you read, take note of what questions come to mind. Develop one or more thoughtful question(s) that you would like addressed in small group and class discussion of the material. This can be a question of meaning (what does this information tell us), interpretation (how do we make sense out of this information), connection (how does this information connect to other readings and discussions in class), or evaluation (what is the accuracy or validity of the information). This should be a question about which you are genuinely curious and/or are not sure of the answer.
- *Talking Points*: Write 2-3 Talking Points that demonstrate how you have thought seriously and critically about the readings. Share how you think about, accept, reject, or otherwise critically engage the reading material, as if you had to synthesize the content for someone who had not read it. Each finding/conclusion should just be a few sentences.

The *first* Talking Point—every time you do this—will address how the material connects to you personally (i.e., how your personal experiences, background, or knowledge connect with the material). Your subsequent Talking Points will address your critical analysis of the material. We will then share in class your quotations, questions, or a talking point in small group and whole class discussions.

- These will be graded on a Pass or Fail basis.

3. TAKE-HOME STATISTICS QUIZ

This quiz covers: basic concepts of measurement, test scores and how to interpret them, and how to judge the technical adequacy of an assessment. It's not a group assignment, and you can take an alternate version of the test again if you are not satisfied with your performance the first time.

4. STANDARDIZED ACADEMIC ACHIEVEMENT ASSESSMENT:

You will be required to (1) learn to administer one formal, standardized achievement test by (a) observing another qualified professional administer a test, and (2) learn and practice giving either the same or different test to another adult, or to a child you know (with guardians' permission). You will then (3) score the test, (4) interpret the results according to procedures discussed in class (which may not necessarily be those currently practiced in your school) and (6) write a report summarizing your findings following the format and rubric discussed in class. We will share the results in class informally.

5. STUDENT STUDY TEAM PRESENTATIONS

You will be responsible for bringing to class information about a student for discussion and consultation twice during the semester. You are not required to write up a formal presentation, rather you will bring in information as if you were presenting your student to a pre-referral or student study team for discussion and consultation. This is an interactive, in class, presentation of a particular student in a particular *academic* area. In this semester, the academic area of concern will vary. Bring the information the team needs to know about the student to make decisions primarily about instruction, with a focus on how you have assessed for instruction. Present the information in a format that allows the team to make use of it easily. Think about the various assessments discussed so far. Bring information that is relevant to the team's understanding of the student such as standardized test scores, informal assessment information, work samples, interview responses, and your own eVALUEation of the student's current capabilities and what you have tried so far. You will consult with your team about where the student needs to go next and ideas about how to accomplish this. Please respect student confidentiality and delete names from all information. This is not a written assignment to be handed in, rather it will be evaluated during the class in which you make the presentation. You will sign up in class for a specific week/topic.

For the second SST, given feedback from SST one, present your behavioral or pedagogical teaching response to this case. What ideas did you listen to, and how did you design an intervention to try? You will want to mention (a) the methods that you have tried, and the research that supports use of this method(s), and (b) an idea of how you would measure

performance on this intervention. This is not a written assignment to be handed in, rather it will be evaluated during the class in which you make the presentation. You will sign up in class for a specific week/topic.

6. DRAFT OF eVALUEation CASE STUDY:

This is a year long project, for those in this class pursuing GSE certification. For this semester you will be asked to begin to develop a descriptive case study, in portfolio format, of a student you have worked with during the semester in your classroom or internship site. You will analyze and present collections of student work samples which document the student's changes as a learner across the year and compare and contrast these authentic representations of the student with information from other assessment data including the results of standardized tests that may have been given to the student in the last year. While you are eVALUEating a student who has learning difficulties, your emphasis will be on collecting evidence on what that student is able to do and how s/he goes about doing that in the academic area(s) in question. The eVALUEation format will be described in class and the draft will be graded as Acceptable or Requiring Revision. The draft will not be handed in, rather you will present your current progress on your eVALUEation in class and I will give you feedback to guide you in continuing the eVALUEation. This eVALUEation case study will be continued in the second half of the course, EDUC 940, Spring Semester, and the final version is due in April.

7. MOCK DETERMINATION MEETING

In this assignment, you will be given a case to study, a case that includes the results of assessments conducted on a hypothetical student. Given what we have covered in class on the topic of collaboration, assessment, and case management, you are to prepare for and conduct a mock meeting in class with a parent or guardian of that hypothetical student.

8. DRAFT IEP GOAL WRITING

In this assignment, you will be asked to develop a series of developmentally rich IEP goals based upon a student that you work with in your internship setting.

9. TAKE-HOME IDEA QUIZ

This quiz covers: basic principles of the Individuals with Disabilities Education Act (IDEA) and the 2004 regulations, Section 504, and basic Supreme Court cases. We'll go over a practice test, and you can use your Wright text. It's not a group assignment, and you can take an alternate version of the test again if you are not satisfied with your performance the first time.

10. LAW CASEBOOK PRESENTATIONS:

In this assignment, you are to prepare a legal brief (summary) on an area of interest in special education law. This brief should mention at least five cases that have been decided by courts in your topic area. Your presentation should begin with a mock "case" where you tell us the facts of the case, and the issue to be decided. As a class, we will try to decide the case based upon

IDEA's provisions. After this, your presentation will describe how your mock "case" should be decided, and then present the cases in your casebook that support this decision. The following are potential topic areas: *Behavior and Discipline, Due Process, Eligibility, Episodic Illness such as epilepsy, diabetes, etc., ESY, Evaluations, FAPE, Harassment, Homeless Children, Identification, IEPs, the LRE, Related Services, Restraint and Seclusion, Retaliation, Section 504, Transition*, and more..

GRADING NOTES:

Students failing to follow the essential elements of the assignments detailed in the formats discussed in class will be required to revise and resubmit the assignment. Each assignment is due at the start of the class listed on the semester schedule. Papers handed in late may be penalized unless previous arrangements have been made.

If you feel that you missed the mark on an assignment, or would like to improve your work, you may do so, by handing in a revised and resubmitted written work. Keep in mind though, that in the schools, we rarely have the opportunity for "do-overs" when meeting with parents, administrators and professionals, so make sure you get into the habit of checking your work before the meeting, or submission.

The idea here for grading is that you're preparing to be a professional educator- your content needs to be accurate, insightful and knowledgeable (objective, just the facts!) and your writing needs to be professional (free from mistakes).

Each assignment will be assigned an overall letter grade, comprised of two parts: A content or "C" grade ranging from A to C- for the information contained in your answer, and a writing or "W" grade, also ranging from A to C-for the quality and/or accuracy of any writing. Although I try to judge the content and writing quality of each answer independently, each undoubtedly influences the other (i.e., it is unlikely that a poorly written paper will receive a high score for content).

All individual assignments must be submitted when they are due according to the schedule. It is essential to stay "up to speed" in this course, turning in assignments when indicated in the schedule so that the instructor can provide regular and timely feedback in support of your learning. If you start to get off track with the schedule, contact the instructor immediately, *prior* to an assignment's due date. Late papers are only accepted if this contact has been made.

SCORING:

CONTENT

Grade	Guidelines
A	The answer reflects a high degree of understanding of the issue or topic addressed. Additional literature is reviewed where appropriate. The student derives implications

	and conclusions from the content of the answer. The grade of A is reserved for outstanding graduate work.
B	While the answer may reflect a solid understanding of the issue or topic addressed, little effort is made to go beyond the readings assigned in class and the answer may include some factual errors. A score within this range is indicative of sound graduate level performance.
C	The answer indicates that the student has only a superficial and incomplete knowledge of the issue or topic that is the focus of the question. The answer may contain multiple factual errors.

WRITING

Grade	Guidelines
A	Sentences are grammatically correct, clearly written, and not unnecessarily lengthy or complex. Paragraphs are correctly used to segment the material into major divisions. Periods, semi-colons, colons, quotation marks, and other punctuation marks are used correctly. The writing is clear and succinct without redundancy. Words are spelled correctly. APA style is followed throughout the manuscript. Your instructor found no more than a few errors of writing mechanics.
B	The instructor's understanding of what the writer is trying to communicate is impeded by misspelled words, punctuation or grammatical errors, and/or unnecessarily unwieldy or complex sentences. The writer frequently violates APA style requirements. The paper contains many errors of writing mechanics.
C	In your instructor's opinion, the quality of your writing is less than that expected of a graduate student at this University. The paper contains numerous errors of writing mechanics, e.g., spelling, punctuation, grammar, capitalization, etc.

The “C” or content grade will account for 2/3, and the “W” or writing grade will account for 1/3, of the total score given to each answer. Using the table shown below, the two letter grades will be converted to numerical scores and summed to obtain a total score for that answer:

“C” Grade	Score	“W” Grade	Score	Total Score	Grade
A	2.68	A	1.32	3.84 - 4.00	A
A-	2.46	A-	1.21	3.51 - 3.83	A-
B+	2.23	B+	1.10	3.17 - 3.50	B+
B	2.00	B	1.00	2.84 - 3.16	B
B-	1.79	B-	.88	2.51 - 2.83	B-
C+	1.56	C+	.77	2.17 - 2.50	C+
C	1.34	C	.66	1.84 - 2.16	C
C-	1.12	C-	.55	1.51 - 1.83	C-

The resulting numerical scores will be added together to obtain a total score for the answer. For example, if one of your answers receives an A- for content, and a C+ for writing, your score for that paper would be $2.46 + .77 = 3.23$, and the letter grade would be a B+.

Reading/Participation, SST, the Casebook Presentation and the Mock Determination meeting, are essentially *preparation and performance-based* assignments, and you do not have an opportunity for a physical revision and resubmission. Your grade will still reflect 2/3 content, and instead of writing, 1/3 for professional presentation.

You will receive a content (C) grade for your content, and a writing grade (W) for the quality/accuracy of the written materials you present, however. The QQTPs, quiz, formal assessment and IEP goals are submitted as written assignments, and they can be revised and resubmitted.

Remember:

- Graduate credit is only granted for courses completed with a grade of B- or higher.
- Full credit can only be given for assignments that are handed in or performed on time.
- Checklists or rubrics for all assignments that indicate required components of the assignment are uploaded onto MyCourses.
- There are ten course requirements, so each requirement counts for 10% of your final grade.

Ability or Inability: Where Shall We Focus?

eEVALUEation Case Study

How can we come to fully understand the true abilities of students with learning difficulties (Wansart, 1995)? How can we find a way to use our evaluations to inform our teaching? Gordon Wells proposed a solution years ago. “We need to begin with what students are able to do, and then extend and expand on those abilities” (Wells, 1986). Truly understanding what our students are able to do may require their participation in the evaluation process and in the teaching process as well.

While many teachers find this position useful in their teaching, many other teachers who focus on the identification and remediation of academic difficulties fail to consider the wisdom of Wells’ statement. Their focus on inability, problems, and deficiencies is perhaps influenced by a school culture which emphasizes comparison of students to one another and to external standards and expectations, or by the dictates of hard won federal laws which defacto require them to catalogue and remediate student deficiencies (Skirtic 1991). By necessity, educational practice in special education is directed by laws and regulations. This is a good thing, because historically, students with disabilities had to fight for the right to be educated and to have their needs understood and met in the public schools. This is also a limitation, because it has placed rigid expectations on how learning difficulties are conceptualized and evaluated, how instruction will be organized, and how progress will be understood and documented.

While passage of the Education of all Handicapped Children’s Act (PL-94142) in 1975 and the Individuals with Disabilities Education Act (PL- 101-476) in 1990 insured the right to a free and appropriate education for all individuals, the popular interpretation of the assessment mandates of these laws is quite the opposite of Wells’ position. Because the laws require schools to first demonstrate that a student has a disability and then make a plan to remediate that disability and measure achievement in the academic areas specified in that plan, assessment of students with learning difficulties continues to focus on the measurement of achievement through the use of standardized tests.

By design, objective or norm-referenced tests compare the performance of students with learning difficulties to the performance of a norming sample of same age or grade students. The result of this comparison is often a measurement of discrepancy, or how far this student is behind the average of those in the comparison sample (Salvia & Ysseldyke, 2003). The unintended

result is a generalized emphasis on what the student is unable to do when compared to normally achieving peers, rather than an understanding of what the student is currently able to do when compared to their own work across previous points in time in their development as learners. Because such students so infrequently “catch up” to the sample of normally achieving students in the test norms, or to their classroom peers, testing often continues to document failure when compared to other students. (Adapted from Wansart, W.L. (2003) Co-Participation Evaluation: Students with Writing Problems Become Aware of Their Writing Abilities and Progress, Reading and Writing Quarterly, **19**, 329-346.)

For this eVALUEation Case Study I would like you to:

- 1) Actively interrupt this emphasis on comparison with norm-referenced samples.**
- 2) Become detectives and look for evidence of ability and change in your student’s learning.**
- 3) Use a portfolio format to tell the story of these abilities so that it points the way to the very next teaching/learning interactions you would recommend, i.e., following Wells, to define what the student is able to do and how, specifically, you will go about extending and expanding those abilities.**

How might you go about this?

By definition a portfolio-based case study like this would not follow the usual written format for special education reports with an emphasis on comparison to norms. In fact, in many of your current teaching settings you would, most likely, not even “write it up” as a report. Rather, you would be prepared to offer this evidence, in part or whole, during any discussion or meeting concerning the student in question. However, we can hope that eVALUEations become accepted practice.

For this case study I would like you to **discover and collect the evidence of the student’s abilities within the area of academic difficulty(ies) you chose to explore.** *Remember that this is not a general description of the student’s strengths, broadly defined, but rather the description of the specifics of what they CAN, in fact, do in this area of difficulty (ies).*

To tell the story of the student's abilities you will want to collect and analyze evidence from the following areas:

1. Primarily from Authentic Work Samples. You will want to obtain as much relevant evidence of how the student engages in real classroom work by collecting examples of the student's work in the academic area(s) in question. Make copies of work the student does or ask to keep originals when possible. For areas like reading, where little concrete evidence is left, recorders, running records, or other forms of miscue analysis can capture the elusive nature of the student's changes in "reading." Analyze these work samples for evidence of the student's current abilities, skills, strategies, etc., and how s/he changes over time.

2) You may want to use Standardized Tests. Look at all of the most recent areas of assessment available, including standardized tests. Look at how these previous assessments characterize the student either by the scores presented, by the examiner's observations, or by the notes from meetings. Are there any contradictions between how the student has been characterized and your current eVALUation information. If test protocols are available from previous standardized tests you may also want to look at them carefully and analyze the patterns of right and wrong answers. What do they show about what the student was able to do during that test? Even wrong answers may show partial ability. What strategies did it appear that the student used?

3) Other Assessments. Consider administering any of the relevant assessments we discuss during the year, including informal assessments of the student's understanding of relevant academic tasks in the area in question.

4. Analysis of the pieces and the whole. Now pull all of the pieces together into a meaningful whole that tells the story of the student's abilities. Look at each piece individually and in relation to the others. As Eleanor Duckworth says in The Having of Wonderful Ideas, try to give sense to the student's actions and intentions.

5. You might want to run around the room in a panic. Don't bother staying up all night-you need your sleep. Have you watched the series on Netflix called *Bloodline*?

Remember that you are making a case for this student as a learner. By definition they are having difficulties learning in the area you are exploring. Your job here is to give voice to their current abilities.

How to present the evidence?

Ok, say your director of special education or school principal has noticed your repeated focus on student ability. S/he is not necessarily convinced of the value of this but gives you a chance to pull together an example of what you mean and present it for the special education team, the teachers and the parents (and eventually the student) to “look over.” Here’s your chance. Use a "portfolio" format to present and explain what you have found out about this student and what you think it means for this student’s immediate teaching and learning. Be creative. You will want them to be able to follow the story of the student’s abilities, see what sense you are making of the evidence, stay interested in the story, and see why your recommendations make sense. There is no “typical” format for this collection of evidence. How will you go about it?

EDUC 939 TOPICAL SCHEDULE

Each class will normally have four parts, roughly corresponding to 30 minutes each-

1. A group case study
2. Focus on the HLPs for the week(s) and/or
3. Implications of the reading for the week
4. Individual review/questions/reflection and application to school experiences

Class Number	Date	Topic	Corresponding Reading Due	Assignment Due?
1	8/28	Course Introduction and Overview	None	None
2	9/4	Aspects of Assessment in Special Education	HLP Text, Chapter: *Introduction: High-Leverage Practices for K–12 Special Education Teachers	None
3	9/11	Assessment: Using Multiple Sources of Data Challenges to Validity, Reliability	HLP Text Chapter: *Research Syntheses: <i>Assessment</i> High-Leverage Practices	QQTP 1: Assessment
4	9/18	Interpreting and Communicating Results	HLP Text: *Research Syntheses: <i>Assessment</i> High-Leverage Practices, continued	*SST part one
5	9/25	Using Student Data	HLP Text: *Research Syntheses: <i>Social/Emotional/Behavioral</i> High-Leverage Practices	*Statistics quiz due

6	10/2	Identifying Progress	HLP Text: *Research Syntheses: <i>Social/Emotional/Behavioral</i> High-Leverage Practices, continued *IDEA	QQTP 2: Social/Emotional/Behavioral
7	10/9	Collaboration and Planning	HLP Text: *Research Syntheses: <i>Collaboration</i> High-Leverage Practices *Section 504	*SST part two
8	10/16	Collaborating with Families	HLP Text: *Research Syntheses: <i>Collaboration</i> High-Leverage Practices, continued *Special Education Law, (2nd Ed)- Chapters on IDEA Part and Section 504, ADA	*IDEA quiz due QQTP 3: Collaboration
9	10/23	Collaboratively Design Instruction	HLP Text: *Research Syntheses: <i>Instruction</i> High-Leverage Practices *Procedural Safeguards Handbook	*Formal assessment due
10	10/30	Aspects of Modification and Adaptation	HLP Text: *Research Syntheses: <i>Instruction</i> High-Leverage Practices, continued * Procedural Safeguards Handbook	*Law casebooks presented QQTP 4: Instruction
11	11/6	Long-and Short-Term Goals	We'll be using <i>The IEP from A to Z</i> in class.	*Draft IEP goals due

12	11/13	Designing Instruction Towards a Goal	None	*Mock assessment meetings
13	11/20	Adapting Curriculum Tasks Towards a Goal	None	*eVALUEation draft presented
			Thanksgiving Holiday (no class Wednesday 11/27)	
14	12/4	End of semester gathering/summary	None	None

INITIAL GENERAL SPECIAL EDUCATOR COMPETENCIES:

Council for Exceptional Children (CEC) Competency Areas:

Learner and Learning Environments
Content Knowledge and Professional Foundations
Instructional Pedagogy
Professionalism and Collaboration

High Leverage Practices (HLP) in Special Education Areas:

Collaboration
Assessment
Social/Emotional/Behavioral
Instruction

New Hampshire General Special Education Teacher Ability Areas:

Theoretical foundations
Characteristics of learners
Learning differences
Learning and social environments
Assessment
Instructional planning and strategies
Language development and differences
Professional and ethical practice
Special education law

The CEC Initial Preparation Standards:

Learner and Learning

Learner Development and Individual Learning Differences

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
 - 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
 - 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Learning Environments

- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 - 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
 - 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
 - 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Content Knowledge and Professional Foundations

Curricular Content Knowledge

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Instructional Pedagogy

Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

1.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

1.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support instructional strategies, as used throughout this document include intervention used in academic and specialized curricula.
- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Professionalism and Collaboration

Professional Learning and Ethical Practice

- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Citation:

Council for Exceptional Children. (2015). *What Every Special Educator Must Know: Professional Ethics and Standards*. Arlington, VA: CEC

The High Leverage Practices in Special Education

High-Leverage Practices (HLPs) in *Collaboration* in Special Education:

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services

High-Leverage Practices (HLPs) in *Assessment* in Special Education:

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

High Leverage Practices (HLPs) in Promotion of Positive *Social/Emotional/Behavioral* Abilities in Special Education:

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

High-Leverage Practices (HLPs) in *Instruction* in Special Education:

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goals.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Citation:

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. ISBN 978-0-86586-526-6 (soft cover) ISBN 978-0-86586-527-3 (eBook)

New Hampshire General Special Education Teacher Requirements (*italics mine*):

Ed 507.40. (1) In the area of *theoretical foundations*, the candidate shall have the ability to:

- a. Describe the philosophies, historical perspectives, theories, models, and current issues related to knowledge and practice in general and special education;
- b. Understand how philosophical and historical perspectives influence professional practice;
- c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; and
- d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education;

(2) In the area of *characteristics of learners*, the candidate shall have the ability to:

- a. Describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas;
- b. Describe the characteristics of various types of disabilities and educational implications;
- c. Understand the etiologies, medical aspects, and impact of sensory disabilities on learning; and
- d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment;

(3) In the area of *learning differences*, the candidate shall have the ability to:

- a. Understand and utilize the diverse range of students' approaches to learning and the range of modifications and accommodations that can be used to support learning;
- b. Recognize and understand students with disabilities within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups;
- c. Demonstrate understanding of a student's learning differences in the development of the IEP and transition needs;
- d. Understand how information processing skills can impact student learning;

- e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs;
 - f. Understand the effects exceptional condition(s) can have on a student's learning in school and life; and
 - g. Recognize the relationship among a student's academic and social abilities, attitudes, interests and values on instruction and career development;
- (4) In the area of *learning and social environments*, the candidate shall have the ability to:
- a. Design learning environments that encourage individual academic success in one-to-one, small-group, and large-group settings;
 - b. Identify realistic expectations for social behavior and social skills needed for success in school and community settings;
 - c. Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service;
 - d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities;
 - e. Recognize and use strategies for crisis prevention and intervention;
 - f. Identify supports needed for inclusion in various program placements;
 - g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;
 - h. Foster skill development in self-advocacy for increased independence in learning and daily functioning;
 - i. Understand demands of the learning environment and fosters accessibility;
 - j. Understand the barriers influencing acceptance of individuals with disabilities;
 - k. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and
 - l. Structure activities to increase a student's self-awareness, self-management, self-control, self, reliance, and self-esteem;
- (5) In the area of *assessment*, the candidate shall have the ability to:

- a. Understand the legal policies and ethical principles of assessment related to the special education process;
- b. Understand the range of formal assessment instruments and their purposes in the special education process;
- c. Administer and write a report for a formal academic assessment instrument;
- d. Understand and utilize the range of informal assessment instruments for making educational decisions;
- e. Interpret and report information from formal and informal assessments; and
- f. Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities;

(6) In the area of *instructional planning and strategies*, the candidate shall have the ability to:

- a. Participate in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;
- b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum;
- c. Design and implement instructional programs that address independent living and career education for students;
- d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post- school environments;
- e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities;
- f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs;
- g. Identify and teach essential concepts, vocabulary, and content across the general curriculum;
- h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory;
- i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language;

- j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum;
- k. Incorporate instructional and assistive technology into the educational program;
- l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;
- m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and
- n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(7) In the area of *language development and differences*, the candidate shall have the ability to:

- a. Understands the effect of language development on academic and social development;
- b. Understand typical and atypical language development and factors that impact experience and use of language;
- c. Use individualized strategies to enhance language development and teach communication skills;
- d. Demonstrate the ability to select, design, and use augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of students with disabilities;
- e. Provide effective language models and use strategies and resources to facilitate learning of the general curriculum; and
- f. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;

(8) In the area of *professional and ethical practice*, the candidate shall have the ability to:

- a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;
- b. Construct a personal plan and participate in professional development regarding current issues and best practice;

- c. Recognize personal cultural biases and differences that affect one's teaching;
- d. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of students with disabilities;
- e. Identify organizations and publications relevant to students with disabilities;
- f. Identify sources of unique services, networks, and organizations for students with disabilities;
- g. Advocate for appropriate services for students with disabilities;
- h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;
- i. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities; and
- j. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;

(9) In the area of *special education law*, the candidate shall have:

- a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:
 - 1. Identification of children with disabilities under the child find procedures specified in Ed 1105;
 - 2. Referral procedures specified in Ed 1106;
 - 3. Evaluation procedures specified in Ed 1107;
 - 4. Determination of eligibility under Ed 1108;
 - 5. Development of the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) under Ed 1109;
 - 6. Determination of educational placement under Ed 1111; and
 - 7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;

- b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;
- c. The ability to understand IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;
- d. The ability to understand Ed 306 Minimum Standards for Public School Approval; and
- e. Knowledge of and the ability to understand case law and how case law affects professional practice; and

(10) In the area of *collaboration*, the candidate shall have the ability to:

- a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings;
- b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities;
- c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities;
- d. Facilitate the successful transitions of students with disabilities across settings and services;
- e. Foster respectful and beneficial relationships between families and professionals;
- f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;
- g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and
- h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.

ADDENDUM:

March, 2017 Changes to New Hampshire Special Education Law

Ed 1113.09 34 CFR 300.105

to

Ed 1129 RSA 21-N:5,I(g) and RSA 186-C:7,III

Changes specific to New Hampshire:

1. Once you have been involved with the special education system for a while, you learn that the school district is supposed to evaluate a child initially as part of the special education eligibility consideration process, as well as at least every three years thereafter. However, the evaluation process was never defined. It is now. The following new regulation has been added:

“Evaluation process” means the completion of initial evaluations, reevaluations and assessments, a written summary report, and a meeting of the IEP team to review the results of the evaluations and assessments. When the purpose of the meeting is to determine eligibility for special education and related services, the evaluation process also includes the determination of eligibility. Ed 1102.02(n).

2. Related to the evaluation process, the length of time that the school district has to conduct the evaluation has been increased from 45 to 60 days. Ed 1107.01(c), (d). Under the old rules, the allowable time for evaluations could be extended by no more than 15 days, as long as both school district and parents agreed; the new rules now permit an extension of up to 30 days.
3. The term “Health Evaluation” has been added and defined. The Health Evaluation is intended to provide the IEP Team with information on the student’s physical condition. Ed 1102.03(b).
4. Related to Health Evaluations, the regulations now define who is qualified to conduct such an evaluation:

“Professional licensed to provide a health evaluation” means anyone who, under their specific licensing, is qualified to provide a health evaluation. This may include, but is not limited to: a school nurse, a registered nurse, physician, psychiatrist, and naturopathic doctors. Ed 1102.04(m).

5. Representatives of DCYF and appointed Guardians ad Litem (GAL) are now specifically defined as potential members of the IEP Team , under the category of “other individuals.” Ed 1103.01(c).
6. Team meeting “invitations” are now referred to as “notices.” It is now defined that notices need to include “the purpose, time, location of the meeting and the identification of the participants.” Ed 1103.02(c).
7. When a referral was made for special education consideration, it used to be that the Team needed to decide how to proceed regarding the referral within 15 days. That has now been changed to 15 **business** days. Ed 1106.01(d), (e).
8. Home instruction can now be considered an “alternative placement.” Ed 1111.04(a).
9. Under the previous regulations, if a school district made a proposal for something in the IEP that it believed was necessary for the child to receive his or her Free and Appropriate Public Education (FAPE), and if the parent refused to consent to that proposal, the school district was **required** to initiate a due process hearing. Ed 1120.05(f). The reality is that this almost never occurred. That requirement has been removed under the new regulations.
10. When a complaint is filed with the DOE which results in corrective action being required of the school district, the regulations now allow 20 days for an appeal, versus what had been 10 days in the prior regulations. The regulations also clarify that during the appeal process, any changes that had been ordered as part of the initial complaint decision must be implemented pending the appeal. Ed 1121.04(a).
11. Related to the complaint appeal process, the regulations previously allowed the Commissioner 20 days to rule on the appeal; that has been shortened to 15 days. Ed 1121.04(b). The regulations also now clarify that a further appeal may be made to the NH Supreme Court, or to a NH Superior Court. Ed 1121.04(c).

ADDENDUM:

Screening and Intervention for Dyslexia and Related Disorders

Title XV, Chapter 200 Health and Sanitation 200:59-62.

200:59 Screening and Intervention for Dyslexia and Related Disorders.

I. School districts shall screen all public school students, including English learners, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective screener for the identification of potential indicators or risk factors of dyslexia and related disorders upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter, to monitor progress. Beginning in 2017, such screening shall be completed no later than November 30 of each school year.

II. The student's school district shall provide age-appropriate, evidence-based, intervention strategies for any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders beginning no later than January 1, 2018.

III. The parent or legal guardian of any student who is identified by the public school as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders shall be notified and provided with all screening information and findings, in addition to periodic formal screening results based on individual written intervention and support plans developed with the student's parents or legal guardian.

IV. A parent or legal guardian of any student who is identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders has the right to submit the results of an independent evaluation from a licensed reading or intervention specialist highly trained in dyslexia and related disorders for consideration by the student's school district. A parent or legal guardian who submits an independent evaluation shall assume all fiscal responsibility for that independent evaluation.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:60 Reading Specialist.

I. The commissioner of the department of education shall issue a request for proposals pursuant to RSA 21-G to secure the contract services of a reading specialist to enable the department to provide school districts with the support and resources necessary to assist students with dyslexia and related disorders and their families. The reading specialist shall be qualified by education

and experience in accordance with paragraph II and shall provide technical assistance for dyslexia and related disorders to school districts.

II. The reading specialist shall:

- (a) Be trained and certified in best practice interventions and treatment models for dyslexia, with expertise in related disorders, and dysgraphia.
- (b) Have a minimum of 3 years of field experience in screening, identifying, and treating dyslexia and related disorders.
- (c) Be responsible for the implementation of professional awareness.
- (d) Serve as the primary source of information and support for school districts to address the needs of students with dyslexia and related disorders, and dysgraphia.

III. The commissioner shall submit a report assessing the effectiveness of the reading specialist in complying with the requirements of this section, to the speaker of the house of representatives, the senate president, the chairpersons of the house and senate education committees, and the governor no later than November 1, 2018, and annually thereafter.

Source. 2016, 262:1, eff. Aug. 14, 2016. 2017, 156:152, eff. July 1, 2017.

200:61 Teacher Professional Development and Training.

I. No later than June 30, 2017, the reading specialist shall develop and make available a program to ensure all New Hampshire teachers and school administrators have access to materials to support professional awareness of best practices on:

- (a) Recognition of the characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

II. The reading specialist and the council for teacher education established in RSA 190 shall collaborate to ensure that all teacher education programs offered at New Hampshire's public institutions of higher education provide explicit professional awareness of best practices on:

- (a) Recognition of characteristics of dyslexia and related disorders, and dysgraphia.
- (b) Evidence-based interventions and accommodations for dyslexia and related disorders, and dysgraphia.

Source. 2016, 262:1, eff. Aug. 14, 2016.

200:62 Dyslexia Resource Guide.

No later than June 30, 2017, the reading specialist shall develop and publish on the department of education's Internet website, a reading support resource guide to be used by school districts as a resource. The reading specialist shall solicit the advice of experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the guide. The reading specialist shall update the guide as necessary.

Source. 2016, 262:1, eff. Aug. 14, 2016.

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Progress Report
for the New Hampshire State Board of Education

The University of New Hampshire
Ed. 614.04 School Principal Program

August 3, 2020

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Introduction

Statement of Purpose of Progress Report

The progress report is intended to serve as an update on what the UNH School Principal preparation program has accomplished since the February 13, 2020 State Board of Education meeting concerning the October 21-23, 2019 program review visit.

Background Information Regarding Approval of PEPP

On October 21-23, 2019, a program review was conducted. The NHDOE review team and NHCTE recommended full approval with a program certification rating of “Effective, 3”. At their February 13, 2020 meeting, the State Board of Education expressed concerns about the School Principal Program and voted to grant a conditional two-year approval through August 30, 2022 with a progress report due by August 13, 2020.

Overview of Progress Report

Although there were no unmet standards or recommendations that required responsive action identified in the NHDOE review team report, this progress report addresses concerns identified at the February 13, 2020 State Board of Education (SBE) meeting pertaining to reviewer “suggestions”.

Reviewer Report Findings

Excerpts from the reviewer’s “suggestions”;

- a) “Create a facility that represents the importance of the education programs at UNH and to model a quality educational environment.”
- b) “The limitations of the School Principal Program review were in the area of evidence demonstrating continuous improvement of the program as demonstrated by faculty collecting and reviewing a variety of data sources, making data driven decisions, and implementing those decision.”
- c) “It is the suggestion of the reviewer that the faculty structure for the School Principal Program be closely examined. One faculty member is responsible for all administrative aspects of the program (and the superintendent and special education administrator programs), along with advising and teaching students, and chairing/being a committee member for PhD candidates.”

Subsequent Actions to Address Concerns

Create a facility: The Education Department Chair continues to work with the College of Liberal Arts Dean and UNH facilities leadership to identify resources for future Morrill Hall renovations. On April 1, 2020, due to conditions caused by COVID 19, UNH instituted a capital spending freeze. Projects not currently in physical construction are suspended until further notice. In the meantime, when possible, principal courses will be offered online, in technology rich classrooms outside of Morrill Hall, and/or at the Manchester campus.

Demonstrating continuous improvement: The following text was part of the Principal Program Summary materials provided during the October 21-23, 2019 visit. This text explains the three levels of program review within the principal program and provides examples of decisions made to improve the program.

“Program Assessment - Three Levels of Review

Additional review of data takes place at three levels. The first level is the instructor. It is expected and is a pattern of practice that all instructors in the program review the student assignments for clarity, fit of purpose with student learning outcomes, and effectiveness. Readings are also reviewed for timeliness and fit of purpose. The instructor makes adjustments to the next syllabus. Important adjustments are made after consultation with the oversight faculty member.

The second level of review is the oversight faculty (Todd DeMitchell). The faculty member reviews individual courses but also looks for trends across courses that impact the entire program. When a major change is necessary such as the elimination of a course, the development of a new course, or a major change to a course affected faculty are consulted and when appropriate practicing educators are invited to take place in a review and development process. The oversight faculty member checks in with the faculty/adjunct on issues or concerns that surface during the course as well before the course begins. If issues arise, the faculty member checks in to discuss options for resolving the concern.

The third level is the analysis of the survey results. The assessment of the survey data led to the development of EDUC 960 Curriculum Development as well as the development of a graduate certificate in Curriculum & Instructional Leadership. The oversight faculty member receives and solicits feedback from former students and practicing school administrators on preparation issues.” (Excerpt from UNH program summary materials available during October visit.)

The faculty structure: Professor Todd DeMitchell, the one full faculty member teaching in the principal program, retired in May 2020. Early in 2020, the Education Department requested a full-time, tenure-track faculty position to assume Professor DeMitchell’s advising and teaching responsibilities. The College of Liberal Arts Dean indicated support for the line and conducting a search. On April 1, 2020 as a result of conditions caused by COVID 19, UNH instituted a hiring freeze until further notice. On July 31, 2020, the COLA Dean submitted to the Provost a request and job description for a new position, Professor of Practice in Educational Leadership (K-12). If approved, the search will begin immediately. This new faculty will assume the responsibilities that Professor DeMitchell fulfilled in the areas of K-12 leadership. Specifically, the PoP will coordinate the graduate and certification programs in Administration & Supervision: Education Specialist Degree (EdS) with principal and superintendent certification; teach 3-4 of the Ed Leadership classes; and ensure that the program meets state certification requirements for administrator credentialing. A professor of practice in K-12 Educational leadership is a common position in universities offering principal and superintendent certification programs. Harvard, University of Pennsylvania, and University of Texas at San Antonio have PoPs.

In the meantime, [until the hire] the Education Department will retain Dr. DeMitchell as a curriculum consultant who will complete the three levels of program review for fall 2020 and spring 2021 semesters. Dr. Tom Higginbotham, a full time lecturer in the Education Department, will advise current candidates in the Ed.S. program and will review new applications. Dr. Higginbotham has taught outdoor education, secondary science and math, and served for over a decade as a school administrator in both primary and secondary schools. He earned his PhD from Boston College in Curriculum & Instruction, studying gender issues in the K-12 science classroom and educational technology. Dr. Higginbotham has also worked as a consultant for school leaders, focusing on Common Core Standards (both math and ELA) and data-driven instructional leadership. Dr. DeMitchell will meet with Dr. Higginbotham to introduce him to the current adjuncts, review course syllabi and provide advising assistance.

Candidates seeking principal certification at UNH must be enrolled in the Ed.S. program. Currently there are 12 students enrolled in the Ed.S. program who may seek principal certification upon completion of their degree. We anticipate having a full time Professor of Practice faculty member hired for the 2021-22 academic year.

Name of Program: Principal Program

Program Number: ED 614.04

Recommendation for Program Approval (*refer to Appendix*): Approval

Reviewer's Name: Nancy "Nan" L. Parsons, EdD

1. Summary of Findings on the program Assessment System:

Overall the School Principal Program (ED 614.04) at the University of New Hampshire (UNH) seeks to address the 6 standards, 11 key elements, and 32 sub-elements through its course offerings, supporting syllabi, learning tasks, and readings in order to prepare candidates for their certification as a principal in New Hampshire. The reviewer was able to find evidence for each element and sub-element. The preponderance of the available evidence suggests that students are being provided services that support their career trajectory in school leadership as a principal. The limitations of the review were in the area of evidence demonstrating concrete structures for continuous improvement of the program as demonstrated by faculty collecting and reviewing a variety of data sources, making data driven decisions, and implementing those decision.

The importance of relationships that are developed was noted, specifically mentioning Dr. DeMitchell, as important and ongoing while candidates and as graduates of the program. This makes sense considering Dr. DeMitchell provides all advisory services and much of the instruction for the program. He is seen as the face and voice of the program.

The breadth of experiences required of the candidates support the practical aspects of the program. The readings, in class discussion topics and online threads, learning tasks, and case studies are relevant and cornerstones of most of the courses offered. Students see the relevance between their course requirements and the work they are doing in the school, essentially theory joining practice.

Additional themes were uncovered during interviews with candidates, graduates, and faculty. There was a high-level of consistency in the following areas:

- The inequity in quality of the Education Department facility as compared to other departments in the University. On two occasions it was stated that this was indicative of the value assigned to the Education Department at UNH.
- The frequency of course offerings due to limited faculty impacts students' Program of Studies' timeline
- Lead faculty member's multiple roles in the Education Department and other departments in the University with limited recognition of a person's capacity
- Decentralization of financial resources
- Declining physical plant/buildings and knowledge of accessibility throughout the Education Department is a clear physical barrier for parents, students, faculty, and guests

The noted themes are all focused on resource allocation and not the quality of the instruction. Interviews and the artifacts reviewed pointed to the quality of instruction remaining intact.

2. Commendations:

Relationship with the primary faculty member and a secondary faculty member were mentioned repeatedly throughout the process. Candidates and graduates made the following statements:

- "The support of [instructors] then and now that I am working in the profession has been invaluable."
- "The relationships with [faculty] were invaluable. [My advisor] took personal interest in what I do and how well I did it."
- "The connections made with [faculty] are a strength. [The professor] always goes above and beyond."
- "[The professor] knew that we needed more than theory; we needed to be able to take what we were reading and talking about and apply it to the principalship."

Case Studies are a primary method for aligning and evaluating theory with practice. Extensive use of case studies is used in most courses. By reading these cases, candidates learn to diagnose problems, recognize multiple influences and perspectives on schools, schooling, and student learning to engage in informative conversations with other professionals. The cases and their discussions foster an intellectual and practical investigation of the complexities and dilemmas in PK-12 education.

3. Suggestions:

Providing instructional coaching for administrator candidates can be the foundation for continuous improvement through deliberate practice. Although UNH principal candidates are usually fulltime teachers, and this in itself provides its own challenges, the value of instructional coaching to move practice cannot be overestimated. The literature suggests that developing the desired level of expertise requires sustained deliberate practice, reflection, and inquiry; all characterized by metacognition, motivation, and productive responses to uncertainty over time. The nature of leadership and the imperatives of school improvement demand a scaffolded experience of continuous improvement towards increasing expertise.

People who have developed expertise in particular areas are able to think effectively about problems, identify patterns, and formulate responses in their domains. Research indicates that it is not simply general abilities, such as memory or intelligence, nor the use of general strategies that differentiate experts from novices. Instead, experts have acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment. This, in turn, affects their ability to remember, reason, and solve problems (National Research Council, 2000). This is developed and enhanced through instructional coaching. This support is intended to promote a principal's learning and application of leadership expertise (Taylor, 2008), and has the capacity to promote professional growth and deepen personal and professional relationships (Baron, Moir, & Glass, 2008).

Create a facility that represents the importance of the education programs at UNH and to model a quality educational environment.

The limitations of the School Principal Program review were in the area of evidence *demonstrating continuous improvement* of the program as demonstrated by faculty collecting and reviewing a variety of data sources, making data driven decisions, and implementing those decision. The School Principal Program should engage in ongoing efforts to improve all aspects of the program by engaging in the process of continuous improvement. This could have been demonstrated through faculty meeting/retreat minutes, changes in course syllabi and/or assignments, or survey analysis.

As a necessary part of regular planning and a continuous improvement process, the reviewer suggests engaging a variety of stakeholders in meaningful ways. This gap in practice was noted during the interview with candidates and graduates expressing the interest and need for practitioner inputs into all aspects of the program.

Engaging stakeholders should be a necessary part of the University's regular planning and improvement agenda to engage in open discussions with its key stakeholders. In some way, stakeholder groups are or will be affected by what the UNH Education Department does and produces.

It is the suggestion of the reviewer that the faculty structure for the School Principal Program be closely examined. One faculty member is responsible for all administrative aspects of the program (and the superintendent and special education administrator programs), along with advising and teaching students, and chairing/being a committee member for PhD candidates. This faculty member also teaches in two other departments at UNH in addition to the education department.

There are four additional adjunct professors also teaching one to two courses in the principal certification program, primarily one, and one adjunct professor who supervises principal candidate placements. The position expectations for Dr. DeMitchell appear to be an undue burden on him and the department as a whole. A program must not be built on the strength of one person's extensive skills set. The reduction in faculty over the years has had an impact on the number of courses offered at any one time and the frequency that a course can be offered. There can be multiple year rotation cycles for courses that have caused present and past students delays in their program completion.

4. **Recommendations that require responsive action:** None

5. **Program/Certification Rating** (*refer to Appendix*): Effective, 3

6. **Evidence Supporting the Rating Includes:**

The reviewer read all materials provided by the institution and requested additional syllabi that were used as evidence for the standards; participated in a large group question and answer session with present students and graduates from all the programs being reviewed; met individually with the John and H. Irene Peters Professor of Education, Todd DeMitchell; and participated in a small group question and answer session with supervising faculty for teachers and administrative candidates. The selected rating was based solely on the information provided prior and during the time of the accreditation visit.

As noted on the reviewer's worksheet demonstrating adequate evidence for each of the 6 standards, 11 elements, and 32 sub elements, there are multiple opportunities within the course offerings to examine the standards and elements and rate progress toward those standards and elements through class discussion topics and online threads, learning tasks, and case studies. There is a significant emphasis in most courses on case study analysis requiring candidates to demonstrate the knowledge, skills, and dispositions necessary to integrate theory and practice.

The internship placement is a cornerstone of the candidate's experience and allows for experiential and highly personalized leadership development. An assignment requiring the candidate to develop a prospectus stating what you want to accomplish in each the six certification standards seeking focus on the areas of effectiveness that need the most activities based on candidate self-assessment. Candidates are frequently relating all aspects of the program to the standards by deliberately reflecting on practice, setting goals, engaging in the practice, and evaluating that practice. Along with the internship, the value of the mentor was noted by both faculty and candidates. It is clear that the intention of the internship and the work with a mentor is to introduce candidates to the realities of the principalship.

The selection of quality primary, secondary, and tertiary literature serves as a starting point for class and online discussions, required experiences, and assignments that were directly related to their internship placement. This was a common thread throughout all courses offered in the School Principal Program: moving from theory to relevance to demonstrated knowledge and skills. The Principal Log and Task List provided evidence of deliberate practice and experience in each of the 6 standards, 11 elements, and 32 sub elements. Relevant assignments were noted in each of the standards to move candidates to competency. A few notable examples of assignments that meet the standards and focus on relevance and transferable skills are as follows:

- Written analysis of a district strategy and implementation including final memorandum for superintendent.
- Teacher Development and Observation Portfolio: This project is designed to engage the candidate in thinking about teacher development, how it relates to supervision and evaluation, and practical experience in clinical supervision processes. Furthermore, the experience in its whole aims to engage the candidate in conversation about learning, teaching, and educator development in a focused and meaningful way.
- A short personal essay that synthesizes the readings and describes the candidate's beliefs about the overarching culture of a school and a school system and its articulated goals in promoting the development and implementation of high-quality education.

UNH Report

- Reflection: Think of the culture in your school and/or district. What do you see as strengths? What suggestions might you have to strengthen the culture? How might the school and district t you have to strengthen the culture?
- Development of a case study on a local legal issue.
- Conduct the *Introductory Facilities Maintenance Checklist* and compare your school/school district's vision statement to the role of facilities maintenance.
- Policy Issue Presentation: Select a policy issue and prepare a PowerPoint, plus a handout with a reference section that you would give to a school board. You must compact the definition of the policy issue, potential policy responses, and your preferred policy response within the timeframe of a normal school board meeting presentation. This presentation is designed to be presented in an open meeting with the public attendance.
- Field Project focused on a problem of practice, course of action, plan, and references.

For the benefit of future reviews and to provide effective feedback focused on continuous improvement and growth to UNH's Education Department, the reviewer would recommend the following artifacts, interviews, and experiences as a standard course of operation for a review:

- Provide student work samples for significant assessments and assignments
- Schedule in an opportunity to observe a class
- Schedule an opportunity to meet individually with a focus group of principal candidates presently in the program
- Schedule an opportunity to meet individually with a focus group of principal program graduates
- Schedule an opportunity to meet individually with principal mentors of candidates past and present
- Schedule an opportunity to meet individually with a focus group of superintendents who have recently (0-3 years) hired UNH principal candidates for principalships in their districts
- Provide artifacts noting data analysis for ongoing and continuous improvement to the program

The wealth of information gained from a more thorough examination of the program could have provided the reviewer with greater depth in examining the strengths and gaps in the School Principal Program. This in turn would have provided a deeper understanding in order to increase the value of the commendations, suggestions, and recommendations.

Thomas Eric Miksad Higginbotham, PhD

14 Shearwater Street • Durham, NH 03824 • thomashigginbotham@gmail.com • 503-896-0966

Expertise: Science Education & STEAM • Educational Technology • 21st-Century Learning • Assessment • CCSS (Math & ELA) • Next Generation Science Standards • SPED

Levels of Experience: Elementary, Middle, and High School Administrator • Post-K-12 - Teacher Education • Middle School Teacher • Urban, Rural, and Suburban School Environments

FACILITATION OF TEACHER LEARNING

Director of Science Education, TRRE project; Teaching & Research Associate 2017-present
University of New Hampshire, Department of Education, Durham, NH

- Taught courses in science methods, educational technology and STEM pedagogy for pre-service teachers
- Developed Science professional learning program for TRRE (Teacher Residency for Rural Education) residents and inductees
- Advised on doctoral dissertation committees and evaluated doctoral candidates' comprehensive exams

Faculty, Science Education 2015-2017
Southern New Hampshire University, School of Education, Hooksett, NH

- Taught courses in science methods and general science content courses for pre-service teachers
- Taught courses in educational technology, introduction to the middle school, and assessment
- Advised on doctoral dissertation committees and evaluated doctoral candidates' comprehensive exams
- Consulted and collaborated with local middle school STEAM team to develop interdisciplinary units focused on the development of 21st-Century skills
- Leadership positions included:
 - Chair, University Assessment Committee
 - Coordinator, Middle School Science Education B.S. degree program
 - UC Faculty Senator

Education Consultant 2014-2015
Private Contracting / Various Organizations

- Led day-long modules about Common Core Math for Connecticut School district leaders
- Coached schools' leaders and leadership teams about adopting data-driven teaching and learning cycle
- Led in-school professional development on key components of Common Core State Standards
- Advised school leaders on details and direction of data-driven instructional leadership decisions
- Wrote curriculum materials in science, math, and other content areas for online educational provider

K-12 BUILDING-LEVEL LEADERSHIP

Principal 2012-2014
Newmarket Elementary School, Newmarket, NH

- Student NECAP pass rate rose in all categories: Reading (2%), Math (3%), Writing (11%)
- Led staff learning about and adoption of Common Core State Standards
- Led staff creation of Standards-Based Report Cards
- Revised school-wide data use to more effectively inform instructional decisions
- Trained staff and district administrative team about Google Apps and Chromebooks

Principal 2011-2012
Rock Creek Middle School, Happy Valley, OR

- Changed teacher culture to one of respect, trust, and support during a year of acute change
- Oversaw student culture; discipline incidents decreased by 33%, despite 50% student body increase
- Facilitated PD program described as “outstanding” and “best PD ever experienced” by teachers
- Led staff learning about and adoption of Common Core State Standards

Assistant Principal 2008-2011
Happy Valley & Sunnise Middle Schools, Happy Valley, OR

- Led technology adoption and maintenance, including Google Apps
- Supervised student culture, including overall discipline and Positive Behavioral Intervention & Support
- Supervised science, math, and electives departments
- Schools rated “outstanding,” Oregon’s highest designation

Assistant Principal 2006-2008
Waynesboro High School, Waynesboro, VA

- Supervised science, math, fine arts, and physical education departments
 - School recognized as Virginia’s Most Improved High School, due largely to growth in my departments
 - Math and science pass rates grew between 11% and 16% under my supervision
- Supervised discipline and special education for 10th and 12th grades

TEACHING EXPERIENCE

Classroom Teacher 1998-2002
Kestrel Heights School, Durham, NC

- Science & Math, 8th/9th grade
- Awarded ‘Teacher of the Year 2002’ by staff, student, and parent choice
- Chaired professional development, hiring, and grants committees
- Student Algebra state test pass rates exceeded county pass rates by 20 percentage points

Outdoor Education Teacher 1997-1998
Hi Hill Outdoor School, Long Beach USD, Long Beach, CA
Environmental Science, 5th Grade

Outdoor Education Teacher 1996-1997
Nature’s Classroom, Charlton, MA
Environmental Education, 4th-8th Grade

Teaching Assistant 2002-2006
Boston College, Chestnut Hill, MA
Elementary and Secondary Science Methods Courses, Introductory Biology

EDUCATION

Boston College, Chestnut Hill, MA
Ph.D. in Curriculum & Instruction (Advisor: Mike Barnett) 2006
Areas of Focus: science education, technology & gender issues in education, educational leadership

State University of New York (SUNY) at Potsdam, Potsdam, NY
M.S. in Secondary Science Teaching 1995

SUNY College of Environmental Science and Forestry, Syracuse, NY
B.S. with Honors in Forest Biology 1992

SELECTED PUBLICATIONS & PRESENTATIONS

Presentations:

2018, April. Co-presenter with Schram, T., Lord, D. "Placing teachers": Review of the literature on rural teacher education. Paper presented at the annual meeting of the New England Educational Research Organization. Portsmouth, NH.

2018, March. Co-Presenter with Couse, L. Community Engagement in Teacher Residency. Presentation given at the 'Family Reunion' for the U.S. Department of Education's Teacher Quality Partnership Grants Program, at the Annual Meeting for the American Association of Colleges for Teacher Education. Baltimore, MD.

2018, August. Co-presenter with Schram, T. & McCurdy, K. Placing teachers: Review of the literature on rural teacher education. Paper presented at the International Symposium for Innovation in Rural Education, Bozeman, MT.

2018, November. Co-presenter with Fornauf, B., Reagan, E., & McCurdy, K. Conceptualizing, Operationalizing and Implementing UDL in a Teacher Residency: A Collaborative Autoethnography. Workshop presented at the Conference: From Novice to Expert: Implementing UDL Across Academic Disciplines; Goodwin College; East Hartford, CT.

2019, February. Co-presenter with Fornauf, B., Mascio, B., Reagan, E., & McCurdy, K. Conceptualizing, Operationalizing, and Implementing UDL in a Teacher Residency: A Collaborative Autoethnography. UNH Department of Education Faculty Brown Bag Presentation, February 18, 2019.

2019, February. Co-presenter with Fornauf, B., Mascio, B., Reagan, E., & McCurdy, K. Breaking Down Barriers: A Collaborative Autoethnography of a Teacher Residency Program. Presented at Penn University Graduate School of Education Ethnography in Education Forum. Philadelphia, PA.

2019, April. Co-presenter with Fornauf, B., Mascio, B., Reagan, E., & McCurdy, K. Analyzing Barriers, Enabling Inclusive Pedagogy: A Collaborative Autoethnography of Universal Design for Learning in a Teacher Residency. Presented at Annual Conference of the New England Educational Research Organization, Portsmouth, NH.

2019, May. Co-presenter with William Church. Building Engineering Design into Classrooms: Helping Students Design Solutions to Local Problems that Matter. Workshop at the Annual Meeting of the New Hampshire Science Teachers' Association, Waterville, NH.

2019, June. Co-Presenter with Kathryn McCurdy. Are we all Engineers? UDL & STEM. Workshop presented at the TRRE Community Connections Series: Universal Design for Learning, Lincoln, NH.

2019, October. Co-Presenter with William Church. The Engineers are Already Here! Community-Based Engineering Design in Rural Areas. Workshop presented at the Annual Convention of the National Rural Education Association. Louisville, KY.

Publications:

2019. Thomas Higginbotham. Engineering Real-World Solutions. Blog Post for White Mountain Science, Inc. <https://www.whitemountainscience.org/wmsi-blog/2019/3/20/engineering-real-world-solutions>.

2018. Reagan, E., Hambacher, E., Schram, T., McCurdy, K., Lord, D. Higginbotham, T., & Fornauf, B. Place Matters: Review of the Literature on Rural Teacher Education. *Teaching and Teacher Education*.

Barnett, M., Higginbotham, T., Houle, M., Anderson, J., & Gatling, A. (2010). The process of trust building between university researchers and urban school personnel. *Urban Education*, 45(5), 630 – 660.

Way, J.G., Higginbotham, T., Szymylo, D-L., and Strauss, E.G. (2009). Factors affecting captive coyote activity levels. *Canid News* 12(2) [online]. http://www.canidnews.org/canidnews/12/Captive_coyote_activity_levels.pdf.

Higginbotham, T., Anderson, J., & Barnett, M. (2006). Didn't I tell you that? Challenges and

tensions in developing and sustaining school-university partnerships. International Conference of the Learning Sciences, Bloomington, IN.

Squire, K., Barnett, M., Grant, J. M., & Higginbotham, T. (2004). Electromagnetism supercharged! Learning physics with digital simulation games. In Y. B. Kafai, W. A. Sandoval, N. Enyedy, A. S. Nixon & F. Herrera (Eds.), *Proceedings of the Sixth International Conferences of the Learning Sciences* (pp. 513-520). Mahway, NJ: Lawrence Erlbaum.

Higginbotham, T. (2004). Is a Conversation with a Wall Really a Conversation? A Review of the Recent Mainstream Science Education Literature about Gender Issues in Science. International Conference of the Learning Sciences, Los Angeles, CA.

ADDITIONAL WORK EXPERIENCES

- Laboratory technician in Lake Placid, NY
- Ski instructor in Montana
- Language camp counselor in Ireland



VIII, A

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

EXECUTIVE SUMMARY

Objection Response: Robotics Education Grant Fund Expire: 7-14-2028

Submitted to the State Board of Education, October 8, 2020:

A. ACTION NEEDED

A vote is needed by the State Board to approve the objection response for Ed 1307, Robotics Education Grant Fund.

B. RATIONALE FOR ACTION

On September 17, 2020 the Joint Legislative Committee on Administrative Rules (JLCAR) issued a preliminary objection at the request of the Department to address some outstanding issues with the application dates and documents incorporated in the rules. The following are attached for explanation:

- Robotics grant application
- Preliminary objection letter from JLCAR
- Comments from the Office of Legislative Services (OLS) staff which necessitated the preliminary objection request
- A draft objection response to address the outstanding issues

C. EFFECTS OF THIS ACTION

By approving this objection response today the Department of Education will submit the rule to the Office of Legislative Services (OLS) to be placed on the agenda of the next meeting of the JLCAR on October 15, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education approve the objection response for Ed 1307, Robotics Education Grant Fund.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

September 17, 2020

Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Preliminary Objection to Final Proposal 2020-34

Dear Board Members:

At its meeting on September 17, 2020, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, IV, to enter a preliminary objection to Final Proposal 2020-34 containing Ed 1307 from the State Board of Education (Board), relative to the Robotics Education Fund. The Committee's preliminary objection was based on staff comments to the Final Proposal with the understanding that changes made to the Final Proposal in the conditional approval request, as well as the changes to address the comments made by Committee staff to the conditional approval request, would be incorporated into any Board response to the preliminary objection.

You may respond to the Committee's preliminary objection by amending the rules in the Final Proposal to resolve the bases for objection, by withdrawing the rules, or by making no changes. You are required to respond in writing to the Committee's preliminary objection within 45 days of the date on which it was made, which was September 17, 2020. In this instance, the 45th day is Sunday, November 1, 2020. Pursuant to RSA 541-A:16, IV, the deadline will be extended to Monday, November 2, 2020.

After the Committee has received your response, the Committee may take further action ranging from approval of the objection response to voting to support the sponsorship of a joint resolution to address the issues remaining with the proposal. Pursuant to RSA 541-A:13, VII(b), the Committee will have up to 50 days after the end of your response period to take action concerning a joint resolution, although the Committee can take action prior to that date. In this instance the 50th day is Tuesday, December 22, 2020. Please note that there is no deadline by which the Committee must act to approve the rules or to enter final objections, and the Committee may do so even after the adoption of the rules by the Board.

Board of Education
FP 2020-34
September 17, 2020
Page 2

Please be advised that, pursuant to RSA 541-A:14, I, you may not adopt the rules until one of the following has occurred: 1) the expiration of the objection response review period without the Committee having taken action with respect to voting to support the sponsorship of a joint resolution; or 2) the Committee has taken action that is specifically in lieu of voting to support the sponsorship of a joint resolution.

If you have any question concerning the provisions in RSA 541-A relative to objections, responses, or adoptions, please contact me at kim.reeve@leg.state.nh.us.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim", followed by a long horizontal flourish.

Kim Reeve
Committee Attorney

cc: Amanda Phelps, Administrative Rules Coordinator, DOE

Adopt Ed 1307, previously effective 10-10-19 (Document #12896, Emergency), and expired 4-7-20, to read as follows:

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

See note to JLCAR on page 3 regarding the remote public hearing.

Ed 1307.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate and encourage public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1307.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1307.03 Definitions.

(a) “Department” means the commissioner’s office of the department of education, or designee.

(b) “Eligible public school or chartered public school” means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B in the state of New Hampshire.

(c) “Fiscal year” means the 12-month period beginning July 1 and ending June 30.

Ed 1307.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to:

- (1) The purchase of robotics kits;
- (2) Stipends for coaches;
- (3) The payment of associated costs from participation in competitions; and
- (4) Costs associated with events, including, but not limited to:
 - (1) Registration fees;
 - (2) Transportation costs; and
 - (3) Required uniforms and supplies; ~~and~~.

(b) Grant recipients shall submit a report to the department detailing expenditures at the end of each fiscal year for which grant funds are received.

Note to JLCAR on potentially inadequate FIS. When the IP was filed, Ed 1307 rule was an emergency rule adopted and effective on 10-10-19, and it expired on 4-7-20. The ER had issues relative to an inadequate fiscal analysis in support of the ER and with the rationale for included amendments which should have gone through regular rulemaking. (See attachments). The FIS filed with this IP indicates that there is no difference in costs when compared to the existing rules which was correct when the ER was still effective because the FIS did not have to assess the impact of the rules as a whole but only the amendments to the then existing ER. Without an amended FIS, the JLCAR is being asked to approve the rules without knowing what the costs or benefits are to changes made to the existing Ed 1307 now that the ER has expired.

Ed 1307.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

(a) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education, or technical school for the purpose of participation in a robotics competition;

Unclear. The application states that an itemized budget for two years is required.

(b) It has developed a budget for the current year of the application;

(c) It has not received a grant from the robotics education development program in the prior year; and

See Unclear/Legis. Intent comment page 3.

(d) It has identified at least one competitive event in which the team or club ~~will~~ **shall** participate.

Ed 1307.06 Robotics Education Development Program Grant Application.

(a) A public or chartered public school shall complete and file the “New Hampshire Robotics Education Application Form,” ~~January~~ August 2020 edition, electronically to the department of education.

Edit. The edition date should be the date of JLCAR approval.

(b) To be considered for robotics education grant funds for the following biennium, applications shall be completed and filed with the department no later than July 1 of the year prior to the biennium in which grants are to be dispersed.

(d) Pursuant to RSA 188-E:25, V, no school shall receive more than one grant every ~~two~~ 2 years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant.

Ed 1307.07 Application Review and Approval.

(a) The department shall review all grant applications within 15 business days of the application deadline as established in Ed ~~4410~~ **1307.06**(b). In making a decision the department shall approve an application if the school has met all the criteria set forth in Ed ~~4410~~ **1307.05** (a)-(d).

(b) Approval of an application does not constitute a grant award. Grant allocations for all approved applications ~~will~~ **shall** be based on the funds available in the following biennium.

(c) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, the commissioner shall not prorate the grant awards, ~~but preference and shall award grants be given~~ to schools that have a higher percentage of students in the school’s average daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38, VII. ~~Secondary preference~~ **Remaining grant funding** shall be ~~given~~ **awarded** to schools which did not receive a grant in the previous year due to lack of funds.

(d) In the event that additional funds exist after all initial grant application requests have been met, the commissioner shall award schools additional grants for additional requested teams in accordance with (b) above and RSA 188-E:24-a, V.(b).

(e) In the event that additional funds exist after all initial grant application requests have been met, and additional teams have been funded pursuant to (d) above, the department shall open a 30-day grant application period no later than December 1 of the year prior to the biennium in which grants are to be dispersed.

Ed 1307.08 Robotics Education Development Program Grant Disbursement. Grants ~~will~~ **shall** be disbursed as a single payment each year of the grant through the business office of the department of education.

Edit. The edition date should be the date of JLCAR approval.

Ed 1307.09 End of Grant Report. All grant recipients shall report all grant funded expenditures by completing and filing the “Robotics Grant Fund End of Grant Spending Report” revised August 2020, by July 31 of each year following the fiscal year in which the grant funds were awarded.

Appendix I

Rule	Statute
Ed 1307	RSA 188-E:24-a

Unclear/Legis. Intent. There are inconsistencies between the two forms (Grant Application and Grant Spending Report) and the rule as well as incorporation and enforcement issues. The Department has submitted neither form for OLS review. As found on the Department’s website, the grant application form has a different edition date (November 2019) than the rule. (The Department has not submitted the grant application either as fixed text or annotated). The grant application’s submission deadline is 11/15/19 whereas in the rule at Ed 1307.06(b) the grant application must be filed by July 1 of the year before the biennium the funding is sought. The grant application requires the filing of a Year-End Report by June 20, 2020 which conflicts with the July 31 deadline in the rule at Ed 1307.09 which refers to a Grant Spending Report. It is not known whether these are the same reports. The Department did not submit the Grant Spending Report form with either the IP, FP or the CA request so it has not been reviewed by OLS. The grant application requires minimum information for the Year-End spending report such as the number of students who participated that is not described in the rule. The requirements governing the report are not application requirements for a grant but ongoing requirements after a grant is made, and so are not covered by incorporating the form by reference in Ed 1307.06(a) and should be included in the rule. *See* Section 3.12 of Chapter 4 of the *Manual*, p. 115-116. However, if the Year-End report and the Grant Spending report are the same report the requirements might be able to be incorporated by reference with the incorporation of the Grant Spending report into the rule; however, without reviewing the form, OLS cannot confirm that.

Additionally, the grant application allows for applications to be submitted after the November 15 deadline, if funding is available. The allowance after deadline is based on RSA 188-E:24-a, V(b), but Ed 1307.06 appears to violate RSA 188-E:24-a, VI which requires rules “establishing deadlines for the submission of applications”. Establishing deadlines on a website or a form instead of in rules renders the deadlines unenforceable because RSA 541-A:22, I states that no rule is valid or effective nor may it be enforced if it has not been adopted pursuant to RSA 541-A.

Note to JLCAR on Legis. Intent – Public hearing: The rulemaking hearing was originally scheduled as an in-person hearing but was postponed to June 11th and held as an in-person and a telephonic hearing due to the pandemic, as noticed in the *Rulemaking Register* on June 4, 2020. The Governor’s E.O. #12 (see attachments) amends RSA 91-A to allow for remote hearings but did not amend RSA 541-A:11 which seems to presume in-person hearings with an allowance for postponement in the case of inclement weather, RSA 541-A:11, IV(a), and the ability to move the physical location of the public hearing, RSA 541-A:11, V. The Board’s administrative rules in Ed 214 also appear to presume in-person hearings such as describing media access to the physical room in which the hearing is held. The JLCAR may wish to ask the Board how the public hearing proceeded, since RSA 541-A:11, I(a) requires that an agency “shall afford all interested persons reasonable opportunity to testify...in accordance with the terms of the notice.” A legislative fix may be needed in RSA 541-A:11, along with changes to all Ch. 200 rules to affirmatively address remote public hearings as the language in the statute.

NN 2020-34 Continued

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules
Coordinator**

Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**

Phone #: **(603) 271-2718**

Fax#: **(603) 271- 1953**

E-mail: **Amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 16, 2020**

☒ Fax

☒ E-mail

☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 9, 2020 at 10:00 a.m.**

Place: **101 Pleasant Street, Concord, NH 03301 Room 100f**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 20-019, dated 2/26/20

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide a process for grant disbursement at no cost to political subdivisions. Therefore, there is no violation of Part I, Article 28-a.



New Hampshire Robotics Education Application Form SY2019-2020 & SY 2020-2021



New Hampshire

Department of Education

New Hampshire Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301

Funding provided under RSA 188-E:24a, Robotics Education Development Program and Robotics Education Fund, in accordance with the New Hampshire Code of Administrative Rules,.

New Hampshire Department of Education Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Lisa Hinson-Hatz

Section 504 Coordinator: Tina Greco

NH Department of Education

21 South Fruit Street, Suite 20

Concord, NH 03301

(603) 271-3993 (V/TTY)

Tina.Greco@doe.nh.gov

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education

Office for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110-1491

(617) 289-0111

TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive

Concord, NH 03301-8501

(603) 271-2767

NH Robotics Education Application Form SY2019-2021

DEADLINE NOVEMBER 15, 2019

Eligibility:

- Must be for students at a public or charter school.
- The school must develop an itemized budget for 2 years for the robotics program.
- The school must have established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, or institution of higher education for the purpose of participation in a robotics competition.
- The school must identify at least one competitive event in which the program will participate.
- Not a recipient of a Robotics Education Development Program Grant SY 2018-2019.

The purpose of the program is to motivate public and charter school students to pursue educational and career opportunities in science, technology, engineering, and mathematics, while building critical life and work-related skills. Grants from the robotics education fund established in RSA 188-E:24 shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Distribution of grant funds by the Department of Education is done through the Grants Management System (GMS)

Please provide the following information

School Name:

SAU #/School District Name:

Authorizing Agent Name & Title:

Authorizing Agent Phone # & Email Address:

Program Manager Name & Title:

Program Manager Phone # & Email Address:

1.	Team Information
	How many current team members?
	What grade level students are represented on the team?
	Primary coach or advisor name:
	Primary coach or advisor phone & email:

Partnering Organization(s) Name of your Partner Organization:	
Budget & Budget Narrative <i>Please add the budget narrative and your budget for the 2019-20 & 2020-2021 operations of the robotics team below.</i> Grant funds shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in competitions. The determined funding amount is based on need so please be as close to exact as possible with budget and funding requests and specific in the description of the items requested. Budget Amount Requested: Budget Narrative: Itemized Budget Year 1: Itemized Budget Year 2:	
Competitive Event <i>We identified at least one competitive event in which the team or club will participate and we assure that the team will meet all criteria for participation in the competitive event(s).</i> Name & Location of your Identified Event(s): Date of Identified Event(s)	
Narrative <i>Please provide a short narrative that describes the need for this funding, potential impacts and any other pertinent information. The amount of funding determined is based on need. Please be specific in the description.</i>	

Year-End Report

All funding recipients must agree to attach a year-end report, describing the impact of the grant.

No later than June 30, 2020, the school will submit a year-end report and attach to the Grants Management System Robotics Grant page stating at least:

- the number of students who participated on the team;
- a brief description of how the team met all of the eligibility criteria;
- the list of competitions the team attended and the team's performance;
- and statement of need of support for a 2nd year of funding.

Please email the completed application to: Melissa White, Science/STEM Education Consultant
Bureau of Student Support
New Hampshire Department of Education

If there are any questions, do not hesitate to contact:

Melissa White

Melissa.White@doe.nh.gov or 603-271-3855.

GRANT APPLICATION DEADLINE IS NOVEMBER 15, 2019

Notification to schools will occur by December 6, 2019

Grants will continue to be accepted after November 15, 2019 but will only be considered if funding remains in the grant fund.

TITLE XV EDUCATION

CHAPTER 188-E REGIONAL CAREER AND TECHNICAL EDUCATION (CTE)

Robotics Education Development Program and Robotics Education Fund

Section 188-E:24-a

188-E:24-a Robotics Education Development Program. –

I. There is established a robotics education development program in the department of education. The purpose of the program is to motivate public school students to pursue educational and career opportunities in science, technology, engineering, and mathematics, while building critical life and work-related skills. Grants from the robotics education fund established in RSA 188-E:24 shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events. Grant funds shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in competitions.

II. To be eligible to participate, a school shall:

(a) Develop a budget for a robotics team;

(b) Partner with at least one sponsor, business entity, institution of higher education, or technical school for support in a robotics program; and

(c) Identify at least one competitive event in which the school will participate.

III. The commissioner shall disburse a grant as a single payment at the beginning of each school year.

IV. Subject to the provisions of paragraph V, no school shall receive more than one grant every 2 years, however, a school district may receive multiple grant awards.

V. (a) If the amount of grant funds requested exceeds the balance in the robotics education fund available in any year, the commissioner shall not prorate the grant awards, but shall assign preference to those schools with a higher percentage of students in the school's average daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.

(b) In the event that additional funds exist in the fund after all initial grant application requests have been met, the commissioner shall award schools additional grants for additional requested teams in accordance with subparagraph (a). If a school receives a grant for any additional teams, such grant shall be made at the same time as the grant for the initial team. In the event that a school received a grant or grants in the prior year and qualifies for an additional team or teams, such grant shall be made in the usual manner.

VI. The commissioner shall adopt rules pursuant to RSA 541-A, relative to developing grant application forms and procedures, establishing deadlines for the submission of applications and the awarding of grants, and establishing criteria for awarding and disbursing grants.

VII. No later than July 15, 2018, and annually thereafter, the department shall issue a report to the governor, senate president, speaker of the house of representatives, the chairpersons of the house and senate education committees, and the state library, detailing the number of grants awarded, the schools receiving grants and the grant amount, the schools that applied for grants but did not receive a grant due to insufficient funds, the number of students participating, the unencumbered balance of the robotics education fund, and any other information the department deems appropriate.

Source. 2017, 156:156, eff. July 1, 2017. 2018, 315:14, eff. Aug. 24, 2018; 362:1, eff. Aug. 31, 2018.

TITLE LV

PROCEEDINGS IN SPECIAL CASES

CHAPTER 541-A

ADMINISTRATIVE PROCEDURE ACT

Section 541-A:11

541-A:11 Public Hearing and Comment. –

I. (a) Each agency shall hold at least one public hearing on all proposed rules filed pursuant to RSA 541-A:3 and shall afford all interested persons reasonable opportunity to testify and to submit data, views, or arguments in writing or, if practicable for the agency, in electronic format, in accordance with the terms of the notice filed pursuant to RSA 541-A:3, I and the provisions of this section. The office of legislative services shall provide oral or written comments on potential bases for committee objection under RSA 541-A:13, IV in a form and manner determined by the director of the office of legislative services. Each agency shall require all materials submitted in writing to be signed by the person who submits them, and the agency shall transfer to hard copy, if practicable for the agency, all materials submitted as diskette, electronic mail, or other electronic format. Copies of the proposed rule shall be available to the public under RSA 91-A and at least 5 days prior to the date of the hearing.

(b) For rules proposed by a board or commission, a period of at least 5 business days after the hearing shall be provided for the submission of materials in writing or in electronic format, unless a shorter period is specified in the notice. If a shorter period is specified in the notice, the deadline for the submission of such materials shall not be earlier than the scheduled conclusion of the public hearing. For rules proposed by an agency official, a period of at least 5 business days after the hearing shall be provided in all instances. If a hearing is continued or postponed as provided in paragraph III or IV of this section, the period for the submission of materials in writing or in electronic format shall be extended unless the previously-established deadline meets the applicable requirement specified above.

(c) An agency may hold a public hearing or otherwise solicit public comment on a draft final proposed rule prior to filing the final proposed rule pursuant to RSA 541-A:3, V. Notice of such hearing or comment period shall be provided by such means as are deemed appropriate to reach interested persons, which may include publishing a notice in the rulemaking register.

II. For rules proposed by a board or commission, each hearing shall be attended by a quorum of its members. For rules proposed by an agency official, each hearing shall be held by the official having the rulemaking authority, or designee, who shall be knowledgeable in the particular subject area of the proposed rules.

III. To provide reasonable opportunity for public comment, the agency may continue a public hearing past the scheduled time or to another date, or may extend the deadline for submission of written comment. If the agency continues the hearing or extends the deadline, it shall notify the public by any means it deems appropriate, including notice in the rulemaking register whenever practicable.

IV. A public comment hearing may be postponed in the event of any of the following:

(a) Inclement weather.

(b) Illness or unavoidable absence of the official with rulemaking authority.

(c) Lack of a quorum due to illness or unavoidable absence.

(d) Determination by the agency that postponement of the public comment hearing shall facilitate greater participation by the public. If a public comment hearing is postponed, the agency shall provide notice in the rulemaking register at least 5 days before such postponed public comment hearing, and may also provide notice by any other means it deems appropriate.

V. A public comment hearing may be moved to another location if the agency determines for any reason that the original location is not able to accommodate the public. If changing the location does not also necessitate a change in the date of the public comment hearing, the agency shall post notice of the new location at the originally scheduled facility. If changing the location necessitates a change in the date of the public comment

hearing, the agency shall provide notice as required by paragraph IV.

VI. On request, the agency shall promptly provide a copy of any rule as filed with the director at any stage in the rulemaking process. If the copy is mailed, it shall be sent not later than the end of the third working day after the request is received. The agency may, pursuant to RSA 91-A:4, IV, charge the actual cost of providing such copy.

VII. If requested by an interested person at any time before 30 days after final adoption of a rule, the adopting authority shall issue an explanation of the rule. The explanation shall include:

- (a) A concise statement of the principal reasons for and against the adoption of the rule in its final form.
- (b) An explanation of why the adopting authority overruled the arguments and considerations against the rule.

VIII. In addition to seeking information by other methods, an agency, before publication of a notice of proposed rulemaking under RSA 541-A:6, may solicit comments from the public on a subject matter of possible rulemaking under active consideration within the agency by causing notice to be published in the rulemaking register of the subject matter and indicating where, when, and how persons may provide comment on the rules under consideration.

Source. 1994, 412:1. 2000, 288:10, 11. 2003, 319:161, eff. July 1, 2003. 2011, 252:6, eff. Sept. 11, 2011.

TITLE LV

PROCEEDINGS IN SPECIAL CASES

CHAPTER 541-A

ADMINISTRATIVE PROCEDURE ACT

Section 541-A:22

541-A:22 Validity of Rules. –

- I. No agency rule is valid or effective against any person or party, nor may it be enforced by the state for any purpose, until it has been filed as required in this chapter and has not expired.
- II. Rules shall be valid and binding on persons they affect, and shall have the force of law unless they have expired or have been amended or revised or unless a court of competent jurisdiction determines otherwise. Except as provided by RSA 541-A:13, VI, rules shall be prima facie evidence of the proper interpretation of the matter that they refer to.
- III. An agency shall not by rule:
- (a) Provide for penalties or fines unless specifically authorized by statute.
 - (b) Require licensing, as defined in RSA 541-A:1, IX, unless authorized by a law which uses one of the specific terms listed in RSA 541-A:1, VIII.
 - (c) Require fees unless specifically authorized by a statute enforced or administered by an agency. Specific authorization shall not include the designation of agency fee income in the operating budget when no other statutory authorization exists.
 - (d) Provide for non-consensual inspections of private property, unless the statute enforced or administered by the agency specifically grants inspection authority.
 - (e) Delegate its rulemaking authority to anyone other than the agency named in the statute delegating authority.
 - (f) Adopt rules under another agency's authority.
 - (g) Expand or limit a statutory definition affecting the scope of who may practice a profession.
 - (h) Require a submission of a social security number unless mandated by state or federal law.
- IV. No agency shall grant waivers of, or variances from, any provisions of its rules without either amending the rules, or providing by rule for a waiver or variance procedure. The duration of the waiver or variance may be temporary if the rule so provides.

Source. 1994, 412:1. 2003, 309:2, eff. July 1, 2004. 2015, 234:8, eff. Sept. 11, 2015.

NEW HAMPSHIRE DRAFTING AND PROCEDURE MANUAL

Chapter 4 Rule Numbering and Drafting

If the printed material is in a traditional printed source but **substantively identical** content is also available on the Internet, then **incorporate the material in the printed source** as above. If it will improve access to the material cited, you may **also cite** to the Internet source by introducing the uniform resource locator (URL) with the phrase “available at”, after citing the printed source, as in the example to the right. See the format for the URL in 4.7 of this chapter.

Abc 501.02 Ethics Code. All licensees shall comply with the National Association of Code Installers Code of Ethics, 2005 edition, available as noted in Appendix A at <http://www.installers.org/ethics.html>.

See “How to Incorporate Internet Content” below if the material is **not available** in a traditional printed source but **available only** on the Internet.

HOW TO INCORPORATE AN AGENCY FORM

To incorporate your agency’s own form by reference:

- Make sure to specify an edition or date for the form, as in the example to the right where the last date of amendment is identified after the form’s number, and include the form’s title if one exists; and
- Make clear who must complete the form, as in the phrase “An applicant...shall complete...” in the example, but requirements on the form that go beyond information or format may require additional rulemaking. See below.

Wil 301.02 Form A-3 Application for a Permit to Conduct a Youth Fishing Tournament. An applicant for a permit to conduct a youth trout fishing tournament under RSA 485-A:3 shall complete and submit Form A-3 “Application for a Permit to Conduct a Youth Trout Fishing Tournament”, as amended 1-10-10.

INCORPORATING THE REQUIREMENTS ON AN AGENCY FORM

Forms may be incorporated by reference like other documents, except that no Incorporation by Reference Statement or appendix described above is required. But which requirements on the form are subject to incorporation are limited by the definition of a “form” in RSA 541-A:1, VII-a and the definition of a “rule” in RSA 541-A:1, XV. See 1.1 of Chapter 3 for an explanation of these definitions.

The requirements on an agency’s form on how to complete and submit the form—the mandatory “information”—words or data—to be placed on the form document itself or as extra sheets, the signature, and the instructions—are the requirements subject to incorporation by reference by incorporating the form. The purpose of incorporating the form by reference is to save the time and effort in writing all those requirements into a numbered rule. Other requirements that might be printed on the form but which are not directly related to the form’s completion and submission must be separately written out as numbered rules if they are not addressed in a statute. See 3.13 below. These requirements include statements repeated from other rules or statutes, such as, but not limited to, separate documents to be attached, substantive licensing qualifications like minimum age and education, fee amounts, ethical requirements, and affirmations or certifications about more than just the truthfulness or correctness of the completed document.

See below about attachments to forms and certification statements. See also 4.8 in this chapter about attaching incorporated forms as optional appendices.

NEW HAMPSHIRE DRAFTING AND PROCEDURE MANUAL
Chapter 4 Rule Numbering and Drafting

ATTACHMENTS AND CERTIFICATIONS

As noted in the text box “Incorporating the Requirements on an Agency Form,” not all requirements written on a form are subject to incorporation by reference. Distinguish between the requirements on how to complete and submit a form document, which are subject to incorporation by reference, and the additional requirements for a complete application package or submission to an agency, which happen to be printed on a form but are in addition to a completed form.

Information that must be attached as extra sheets because the form document does not have enough space may be incorporated by reference. This includes, but is not limited to, professional licensing qualifications like names of schools attended or degrees received on a license application form. But **additional** kinds of information needed for a complete application, such as a facility floor plan for a facility permit, copies of applicable licenses or other documents, and documentation of local approvals, must be separately written out in the rules even if they are mentioned on the form.

A certification, such as placed at the end of the form document near a line for a signature, will be subject to incorporation by reference if the person signing the form certifies simply that the information on the form is true and correct to the best of his or her knowledge and belief, subject to RSA 641, or similar language, and that the signor certifies that he or she or the information complies or will comply with all applicable laws and rules. See the sample certification in 3.13 of this chapter which would be subject to incorporation by reference.

Certifications that go beyond attestations of truthfulness, or compliance with other rules or laws, to include additional agreements or understandings must be separately written in the rules and must not be incorporated by reference. See 3.13 of this chapter. These could include agreements on liability, permission granted for inspections to verify compliance or information submitted, or the rights of persons under the care of the licensee. Otherwise the certifications on the forms would not have the force and effect of law as rules and their enforceability may remain ambiguous except as case-by-case contractual obligations of the signor.

INCORPORATING ONLINE FORMS

The requirements on online forms which are also available in hardcopy are subject to incorporation by reference in the same manner and to the same degree as for the hardcopy forms. Since incorporation by reference requires a date or edition to the form, this will require your agency to **use a date or edition in the online form** as well if it does not already do so.

RSA 541-A does not yet address forms which are “Internet content” as defined in RSA 541-A:1, VII-b, that is, exist only online, because a “form” is defined in RSA 541-A:1, VII-a as a “document”, not an “electronic document” as defined in RSA 541-A:1, V-a, which is filed. However, it is the view of the Committee that “Internet content” online forms be subject to incorporation by reference in the same manner and to the same degree as hardcopy forms. Also, this will require your agency to **use a date or edition in the online form**. The online software instructions to navigate through an online form would also be covered by the incorporation by reference of the form.

In the case of either an online form that has a hardcopy counterpart, or an “Internet content” online form, **the web address for the form must be included in the rule** as for incorporating Internet content by reference. The web address must take the viewer to the form itself or, if the document is password-protected, to the screen where a password is required.

Adopt Ed 1307, previously effective 10-10-19 (Document #12896, Emergency), and expired 4-7-20, to read as follows:

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1307.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate and encourage public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1307.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1307.03 Definitions.

(a) “Department” means the commissioner’s office of the department of education, or designee.

(b) “Eligible public school or chartered public school” means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B in the state of New Hampshire.

(c) “Fiscal year” means the 12-month period beginning July 1 and ending June 30.

Ed 1307.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to:

(1) The purchase of robotics kits;

(2) Stipends for coaches;

(3) The payment of associated costs from participation in competitions; and

(4) Costs associated with events, including, but not limited to:

(1) Registration fees;

(2) Transportation costs; and

(3) Required uniforms and supplies.

(b) Grant recipients shall submit a report to the department detailing expenditures at the end of each fiscal year for which grant funds are received.

Ed 1307.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

- (a) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education, or technical school for the purpose of participation in a robotics competition;
- (b) It has developed a budget for the current year of the application *and for year two if the applicant establishes a need for 2 years of funding*;
- (c) It has not received a grant from the robotics education development program in the prior year; and
- (d) It has identified at least one competitive event in which the team or club ~~will~~ *shall* participate.

Ed 1307.06 Robotics Education Development Program Grant Application.

(a) A public or chartered public school shall complete and file the “New Hampshire Robotics Education Application Form,” August 2020 edition, electronically to the department of education.

(b) To be considered for robotics education grant funds for the following biennium, applications shall be completed and filed with the department no later than July 1 of the year prior to the biennium in which grants are to be dispersed.

(d) Pursuant to RSA 188-E:25, V, no school shall receive more than one grant every ~~two~~ 2 years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant.

Ed 1307.07 Application Review and Approval.

(a) The department shall review all grant applications within 15 business days of the application deadline as established in Ed **1307.06**(b). In making a decision the department shall approve an application if the school has met all the criteria set forth in Ed **1307.05** (a)-(d).

(b) Approval of an application does not constitute a grant award. Grant allocations for all approved applications *shall* be based on the funds available in the following biennium.

(c) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, the commissioner shall not prorate the grant awards, *and shall award grants* to schools that have a higher percentage of students in the school’s average daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38, VII. *Remaining grant funding* shall be *awarded* to schools which did not receive a grant in the previous year due to lack of funds.

(d) In the event that additional funds exist after all initial grant application requests have been met, the commissioner shall award schools additional grants for additional requested teams in accordance with (b) above and RSA 188-E:24-a, V.(b).

(e) In the event that additional funds exist after all initial grant application requests have been met, and additional teams have been funded pursuant to (d) above, the department shall open a 30-day grant application period no later than December 1 of the year prior to the biennium in which grants are to be dispersed.

Ed 1307.08 Robotics Education Development Program Grant Disbursement. Grants ~~will~~ **shall** be disbursed as a single payment each year of the grant through the business office of the department of education.

Ed 1307.09 End of Grant Report. All grant recipients shall report all grant funded expenditures ~~by completing and filing the “Robotics Grant Fund End of Grant Spending Report” revised August 2020, to the department on or before~~ **by** July 31 of each year following the fiscal year in which the grant funds were awarded **which shall include:**

- (a) The number of students who participated on the team;*
- (b) A brief description of how the team met all of the eligibility criteria;*
- (c) The list of competitions the team attended and the team’s performance; and*
- (d) A statement of need of support for a 2nd year of funding and revised year 2 budget..*

Appendix I

Rule	Statute
Ed 1307	RSA 188-E:24-a



NH Robotics Education Development Program Application for Funds



New Hampshire Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301

Funding provided under RSA 188-E:24a, Robotics Education Development Program and Robotics Education Fund, in accordance with the New Hampshire Code of Administrative Rules,.

New Hampshire Department of Education Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Lisa Hinson-Hatz

Section 504 Coordinator: Tina Greco

NH Department of Education

21 South Fruit Street, Suite 20

Concord, NH 03301

(603) 271-3993 (V/TTY)

Tina.Greco@doe.nh.gov

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

U.S. Department of Education

Office for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110-1491

(617) 289-0111

TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

NH Commission for Human Rights

2 Chenell Drive

Concord, NH 03301-8501

(603) 271-2767

NH Robotics Education Development Program Application

Eligibility:

- Must be for students at a public or charter school.
- The school must develop an itemized budget for 2 years for the robotics program.
- The school must have established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, or institution of higher education for the purpose of participation in a robotics competition.
- The school must identify at least one competitive event in which the program will participate.
- Not a recipient of a Robotics Education Development Program Grant in the past 2 years.

The purpose of the program is to motivate public and charter school students to pursue educational and career opportunities in science, technology, engineering, and mathematics, while building critical life and work-related skills. Grants from the robotics education fund established in RSA 188-E:24 shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Distribution of grant funds by the Department of Education is done through the Grants Management System (GMS). Your district i4see coordinator must assign permissions to manage the grant.

Please provide the following information

School Name:

SAU #/School District Name:

Superintendent Name and Email Address:

Principal Name and Email Address:

Business Administrator Name & Email Address:

Team Coach/Advisor Name & Email Address:

1.	Team Information												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">How many current team members?</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">What grade level students are represented on the team?</td> <td></td> </tr> <tr> <td style="padding: 5px;">Primary coach or advisor name:</td> <td></td> </tr> <tr> <td style="padding: 5px;">Primary coach or advisor phone & email:</td> <td></td> </tr> <tr> <td style="padding: 5px;">Partnering Organization(s)</td> <td></td> </tr> <tr> <td style="padding: 5px;">Name of your Partner Organization:</td> <td></td> </tr> </table>	How many current team members?		What grade level students are represented on the team?		Primary coach or advisor name:		Primary coach or advisor phone & email:		Partnering Organization(s)		Name of your Partner Organization:	
How many current team members?													
What grade level students are represented on the team?													
Primary coach or advisor name:													
Primary coach or advisor phone & email:													
Partnering Organization(s)													
Name of your Partner Organization:													

	<p>Budget & Budget Narrative <i>Please add the budget narrative and your budget for 2 years, a budget detailed for each year of operations of the robotics team below.</i></p> <p>Grant funds shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in competitions. The determined funding amount is based on need so please be as close to exact as possible with budget and funding requests and specific in the description of the items requested.</p> <p>Budget Amount Requested: Budget Narrative: Itemized Budget Year 1: Itemized Budget Year 2 (optional):</p>
	<p>Competitive Event <i>We identified at least one competitive event in which the team or club will participate and we assure that the team will meet all criteria for participation in the competitive event(s).</i></p> <p>Name & Location of your Identified Event(s): Date of Identified Event(s)</p>
	<p>Narrative <i>Please provide a short narrative that describes the need for this funding, potential impacts and any other pertinent information. The amount of funding determined is based on need. Please be specific in the description.</i></p>

Year-End Report	
<p>All funding recipients must agree to attach a year-end report, describing the impact of the grant.</p> <p>No later than July 31st, the school will submit a year-end report stating at least:</p> <ul style="list-style-type: none"> the number of students who participated on the team; a brief description of how the team met all of the eligibility criteria; the list of competitions the team attended and the team's performance; and statement of need of support for a 2nd year of funding and revised year 2 budget. 	

Please email the completed application to: Melissa White, Administrator for Academics & Assessment
Bureau of Student Support
New Hampshire Department of Education
Melissa.White@doe.nh.gov or 603-271-3855.

Important Dates

Year 1

July 1st

September 1st

June 30th

July 31st

July 31st

Year 2

September 1st

June 30th

July 31st

July 31st

GRANT APPLICATION DEADLINE

Notification to schools and funds allocated

Grant period ends, funds for year 1 must be expended

Final financial report for Year 1 in GMS due

Final Program report for Year 1 due, Year 2 budget finalized

2nd year notification to schools and funds allocated (for applicants who requested funding for year 2)

Grant period ends, funds for year 2 must be expended

Final financial report for Year 2 in GMS due

Final Program report for Year 2 due

Readopt with amendment, Ed 306.14, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.14 Basic Instructional Standards.

(a) The local school board shall require that each school has an instructional program which includes the following:

- (1) A policy on homework, including its relationship to the grading system;
- (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;
- (3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193-C:3;
- (4) Instructional materials and resources matched to the appropriate skill levels of students;
- (5) A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across grades 1-12 instruction, and how the district or graduation competencies associated with digital literacy will be assessed either alone or in combination with other district or graduation competencies and assessments;
- (6) A policy outlining how students will demonstrate achievement of district and graduation competencies including the awarding of credit for required subjects and open electives;
- (7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; ~~and~~
- (8) A policy encouraging students to have a plan for summer activities that support student learning; *and*

(9) Remote instruction for all students, when necessary, which shall include:

- a. Academic work equivalent in effort and rigor to typical classroom work;***
- b. Accessibility by and inclusion for both individual and school-wide uses; and***
- c. Assessment of all student work completed during remote instruction.***

(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.

Amend Ed 306.18(a)(7), effective 3-12-20 (Document #13001, Emergency), so that Ed 306.18(a) intro. and (a)(7) are cited and read as follows:

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

(7) A school district ***Instruction*** may conduct instruction ***be offered*** remotely ***in accordance with Ed 306.14(a)(9)*** . The district shall create a plan that shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day.

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.14	RSA 186:5;189:1-a; RSA 193-C:3, I(a)
Ed 306.18(a)intro and (a)(7)	RSA 189:1; RSA 189:24



STATE OF NEW HAMPSHIRE
OFFICE OF THE GOVERNOR

CHRISTOPHER T. SUNUNU
Governor

EXHIBIT P to Emergency Order #29

N.H. Department of Education, August 13, 2020

Pursuant to Emergency Order #29, which authorizes temporary modification of executive branch deadlines and other requirements, issued pursuant to Section 18 of Executive Order 2020-04 as modified and extended by Emergency Orders 2020-05, 2020-08, 2020-09, 2020-10, 2020-14, 2020-15, and 2020-16, the following is hereby ordered:

1. Ed 306.18(a)(7) is hereby modified to read as follows:

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

(7) A school district may ~~submit a plan to the commissioner that will allow schools to~~ conduct ***"distance education," as that term is defined in Ed 306.22.*** ~~instruction remotely for up to 5 days per year when the school has been closed due to inclement weather or other emergency.~~ The ***district shall create a plan that*** shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day. ~~At least 80 percent of students shall participate for the day to count as a school day.~~

2. Ed 306.22 is hereby modified to read as follows:

Ed 306.22 Distance Education.

(a) In this section, "distance education" means correspondence, video-based, internet-based, and online courses, ***or remote instruction. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.***

(b) ***School districts may offer students the multiple instructional options, including traditional classroom, distance education, or hybrid instruction models. For distance education and hybrid instruction models, the provisions of (c) - (fe) below shall apply.***

(c) The local school board shall be responsible for *the approval, coordination, and supervision of distance education courses offered by the school district.*

- ~~1) The approval, coordination, and supervision of distance education courses offered for instructional purposes or high school credit, or both, in the district; and~~
- ~~(2) Identifying district and graduation competencies to be achieved and demonstrated through the distance education opportunity and acknowledging student achievement of these competencies.~~

(d) School districts may cooperate to share delivery of distance education courses.

(e) ~~The local school board shall adopt policies relative to all Distance education courses shall offered by the school district to require that:~~

(1) ~~The courses~~ Comply with all federal and state statutes pertaining to student privacy and to public broadcasting of audio and video;

(2) ~~Courses~~ Require students to meet similar district and graduation competencies as required by the school for students enrolled in similar courses offered by the school; **and**

~~(3) Only students approved by the school principal or designee shall be eligible to receive acknowledgement of achievement for distance education courses; and~~

(43) **Require** students to earning acknowledgement of achievement for distance education courses ~~shall~~ to participate in all assessments required by the statewide education improvement and assessment program.

~~(f) The local school board shall adopt policies relative to all distance education courses offered by the school district relative to:~~

~~(1) The number of students an educator might be required to supervise;~~

~~(2) Monitoring of student progress, grading of assignments, and testing;~~

~~(3) Security of individual student records, provided that no individual student records obtained through participation in distance education courses shall be used for any purposes other than those that support the instruction of the individual student; and~~

~~(4) Gathering and disseminating of district-level aggregated data obtained through participation in distance education courses.~~

3. Ed 401.03(e) is hereby modified to read as follows:

Ed 401.03 School Year.

(e) A school may **conduct "distance education" as that term is defined in Ed 405.03.** ~~submit a plan to the commissioner that will allow the school to conduct instruction remotely for up to 5 days per year when the school has been closed due to inclement weather or other~~

emergency. The *school shall create a plan that* shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day. ~~At least 80 percent of students shall participate for the day to count as a school day.~~

4. Ed 405.03 is hereby adopted to read as follows:

Ed 405.03 Distance Education.

(a) In this section, "distance education" means correspondence, video-based, internet-based, and online courses, or remote instruction. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

(b) Nonpublic schools may offer students the multiple instructional options, including traditional classroom, distance education, or hybrid instruction models.

5. The provisions of this Exhibit P to Emergency Order #29 shall remain in effect for the duration of the State of Emergency declared in Executive Order 2020-04.

Given under my hand and seal at the Executive Chambers in Concord, this 13 day of August, in the year of Our Lord, two thousand and twenty, and the independence of the United States of America, two hundred and forty-four.



GOVERNOR OF NEW HAMPSHIRE

New Hampshire
State Board of Education
Minutes of the September 10, 2020 Meeting
Meeting held telephonically due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:10 a.m. The meeting was held telephonically due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Helen Honorow, and Drew Cline, Chair. Phil Nazzaro had another commitment and was not able to attend. Frank Edelblut, Commissioner of Education and Christine Brennan, Deputy Commissioner of Education were all in attendance.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no live public comment and written commentary was submitted and posted to the public materials on the Board's [webpage](#).

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES**A. Student/Deerfield School Board ~ S.B.-FY-20-05-005 (Manifest Educational Hardship)**

In attendance were Attorney Dean Eggert from Wadleigh, Starr & Peters representing the Deerfield School Board, Superintendent Patty Sherman and Mr. and Mrs. Nicol, parents of the student. Mr. and Mrs. Nicol accepted Chair Cline's option of moving into nonpublic session.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education to leave nonpublic session and return to public session at 9:55 AM.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Helen Honorow with the Chair abstaining.

MOTION: Cindy Chagnon made the following motion, seconded by Sally Griffin, that the State Board of Education accept the Hearings Officer's report and adopt the Hearings Officer's Recommendation.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Helen Honorow with the Chair abstaining.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, to seal the minutes of the nonpublic session indefinitely.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Helen Honorow with the Chair abstaining.

B. Student/Nashua School Board ~ S.B.-FY-20-05-005 (Manifest Educational Hardship)

Chairman Cline let everyone know that this case was withdrawn.

C. Summary of Withdrawn Cases

Given that this item seemed self-explanatory (a list of parties who had asked for a hearing and then withdrew their requests), no summary was deemed necessary. Chair Cline asked if there were any questions regarding this item, and there were none.

Chair Cline indicated that the Nashua case that was just withdrawn is not shown on the list because the withdrawal occurred after Stephen Berwick produced the list.

D. English Language Proficiency Standards and Assessment

Chair Cline elected to postpone the English Language Proficiency Standards presentation for the public hearing, given that several people were signed up to speak. The Board then proceeded to Public Hearings Item A and addressed this item after the discussion on remote instruction.

Melissa White, NHDOE, Administrator for Academics & Assessment, noted the federal requirement to provide English language proficiency standards for English Language Learners. As such, updated 2020 English Language Learning Standards are being presented to the Board for review and adoption.

Wendy Perron, NHDOE, English Language Learning Education Consultant, then provided a brief background on the standards. The federal requirement that each state formally adopt English language proficiency standards and assessments was established in 2002, when the Elementary and Secondary Act of 1965 was authorized. The New Hampshire State Board of Education met in 2004 and voted to adopt the World-Class Instructional Design and Assessment

(WIDA) English Language Proficiency (ELP) standards and assessments. WIDA, is a member-based organization comprised of 40 states that focuses on developing high-quality standards-based systems for K-12 English Language Learners. WIDA had 10 member states at the time New Hampshire originally joined.

Since the original adoption of WIDA, the standards and assessments have changed twice, and, per federal law, the State Board of Education must approve such changes. The NHDOE recently discovered during a peer-review process that the New Hampshire State Board of Education has not reviewed the state-approved standards and assessments since initial adoption in 2004. In preparation for today's request to adopt the 2020 WIDA standards, the NHDOE gathered input from the public, key stakeholders, and New Hampshire educators. The state English Language (EL) Advisory Committee--which includes members from higher education, NHDOE staff, members of Title III consortia, EL educators, and educators of students with disabilities--discussed the issue at its July meeting. A two-week public comment period, notice of which was posted on NHDOE website, among others, has just closed. Thus far, all comment has been supportive of adoption.

Ms. White noted that approval of the request would allow the NHDOE to offer training on the revised standards and to begin implementing the standards in late spring and summer. Approval would also allow the NHDOE to remain

compliant with federal law. Further, the update required by the peer-review process could be filed with the U.S. Department of Education in December. Finally, approval would allow New Hampshire to remain a member of the WIDA consortium, which includes technical assistance, access to professional learning opportunities for educators, and access to a support network of 39 other state agencies.

Sally Griffin asked about the length of the review period and when the next review would be due. Ms. Perron replied that the revisions to WIDA standards that have occurred over the last 12 years have been primarily to align with the evolution of common core standards, as well as to meet the college and career readiness standards. She believes the consortium's plan is to begin revision of their assessments in 2025, which is when she expects the next updates to occur.

Helen Honorow asked whether there is a professional association for English for Speakers of Other Languages (ESOL) educators in New Hampshire. Ms. Perron replied that there is a Northern New England ESOL teachers' organization. Ms. Honorow asked if the request for comments was sent to that organization. Ms. Perron answered that a member of that group sits on the statewide EL advisory board. Ms. White added that not all of the New England states are WIDA members, and thus issues related to WIDA would not necessarily be relevant in an organization that covers all of northern New England. Ms. Honorow wondered how New Hampshire ESOL educators would have been

provided with the standards for review. Ms. White replied that the standards were distributed at a May meeting with over 100 statewide EL educators, and the standards were also emailed to every EL teacher in New Hampshire with adequate time for them to review and submit comments.

Ann Lane requested clarification on the alignment of the standards with New Hampshire's competency-based system and/or common core. Ms. White replied that the NHDOE chose to continue with WIDA in part because of the rigor with which they ensure that their English language standards are aligned with the common core standards. Further, New Hampshire competencies are based on common core, which allows systems to align nicely during the peer review process.

MOTION: Ann Lane made the following motion, seconded by Sally Griffin, with the recommendation of the Statewide EL Advisory Committee, the Statewide EL Educator's network and the input from the public, that the State Board of Education adopt the WIDA 2020 ELP standards and the aligned assessments: (1) ACCESS 2.0 (annual ELP assessment); (2) K-12 Online screener (initial assessment); and the Alternate ACCESS (for ELs with the most significant cognitive disabilities).

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

AGENDA ITEM V. PUBLIC HEARINGS

Chair Cline gaveled in the public hearing at 10:00 a.m.

A. Remote Instruction (Ed 306.14 & Ed 306.18(a)(7))

Carl Ladd, Executive Director of the New Hampshire School Administrators Association, provided comments and suggestions related to the proposed amendments to the Ed rules. Dr. Ladd noted the Association's appreciation of the flexibility offered to local school districts in determining delivery of remote instruction. The Association supports the concept of remote instruction when appropriate and/or necessary but wished to make suggestions for the rules, given that they will outlast the COVID-19 pandemic. Dr. Ladd quoted a passage from Ed 306.14, (a) (9), which calls for "remote instruction for all students when necessary" and asked if the Board intends that "necessary" will be determined by the local school district. If so, the Association recommends the sentence be amended as follows: "The State Board of Education recommends that a procedure for remote instruction that is accessible for all students during extended periods of

school closure or on a case-by-case basis, as approved by the superintendent, be developed and implemented by each school district."

Does the State Board of Education intend that districts will decide what metrics to use to determine if the "academic work in the remote instruction environment is equivalent in effort and rigor to typical classroom work"? If that is the Board's intent, Dr. Ladd requested the Board ensure that it is clear and transparent. It should be made clear if someone else is to determine equivalence. The Association recommends that this decision be left to local educators and school leaders because they have the training and assessment data to determine appropriate academic expectations for each student. Dr. Ladd also noted that some learning experiences cannot be replicated in remote learning environments.

Simultaneously managing face-to-face and remote instruction requires two channels of instruction, which will require additional professional training. In fact, some experienced teachers are struggling in the current hybrid models. Student privacy issues also continue to be a concern in various districts, given the possibility that students or parents could record and post material on social media. Even though RSA 189:68 (V)(b) allows for video recording for instructional purposes, does the district have liabilities in a remote learning environment under this amended rule?

If an individual family chooses to access remote instruction, will the State allow districts to determine the requirements to provide notification (from families and from schools) and approval? What notice is required? How frequently can an individual come and go from the remote world? Does there have to be an extenuating circumstance? This level of flexibility, if offered too quickly and without professional training and ongoing communication with families, will add to the burden on school staff, disruption to student classroom dynamics and routines, and a potential change in working conditions. Further, students will react differently to a dual system of instruction, causing difficulty for some. The Association thus proposed the following replacement for (9)(b): "Procedures outlining the allowability and accessibility of remote instruction. The procedure shall include the requirement for any student/family who chooses remote instruction to commit to the locally established term(s) of instruction."

Dr. Ladd also noted there was much discussion at the May State Board of Education meeting around students' ability to access remote instruction, with concerns ranging from student illness to student disabilities. Dr. Ladd reminded the Board that districts are responsible for implementing 504 plans, which could include remote instruction opportunities for these types of situations. Given the existence of 504 plans, Section b may not even be necessary as long as the term "accessible" is included in the main sentence of number 9.

Dr. Ladd also asked why (9)(c) is necessary at all, noting that it is already in the current Ed rule 306.18(a)(7). Given that New Hampshire is competency-based and that a submission and assessment of work is part of the grading system expectation and that Ed rules already dictate requirements for assessment of student learning (Section 306:24), the Association feels that the section is duplicative and unnecessary.

Further, the rule mandates that the district "shall" include accessibility by and inclusion for both individual and school-wide uses. The language as currently written allows for broad and unlimited requests for remote instruction, even when districts lack the ability to adequately implement both models. This concern yet again underscores the importance of spelling out that local school districts can make the decision as to when remote learning is necessary. The Association feels that unless local districts are permitted to determine the amount of flexibility they can offer; this requirement represents an unfunded state mandate.

The rule also raises liability and fiscal issues. For instance, in the case of a special needs student requiring one-to-one or in-home support, there could be liability associated with providing in-home support as well as liability for refusing the request. The Association is also concerned that this rule could set up an adversarial relationship between parents and the school district.

Dr. Ladd noted that Commissioner Edelblut has stated these amendments are intended to provide more flexibility to districts, and the Association appreciates that opportunity. However, given this intention, the Association feels it important to allow individual districts to determine what flexibility they can reasonably and practically offer.

Chair Cline noted that the rules are in the draft phase and require more work and asked whether the New Hampshire School Administrators Association had seen the New Hampshire School Board Association's proposed changes, which are very different than the School Administrators' proposals. Dr. Ladd noted that the two groups had not consulted with one another at all and that he was not familiar with the other organization's proposal. He then reiterated that the School Administrators are primarily seeking leeway for districts to determine on a case-by-case basis when the flexibility set forth in the rule should be implemented.

Helen Honorow noted that when she initially reviewed the draft of the proposed rules, she had many of the concerns raised by Dr. Ladd about school districts potentially being mandated to have two delivery models of education. She had pushed for the insertion of phrasing such as "when necessary" to prevent the rules being interpreted as an a-la-carte system. She asked whether the phrasing "when necessary" could create more problems. Dr. Ladd replied that "when necessary" does raise concerns because it leaves open the question of precisely who determines necessity. He feels that if the State Board intends "when

necessary" to be determined by the parent as well as the school board, that raises significant issues.

Ms. Honorow asked whether Dr. Ladd would be submitting his presentation in written form as well. Dr. Ladd replied that the document had already been submitted to Ms. Adams. Chair Cline noted that the document was not in the packet, but rather was sent out in a separate email. Ann Lane interjected that she had received it as an email from Ms. Adams labeled "public comment and public testimony" on the day before the Board meeting. Chair Cline stated that the document could be re-sent to anyone who needs it.

Bonnie Dunham of Merrimack introduced herself as the parent of a son who benefited from special education. Her goal was to ensure that the opportunities he had will continue to be available to all children with disabilities. She expressed her appreciation that both the Governor and the New Hampshire Department of Education have emphasized the need to continue providing a Free and Appropriate Public Education (FAPE) for students with disabilities even when a school district is primarily using remote instruction. However, although most school districts are trying to meet the needs of children with disabilities during the pandemic, there are wide variations in creativity and effort among the different school districts. As such, strong and clear language is needed, as opposed to phrasing like "should be provided."

Ms. Dunham recommended the following changes:

- Ed 306.18(a)(7)): "Instruction may be offered remotely." Ms. Dunham suggested adding, "when a school has been closed due to inclement weather or other emergency, including a health emergency" to make clear that remote instruction is an option only under specific and clear circumstances.
- Ed 306.14(a)(9)): "Remote instruction for all students when necessary." Ms. Dunham wondered whether the "when necessary" question could be answered by referencing Ed 306.18(a)(7), because that passage spells out the circumstances in which it is necessary. She recommended adding the following policy after (c): "when a school is utilizing a remote instruction model due to a health emergency, procedures shall be implemented to ensure the provision of a Free Appropriate Public Education for all students with disabilities, including by providing in-person instruction and related services if necessitated by the student's individual needs and consistent with the health and safety needs of the child, the child's teacher, and the child's parents." She underscored that while flexibility is important, failure is not an option with regard to providing FAPE.

Ann Lane requested a printed version of Ms. Dunham's statement. Ms. Dunham indicated that she would be happy to forward it to Ms. Adams.

Meghan Tuttle, President of the New Hampshire National Education Association, noted that she had submitted written testimony on the morning of the Board meeting and as such would only address the highlights. She noted her agreement with Dr. Ladd's recommendations and wanted to add one additional point: given the unprecedented nature of the pandemic situation, this year needs to be spent assessing whether schools can maintain rigor for remote instruction. If rigor cannot be maintained, what changes need to be made at the district or state level to bolster rigor? What assessments or additional resources are needed to implement and maintain such a significant change to the state rules?

Chair Cline pointed out that the process of writing this rule began before the Governor issued his emergency rule for remote instruction for the year. He also acknowledged work needs to be done on the rules and that gathering information during the fall will be helpful in refining them. He noted that (9)(c) ("assessment of all student work completed during remote instruction") was included specifically to address the Board's concerns about rigor and to ensure that a metric was in place. Ms. Tuttle replied that assessment should be done for the entire year, not just in the fall, and that the impact on educators should be evaluated as well.

AGENDA ITEM VI. NONPUBLIC SCHOOL APPROVAL**A. Commissioner's Nonpublic School Approval Designation Report**

Shireen Meskoob, NHDOE, Division of Education Analytics & Resources, presented the requests of two schools that were seeking approvals from the State Board of Education. Acton Academy New Hampshire wished to add new grade levels. Our Lady of Mercy Academy, a new 9 through 12 school attached to an existing K through 8 school (St. Joseph's Regional School), sought initial attendance approval status. Anthony Toscano, Operations Manager, Christopher Smith, Principal, and David Thibaut, Superintendent of Catholic School, were present.

The representative of Our Lady of Mercy Academy noted that they were seeking to add grades 9 and 10 to their established school, and that they were requesting the Board's approval to continue matriculating students into these new grades. He noted that there was a minor issue with an occupancy permit because of a backordered fire panel but that this panel is now ready to be installed.

Chair Cline pointed out that Our Lady of Mercy Academy was also up last month, at which time they were still waiting for the town's final inspection report, which had been delayed repeatedly.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education approve Our Lady of Mercy Academy for attendance purposes only for the period of September 10, 2020 through June 30, 2023.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

Ms. Meskoob noted that she was serving as representative for Acton Academy in their request to add grades seven and eight.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education accept and approve Acton Academy of New Hampshire to provide additional grade levels for the period of September 10, 2020 through June 30th, 2023. This approval is for attendance purposes only.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady,

Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

AGENDA ITEM VII. CHARTER SCHOOL REPORTS/UPDATES

A. Virtual Learning Academy Charter School (VLACS) Charter Amendment Request

Jane Waterhouse, NHDOE, Charter School Administrator, provided some introductory information. The Department received a letter on August 27 from VLACS requesting an amendment to their charter to allow for an enrollment increase of 2,295 students across K through 12. VLACS made this request to accommodate the needs of students during the COVID-19 pandemic.

Kate Cassady noted that the headcount was jumping from 2,022 to 4,307 and asked about the rationale behind such a sharp increase. Chair Cline replied that the large jump stems from the massive increase in applications as a result of COVID-19.

Commissioner Frank Edelblut noted that Caitlin Davis has been working closely with VLACS around this increase and offered to provide some insight. The increase has been driven by two COVID-related factors. First, a number of families in the state are concerned about allowing their children to attend school in person,

often because of an underlying health condition of either a student or family members. Secondly, many districts in the state are offering hybrid programs, but some families in those districts are unable to utilize in-person instruction. In such cases, schools have been offering VLACS as a remote instruction option. The increase being requested by VLACS is designed to allow for more flexibility in responding to the needs of families and school districts.

Steve Kossakoski, CEO of VLACS, added that between July 1 and September 7, 6,069 students have approached VLACS, representing 18,805 half-credit enrollments. This level of enrollment is three times what VLACS sees under normal conditions at this time of the year. He also commented on a frequently asked question: whether students are being referred to VLACS by districts or parents. He said that it is a difficult question to answer because all full-time enrollments are determined by parents. A school may suggest or recommend VLACS as an option, but no school can directly enroll a student in VLACS; only parents can approve the decision.

Helen Honorow pointed out that Commissioner Edelblut indicated school districts are offering students VLACS as one of their remote options, while Mr. Kossakoski said that the school district does not make the decision. This led Ms. Honorow to wonder what is happening with the adequacy funding in this area. How is the funding being calculated if the school district is using VLACS as their remote option? There had been some discussion about holding districts harmless, but

she is unaware what the result of those discussions. Commissioner Edelblut replied that they are continuing to follow the charter funding mechanism in law for VLACS. Even pre-pandemic, district schools often had students who accessed VLACS programming. VLACS is paid when students successfully complete competencies and earn credits, in a sort of pay-for-success model. There is no penalty at the district level when districts send students to VLACS. There are ongoing conversations around making CARES Act money available as well.

Ms. Honorow asked Mr. Kossakoski about the huge increase. How many are out-of-state students? She also asked whether people can purchase the service directly, to which Mr. Kossakoski replied yes. However, VLACS' focus is on New Hampshire students, and they have not seen an overwhelming rise in such students because of the pandemic. Ms. Honorow asked how VLACS has increased its educator load to meet the increased demand. Mr. Kossakoski responded that since July 1, VLACS has hired 73 adjunct instructors who are sometimes moved to full-time. They have also hired two additional guidance counselors and one additional office support. Six existing adjunct teachers were moved to full-time status, and VLACS is in the process of hiring 30 additional instructors and promoting another 4 to full-time status, along with other staff. Ms. Honorow asked how these new hires will impact the kindergarten program being planned. Mr. Kossakoski replied that yes, these numbers include K through 12. VLACS has had 6,500 elementary enrollments, 4,700 middle school enrollments,

and 11,000 high-school enrollments. Elementary enrollments grew particularly quickly.

Kate Cassady asked whether VLACS is now maxed out on full-time students (their cap was 2,022). Mr. Kossakoski replied that that number refers to full-time equivalents, so it includes the part-time students as well. They have around 500 full-time students and are telling families that it may take longer to get them activated because many courses are full. They hope that by early October, most, if not all, of the wait list will be taken care of. Ms. Cassady asked how many students are on the wait list. Mr. Kossakoski replied that the wait list has 1,000 elementary students, 400 middle-school students, and 1,100 high-school students.

Ms. Cassady wondered if VLACS is asking for enough seats and asked how many staff members they had before the pandemic. Mr. Kossakoski replied that they had 230 total employees, including teachers, staff, and administrators. The staff now is just over 300, with an increase of 73 instructors plus support staff. Ms. Cassady advised not to get too big too quickly. Mr. Kossakoski noted that they have made clear to everyone hired since July 1 the uncertainty of future employment status when the pandemic recedes.

Ms. Cassady wanted to confirm that they are allowing themselves enough headcount room. Mr. Kossakoski said that he used that number as the headcount in order to prevent things from getting out of hand from the standpoint of funding

availability. The headcount number they are requesting allows the school to live within this budget. Ms. Cassidy asked for more detail on the figures, pointing to the fact that they have 2,500 on the waiting list but are only requesting 2,295. Mr. Kossakoski replied that those are two different numbers, with one being the full-time equivalent (4,317). Further when he says they have 2,600 students, many of them are taking one course, so they represent only part of a full-time equivalent. Ms. Cassidy asked whether the full-time numbers have increased. Mr. Kossakoski responded that they have increased, although not as significantly as the other numbers he has presented. They do, however, have around 200 waiting to be processed.

Cindy Chagnon had some confusion around the funding issue and the idea that schools are being held harmless. If a student enrolled at Rochester elects to be a full-time student at VLACS, VLACS gets the adequacy funding for the student. Does Rochester still keep receiving adequacy funding even though the student is not enrolled in their remote program at all? If so, is this double dipping, where the state is paying twice for the same student? According to Commissioner Edelblut, Rochester would not lose any of its adequacy funding under the current law. Even without a pandemic, if a student attending a district school accesses a VLACS class or classes, the district would receive all of the adequacy for that student, and VLACS would receive funding for those classes. What is occurring now during the pandemic represents the same concept, just at a larger scale. The conversations with the governor's office are focused on hopefully using CARES Act funding to

help support this. Mr. Kossakoski clarified that even during the pandemic, if a student decides to withdraw from a school and come to VLACS as an official full-time student, the funding gets separated, and the school would lose their adequacy.

MOTION: Cindy Chagnon made the following motion, seconded by Sally Griffin, that, pursuant to RSA 194B:3, XI, that the State Board of Education authorize Virtual Learning Academy Charter School to amend the charter to increase enrollment from 2,022 to 4,317 full-time equivalent students.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

B. Spark Academy of Advanced Technologies First Year Program Audit

Denis Mailloux, Director, noted that the school is in its second year and that the first-year students meet Mondays and Thursdays, second-year students meet Tuesdays and Fridays, and Wednesdays are 100% remote.

The school is operating on a four-block schedule with a 90-minute period. Students take humanities, math, science, and technology classes. Because the school is housed at the Manchester Community College, students are using Manchester resources for their technology courses. The school uses the Assessment and Learning in Knowledge Spaces (ALEKS) math program, which was designed using artificial intelligence and in which students work independently and advance at their own pace. The school uses a traditional science curriculum with physical science in year 1, semester 1; biology in year 1, semester 2; chemistry in year 2, semester 1; and physics in year 2, semester 2. The humanities program is designed around a combination of English, world history, New Hampshire history, and civics, and follows the evolution of society from prehistoric times through 1776. Technology classes are designed to allow students to receive certification in mechatronics. Students focus on robotics and computer-assisted design with laser printers in year 1. Year 2 focuses on manufacturing processes and electronic fundamentals. Year 3 includes courses such as blueprint reading, and year 4 focuses on robotics processes and acquiring certifications.

Jane Waterhouse provided some introductory information. On July 23, 2020, a first-year program audit was conducted for Spark Academy's advanced technologies curriculum via a Zoom conference call. The Zoom call included four members of the school's board of trustees, two administrators, three teachers, and a number of students and parents. First-year program audits are designed to ensure that charter schools are meeting both statutory requirements and specific

student needs. Spark Academy demonstrated significant progress during their first year toward meeting the school's mission and goals. The school is meeting expectations for a first-year charter school in most areas of the program review. There were a few areas in which the school is still developing. These areas were listed on the rubric distributed to the Board. No areas needed significant improvement. The NHDOE is pleased with Spark Academy's progress.

Ann Lane noted that the school's enrollment seems slightly lower than expected and asked about recruitment plans. She also asked whether the school's 15-to-1 ratio is effective. Mr. Mailloux said that the ratio was by design and represents an intentional cap that was initially driven by the requirements of the technology coursework. Regarding the enrollment, the pandemic lockdown clearly had an impact. In particular, the need to focus on immediate needs contributed to a loss of focus on the school's goals. The school has conducted a number of virtual open houses but attendance has been somewhat limited. Mr. Mailloux suspects that, because 50% of Spark's student body comes from a homeschooling background, many parents decided to continue with a homeschool model because of the pandemic situation.

Mr. Mailloux noted that families have been very satisfied with Spark's performance, especially given how new the school is. Mr. Mailloux feels the school has melded well with Manchester Community College. The school currently has

three cohorts that are functioning well, and Mr. Mailloux feels that Spark has everything in place that it needs systemically.

To help with the enrollment situation, Spark has received additional financial support from a donor. Further, the Board has freed up Mr. Mailloux's schedule so that he is no longer teaching classes this year, giving him more time to focus on enrollment and fundraising. He will be reaching out to area businesses and industry to spread the word about the school.

Ms. Lane also expressed concerns over the school's ability to move to a remote model, as well as Manchester's use of public transportation. Mr. Mailloux praised the Manchester School District and the Mass Transit Authority for bending over backwards to provide service to Spark's students. Even though Manchester public schools are not open, they are providing transportation to Spark students for in-person sessions. Regarding a transition to remote learning, Mr. Mailloux noted that Spark started making plans two months ago to move to a hybrid model. The school has decided to use synchronous classes, and each class is available through livestreaming. In-person classes use six feet of space between students. The school also purchased 15 additional laptops to allow each student a dedicated laptop. Everyone wears masks, and students stay in the same seat and the same classroom throughout the day. All staff have been tested for COVID. Specific accommodations have been made for each area of study: in the technology area, laptops were available to be loaned to students who needed them, and each

student received their own robotics kit; the math program is online, with math coaching available via Zoom; and science has a number of online resources, including Labster.

Cindy Chagnon asked about the humanities program stopping in 1776. Mr. Mailloux clarified that the first year spans ancient history through the end of the Middle Ages, the second year covers the Renaissance through 1776, and the third year covers 1776 to modern times. Students will move into a U.S. history course in year four; this class is part of the Manchester Community College curriculum. Mr. Mailloux projects that third-year students will ultimately take two out of four of their courses in the college curriculum and that fourth-year students will be eligible to take 100% of their courses through the college.

Ms. Chagnon asked whether Spark has any long-term goals to move to more of a VLACS model, in which technology-oriented students could remain in their current high school but take advanced technology courses through Spark. Mr. Mailloux replied that while preparing for the hybrid model, they began considering how their pandemic-related experiences could impact their ability to offer more opportunities down the road. There have been discussions of continuing to offer a mostly or entirely remote model if a particular field seemed well-suited to that type of learning. Mr. Mailloux indicated that the school has not yet considered the model Ms. Chagnon asked about of offering specialty courses to students from other high schools. Ms. Chagnon noted that it might be a good

idea to cooperate with Manchester School of Technology in terms of courses that Spark could offer than MST does not. Such a collaboration could be very helpful for students in the catchment district.

Kate Cassady reminded Ms. Waterhouse to ensure that the employee job descriptions are completed, noting that a copy should be provided to everyone who works or volunteers at the school. Given that the job descriptions have not yet been completed, perhaps written job descriptions should be required when an initial application is received. Ms. Waterhouse felt that was a good idea. Chair Cline added that they have, in fact, been thinking about requiring something along those lines.

Ms. Cassady also suggested that the school keep an eye on their head count. She emphasized the importance of community involvement with organizations such as Chamber of Commerce, Lions Club, and Rotary Club. Ms. Cassady noted that she had not received a copy of the annual budget. Ms. Waterhouse agreed to forward a copy and to submit a copy with the report in the future.

AGENDA ITEM VIII. PROFESSIONAL STANDARDS BOARD (PSB)

A. New Applications for 2020-2021

Steve Appleby, NHDOE, Director, Division of Educator Support and Higher Education, appeared to take questions.

Sally Griffin asked about the size of the applicant pool from whom the applicants were chosen. Mr. Appleby replied that these are the only two applicants they have at this time for open positions. They are soliciting other applicants for several additional open positions. The chair of the PSB was in favor of moving these applicants forward to the State Board. Chair Cline added that based on their resumes, these are two of the strongest applicants the Board has seen in a while.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education approve the following applications for the Professional Standards Board:

- Christina White, Director, Northern New England Young Inventors' Program
- Christopher Benedetti, Associate Professor of Educational Leadership, Plymouth State University

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

AGENDA ITEM IX. LEGISLATIVE UPDATES**A. Final Proposal ~ Vocational Rehabilitation Programs (Ed 1000)**

Amanda Phelps, NHDOE, Administrative Rules Coordinator, provided background on the rule changes for the Vocational Rehabilitation Programs. The initial proposal struck out all of the language that was copied directly from the federal regulations and was a very bare-bones document. Between the initial proposal and the public hearing, an audit report was prepared to indicate items that must be incorporated into the rules, such as forms and customer-facing elements. Because the final proposal looked significantly different from the initial proposal, a second public hearing was held, during which no public testimony was provided. The final proposal includes all of the customer-facing language describing the process of applying for services through Vocational Rehab and how eligibility is determined.

Ms. Phelps emphasized that changes needed to be worked out during the Board meeting because of the September 11 deadline for submission to Office of Legislative Services (OLS). After submission, OLS performs a full review of the rules and provides substantive comments. This conditional approval request process will allow for the Board to perform a more thorough review and make more tweaks to the rules.

Ann Lane noted some wording issues:

- Page 12, Ed 1006, Eligibility for Services, (b), the end of the sentence states, "above an individual is presumed to have a goal of an employment goal." Ms. Phelps replied that she would change the wording to "outcome."
- Page 14, Ed 1006.03, under (a), it states that "an individual is presumed to be eligible for vocational rehabilitative services." Ms. Lane wondered whether there needs to be clarification regarding the presumption that, because they have other benefits, they have been or will be reviewed by a counselor. Throughout the rest of the rules, eligibility is directly tied to a counselor assessment, and this is the one place where the need for such an assessment is not made explicit. Ms. Phelps suggested that this section make reference to the rest of the eligibility requirements and the individualized plan for employment requirements, to indicate the necessity of the assessment process.
- Ms. Lane noted that referring back to a later section is acceptable in the conditional approval.

Ms. Phelps pointed out an amendment that she and Chair Cline had made on page 12(a). Items 1 and 2 in the list of three requirements to determine eligibility

are redundant, so item 1 was removed. Chair Cline added that the phrasing of item 2 makes item 1 duplicative and unnecessary.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the final proposal for Ed 1000, Vocational Rehabilitation Programs, as amended.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

Ann Lane noted an oddity at the end of the packet (page 45), part Ed 101.9, New Hampshire Business Enterprise Program. Ms. Lane thought it strange to include this under the Department of Education, when it seems as though it should perhaps be under Health and Human Services or Commerce. Daniel Frye, NHDOE, Administrator of Services for the Blind and Vision Impaired, indicated that this item relates to the Randolph Sheppard Act, which governs the program nationally. It is required that the Randolph Sheppard program fall within the agency that provides rehabilitation services to people who are blind or vision impaired, no matter where the agency actually sits in state government. New Hampshire has a combined agency which includes both a special office for the

blind and a general services caseload. As a result, the Randolph Sheppard program resides within VR because VR falls under education.

B. Adopt ~ New Hampshire Educator Licensing (Ed 501-504, Ed 505, Ed 506 & Ed 508, Ed 509 & Ed 512-513 & Ed 507.40 & Ed 507.41)

Ms. Phelps reviewed the rules for adoption. Four of them fall under the Ed 500 overhaul, and the other relates to special education teachers. The rules were conditionally approved in August, and nothing has been changed since this approval. Because the new overhaul rules require changes to the online Educator Information System (EIS), the adoption letters request that the rules not take effect until October 5. This will allow time for the changes to be made while also falling before the expiration of any emergency rules in effect.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education adopt the following:

1. Credential Standards for Educational Personnel (Ed 501-504)
2. How to Obtain a New Hampshire Educator License (Ed 505)

3. Requirements for Specific Educator Endorsements (Ed 506 & Ed 508)
4. Renewal and Denial of Credentials (Ed 509 & Ed 512-513)
5. Special Education teachers (Ed 507.40 & Ed 507.41)

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

AGENDA ITEM X. COMMISSIONER'S UPDATE

Commissioner Frank Edelblut provided an overview of how reopening is progressing. Approximately 36% of school districts have opened for five days per week of in-person instruction. Around 42% are using a hybrid model, which include:

- An A/B alternating schedule, in which, for instance, some students come in Monday and Tuesday, while others come in on Wednesday and Thursday.
- For younger students, many hybrid models split the day such that all students have in-person instruction every day for a half day. One group would come in for a morning class, and a second group would come in for the afternoon session.

Around 17% of the districts are using remote instruction, and 5% are still developing their program.

Commissioner Edelblut then focused on how schools are facilitating in-person instruction and implementing mitigating strategies. He provided a couple of illustrative examples demonstrating the effectiveness of good planning:

- One district was notified that some of its students had attended a camp at which they might have been exposed to COVID. One of the students had been in the instructional environment for an entire day, a Friday. The student was tested on the same day, and the test results were received on Saturday. Because good protocols were in place, the Department of Health and Human Services (DHHS) was able to effectively execute contact tracing, which allowed them to determine that there were no close contacts in the school that needed to be isolated. The community was notified on Sunday, and Monday classes proceeded as usual, with no breaks in continuity of learning.
- In another situation, potential exposure occurred at a gathering of educators. One of the children who had been at the gathering came down with symptoms, and the Department was notified on a Sunday. The school was able to quickly pivot to a remote instruction model

for that Monday. The child's COVID test came back negative during the day on Monday, and in-person instruction resumed on Tuesday. Chair Cline asked for clarification on the meaning of "a gathering of educators." Commissioner Edelblut replied that it was a private gathering of teachers and family members which took place outside of the school environment.

Commissioner Edelblut then discussed iLearnNH, the statewide learning management system that is being implemented. The first cohort of districts has already gone through the initial, information-technology-level setup of the system, and setup of the second cohort has just begun. To date, approximately 90,000 students will be covered under the program, and Commissioner Edelblut expects that more school districts will join in the process. Trainings for teachers, families, IT personnel, and administrators are being conducted. These trainings include instructional design and integration of preexisting systems.

District schools have access to a \$33 million Elementary and Secondary Schools Emergency Relief (ESSER) funds to help absorb additional costs caused by COVID. The funds were made available to the schools in May. As of the Board meeting, about half of the schools have completed a fund application. I. About \$1 million of the funding has been spent so far.

Executive Order 64, a rule amendment to facilitate remote instruction, is now in place. It allows flexibility in terms of how schools are allowed to offer instruction to students.

A 5-Steps document is available on the Department website and on social media. The document lays out the five steps that take place if a COVID incident occurs in a school. Commissioner Edelblut noted that the process laid out in the document seems to be working well so far.

The U.S. Department of Agriculture provided additional food and nutrition waivers the week before the Board meeting. These waivers allow food programs flexibility at least through December 31. One of the most important waivers is area eligibility. As a result, the Department continues to be able to service and support all students across the state.

As reopening plans were being completed, the Department put together a team to review the plans and determine strengths and weaknesses to share with the districts. A self-assessment tool was also shared with the districts to gather information. In particular, the Department noted that the plans were strong in terms of following the DHHS guidance and that many protocols were put in place to prepare the physical environment and establish how student movement around the school environment would take place. The Department also identified some areas of particular importance:

- Communication plans: understanding who is communicating with whom and under what circumstances, as well as refining these procedures appropriately.
- A dynamic and nimble instructional environment that ensures continuity of instruction: this is important not only for VLACS, but also for situations in which students present symptoms in a school building. In this kind of situation, a student might need to be quarantined for as long as 14 days, and the Department wants to ensure that such students have continuity.

The federal government has made available a waiver that grants flexibility around 21C, afterschool programming. Typically, afterschool programming cannot take place during the school's instructional hours. However, the Department will be applying for the waiver, which will allow 21C programs to expand their hours of operation.

Kate Cassady asked for a status update on Internet access for remote learning, given the written testimony outlining problems in this area. She specifically cited a situation in Londonderry. Commissioner Edelblut indicated that the problems are not as acute as they were in the spring, but some families are still struggling with Internet access. The Department is working to solve these problems. Commissioner Edelblut provided two examples:

- Commissioner Edelblut spoke with a Londonderry parent about their situation, which is financial. Commissioner Edelblut spoke to Comcast to begin working on a solution for this student.
- Another case involves a rural family whose property has a half-mile driveway, no phone line, and poor cell reception, regardless of carrier; the family reached out for help with Internet options. Satellite connectivity was proposed, but the family has difficulty with reliable satellite connectivity because of sky exposure on their property. No solution has been devised yet for this family, other than ensuring that the school building is open to them for Internet access.

The Department also has discounted programs with providers, and such programs are also available through direct-to-consumer marketing. There is also a broadband project run through the Office of Strategic Initiative. This project is designed to build out additional broadband capacity in a number of communities, covering around 6,000 additional homes. In a recent nationwide study of Internet connectivity, New Hampshire ranked as one of the top states in terms of capacity.

Ms. Cassady asked whether people with Internet access problems should go to their superintendent/principal, or directly to the Department. Commissioner Edelblut replied that often, such situations are solved directly by the school district.

In other situations, either families or school districts will contact Commissioner Edelblut for additional help.

AGENDA ITEM XI. OPEN BOARD DISCUSSIONS

Chair Cline noted that, in the prior Board meeting, Kate Cassady suggested a retreat to discuss the rules and legal changes being developed for charter schools. Chair Cline liked the idea of a retreat and had sent out some proposed dates, but was unable to accommodate everyone; for instance, Cindy Chagnon is unavailable on Mondays and Wednesdays. Chair Cline stated he would work out some different dates to send out. He's hoping for the retreat to take place in the next couple of weeks.

Helen Honorow noted that her idea of a retreat is brainstorming, sharing ideas, deciding philosophically where we want to be. In this case, there's a broad range of charter schools that have raised some questions. The questions are practical ones that the Board has discussed looking at. This seems to be something the Board needs to address philosophically and programmatically, from a policy perspective. The following types of questions need to be asked: what are the deficiencies we see? Where can these deficiencies be addressed in rules or perhaps recommended legislation? Consensus on these questions would go a long way toward providing a roadmap for the rules process. Ms. Honorow interpreted the focus of the proposed retreat as sitting down and writing some

rules, perhaps to be completed before the October meeting. Ms. Honorow feels that the Board instead needs to start with gathering the areas, problems, and deficiencies that need to be addressed. Only after reaching consensus on those big-picture issues should drafting begin.

Chair Cline replied that this is not an either/or situation. As he had explained previously, the Board has needed to talk about these issues for a long time. He views the retreat as an opportunity for these discussions to occur in just the way Ms. Honorow laid out. He also feels that an all-day retreat could include beginning to sketch out some rules by the end of that day. He sees no conflict in initiating preliminary drafting at the retreat.

Cindy Chagnon expressed her interest in an in-person retreat. Ms. Chagnon noted that Room 15 downstairs is big enough for the Board to spread out adequately. Chair Cline agreed that the retreat should be in person and intends to look for a room large enough to accommodate them.

Kate Cassady noted that many people are unfamiliar with charter schools, which have different laws and rules. She wanted to make sure that they have all the job descriptions. She also suggested that Jane Waterhouse be in attendance at the retreat in order to make sure that all packets that go out are consistent and that the specific guidelines associated with charter are clear to all involved. Chair Cline replied that over the last year, the Board has identified many serious issues

with the charter school rules. The retreat is intended as a beginning step to cover the following:

- Discuss the laws that have already been identified as creating problems and to brainstorm recommendations to the legislature
- Continue working on the previously identified deficiencies in the rules relating to initial applications
- Address the significant deficiencies in the rules relating to renewals
- Consider issues around oversight: what happens when a charter school is in violation of the rules or the law?

Chair Cline envisions that the retreat will consist of presentations by staff on the key issues above, followed by open discussion regarding the Board's vision for each of the categories. He hopes to have as attendees Department staffers, charter school administrators, and people with inside knowledge of how the rules actually work on the ground. Staff have already been working on the above issues, at the direction of the Board. Thus, much of the groundwork for the retreat has already been done. Given the work that is already been done on these issues, he feels the Board would be ready to begin sketching some rule changes at the retreat. He does not anticipate that the retreat will result in a fully drafted set of rules.

Ms. Honorow interjected that prior to past Board retreats, the Chair and Commissioner sent out an email to Board members to determine what issues the Board wants to hear about. This helps in identifying appropriate presenters. Ms. Honorow suggested Caitlin Davis, Nate Greene, Chris Bond, Jane Waterhouse, Jill Perlow, and Matt Southerton. Ms. Honorow felt that establishing a broader knowledge base for all involved is important, because every time the issue comes up, complexities arise around what is allowed or not allowed, for instance. Chair Cline replied that when he had repeatedly referenced "staff and stakeholders" in previous emails on the subject, he assumed it was understood that he was referring to charter school staff, as opposed to people in the Department unrelated to charter schools. He agreed that Nate, Jane, and Caitlin must be in attendance, since they have been drafting the rules and laws. He also agreed that Chris should be there, since an attorney is critical to the proceedings.

Ms. Honorow asked Chair Cline whether Jill would attend, since she has advised on the issue a number of times. Chair Cline indicated that he would invite Jill, but that Chris is the attorney who has been primarily involved in the issue, whereas Jill has been swamped with COVID-related issues and has thus been less available to the Board. Chair Cline also agreed that Matt Southerton must be invited. He also anticipates inviting charter school directors and is happy to take suggestions on other attendees as well as on issues to be discussed.

Kate Cassady asked whether a date could be firmed up by Friday or Monday. Chair Cline replied that he has not sent out invitations because he needed to get agreement from the Board first. The best days seem to be Thursday, Friday, or Saturday, but he would prefer to avoid Saturdays. Ms. Honorow noted that the beginning of October would be easier for her because of upcoming Jewish holidays. Chair Cline asked if the week of September 21 to 25 or the first full week of October would work. Commissioner Edelblut interjected that because of school reopenings, Department staff will need more lead time than a couple of weeks. The Board settled on the last two weeks of October as the best timeframe, specifically October 22, 23, 29, or 30.

Helen Honorow asked about the next steps on addressing the draft rules regarding remote instruction. Chair Cline replied that he did not have a firm answer because there are multiple considerations surrounding these rules. He also presumes the Board will end up producing a rough draft that will require a great deal of feedback, especially given the complexity of the issues. For instance, the School Administrators Association's proposal is very different than the School Board Association's proposal and the governor's emergency order. The School Board Association's suggested changes would involve writing remote instruction into an entirely different section of rules. He thus felt it necessary to gather the opinions of other people, including those of Chris Bond and Amanda Phelps, to help sort things out. He also noted that the Board has through November to work

on the rules. Chair Cline indicated that he needs to have discussions with various stakeholders to develop a better sense of how to proceed in drafting the rules.

Ms. Honorow singled out the question raised by Carl Ladd regarding an unfunded mandate. She argued that the Board needs to feel confident that whatever they propose is not an unfunded mandate. Chair Cline agreed.

AGENDA ITEM XII. OLD BUSINESS

There was no old business.

AGENDA ITEM XIV. CONSENT AGENDA

A. Meeting Minutes of August 13, 2020

Chair Cline proposed some changes to the minutes:

- On page 4990, it says that Chair Cline was quoting from statute, when in fact he was quoting from rule.
- Page 4992: Chair Cline felt "retorted" was too strong a word and requested it be changed to "responded."

Ann Lane proposed an additional change:

- Page 4983: Regarding Ms. Lane's discussion about the burden on charter schools to supply information regarding performance, she felt that her intentions were lost in translation. She felt it came across that she didn't value the information that was being supplied, when, in fact, she does feel the information is valuable. Her intent was to avoid burdening charter schools with something that is collected automatically for public schools. Further, she has since learned that the same information about charter schools is also collected automatically. Chair Cline added that Ms. Lane was pointing out a potential equity issue and was simply trying to ensure that the charter schools were treated fairly. Ms. Lane agreed with this characterization.

MOTION: Cindy C. Chagnon made the motion, seconded by Ann Lane, to approve the Consent Agenda as amended, including both the meeting minutes and the Hollis-Brookline Cooperative School District Certification of New Apportionment Formula (Agenda item B).

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

AGENDA ITEM XVI. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Helen Honorow, to adjourn the meeting at 1:10 p.m.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, and Helen Honorow, with the Chair abstaining.

Secretary