



School of Education Instructional Technology

INSTRUCTOR INFORMATION

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Office hours: Mondays 4:00 - 6:00 PM phone
Virtual Tuesdays 7-8 PM virtual classroom in Blackboard
Anytime by e-mail, 24-hour response time

COURSE INFORMATION

Term: Fall 2010
Course number: EDPC 610
Section: FET1 and FTU7
Credits: 3
Course Title: Foundations II: Diversity, Learning and Technology
Course Schedule: September 8 – December 23, 2010
Meeting Place: Online Blackboard <https://nyitonline.nyit.edu/>

COURSE DESCRIPTION

Candidates apply an understanding of diversity of student populations in contemporary elementary and secondary school. Consideration is given to addressing the needs and aspirations of all learners across the spectrum of culture, gender, language, and ability levels. Particular emphasis is placed on research and the use of case studies toward the development of open-mindedness, the awareness and implication of bias, and issues surrounding character education, and school violence. Literacy, reflective practice and assessment strategies are developed. The role of technology, both as a resource and tool, in the application of educational theory to meet NYS and professional standards is an integral aspect of the course. Ten hours field experience are required and integrated into the course.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Diversity

Our commitment to diversity is evident in all we do. Our candidates learn to recognize the individual needs of diverse P-12 student populations and to create and customize educational experiences necessary for success in the 21st century global environment.

Technology

Our commitment to technology integration is woven seamlessly through our beliefs and actions. Technology is an integral part of our curriculum, pedagogy and delivery systems. Our candidates learn to make meaningful connections between technologies and their applications for all learners.

Field Relations

Our commitment to collaboration with schools, agencies, community organizations, businesses, and policymakers enriches our programs, our candidates, our partners, and the educational community.

Effective practice – Professionalism - Content expertise - Standards-based education



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COURSE GOALS

This course will provide strategies for designing curriculum and instruction using technology for meeting the needs of diverse, multicultural, special needs, and at-risk learners in K-12 schools. Candidates will engage in global connections, exploration and analysis of various technologies to differentiate and/or accommodate instruction for students with diverse learning styles and special needs in general education classrooms.

STANDARDS ADDRESSED

MSIT 3 - Use appropriate technology to create effective learning environments with differentiated instruction for learners of various backgrounds and range of abilities.

AECT 1: DESIGN - Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

AECT 2: DEVELOPMENT - Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

AECT 3: UTILIZATION - Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

AECT 4: MANAGEMENT - Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.

AECT 5: EVALUATION - Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. NYETS 0003 Understand equity, ethics, and etiquette issues associated with their use of technology in education.

NYETS 0011 Understand factors involve in creating and maintaining effective learning environments using technology.

LEARNING OUTCOMES

Candidates will be able to:

1. Develop an appreciation of the diversity of all students including students with special needs (NCATE I and II; AECT 1, 2 and 3)
2. Observe, reflect, and discuss current issues involving exceptional students and the role of technology in their instruction (NCATE I and II; AECT 1 and 3)
3. Apply knowledge and skills for applying technology to design, construct, and evaluate products and systems to meet learning and behavioral needs (NCATE I; NYS 1, 2, 3 and 4; ISTE I and II; AECT I, II, IV, and V)
4. Identify appropriate technologies to target projects and populations (NCATE I; NYS 2.2; ISTE II; AECT 1).
5. Analyze and synthesize information about instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1 and 3).
6. Implement instructional strategies for using technology to meeting educational objectives for diverse learners (NCATE II; NYS 2.4; ISTE III; AECT 3).



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- 7. Research and report on the effective use of technology for instruction of students with diverse needs (NCATE II; NYS 2.4; AECT 1, 2 and 5).
8. Plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).
9. Develop and implement authentic assessment strategies for assessing student performance (NCATE I; AECT 5).
10. Design and develop instructional uses of technology aligned with national and state standards (NCATE I; AECT 4 and 5).

Methods of Assessment will include:

Table with 2 columns: ASSESSMENT and Points. Rows include Current issues reports (5@ 5 points each), Reflections (5@ 5 points each), Multicultural/Global Connections project, Universal Design for Learning Project, Accessible AT/IT project /Tech Skills TaskStream, Research Article Critique, Collaborative Group Project: Diversity, Collaborative Group Project: Web 2.0 for Learning, Collaborative Group Project: RtI in Inclusion, Final Keystone Assessment: Case Study SETT framework TaskStream, Field Experience Documentation/Summaries/Reflections TaskStream, Participation and attendance, and TOTAL POINTS POSSIBLE 500.

Grading Formula

Grades will be determined by the degree to which the learning outcomes are met and according to rubrics provided for each assignment. Correct spelling and grammar, organization, originality and evidence of critical thinking will be included in the rubrics. All assignments submitted for evaluation must reflect commitment to success as an educator.

Grading will be based on percent points possible as follows:

Table showing grade ranges and point thresholds: 100-90% = A (500-450 points), 89-86% = B+ (449-430 points), 85-80% = B (429-400 points), 79-76% = C+ (399-370 points), 75-70% = C (369-350 points), Below 70% = F (Below 349 points).

Participation points will be added at the end of course. Deductions for completion of all required components, quality and late submissions will be applied to the points awarded individual assignments. Any questions regarding points or grades should be addressed as soon as instructor completes projects/assignment assessments.



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DESCRIPTION OF ASSIGNMENTS

1. **Current Issue reports (5 @ 5 points each - 25 points total).** *Check Weekly Sessions on Blackboard for due dates and rubrics.* The purpose of this assignment is to become aware of current issues about technology for meeting the specific learning needs of students with diverse abilities, cultures and backgrounds. Primary source for articles will be CEC Smartbrief using <http://www.smartbrief.com/cec/>. Sign up for the free subscription to receive daily issues of the CEC Smartbrief sent directly to your e-mail account. The current issue should be recently published within **two weeks** of the due date.

Post Current Issue reports in Blog section of Blackboard. Read and comment on each other's blog postings. The current issue review must include the following:

- Current Issue # (1-5)
- Title of article, authors, source and publication date
- Summary of the article
- Importance/relevance of topic to course topics
- Connection to personal teaching practice
- Provocative discussion topic(s)

2. **Reflections (5 @ 5 points each – 25 points total).** *Topics and Rubrics will be provided.* Reflections will be assigned for specific topics pertaining how it relates to you as a teacher and your students' success in school. Reflections will be submitted as Assignments to Blackboard.
3. **Collaborative Group Project: Diversity (25 points).** *Rubric will be provided.* The purpose is to develop an appreciation for the diversity of children in schools. Candidates will work in a group to complete the Diversity Project "Who are our students?" Each group will be responsible for the research, discussion, and a product to represent diversity.
4. **Multicultural/Global Connections Project (25 points).** *Rubric will be provided.* The purpose of the project is to increase awareness of cultural experiences that may inform teaching and learning in multicultural classrooms. Each group will participate in a multicultural/global project collaborating with educators from other countries using web 2.0 tools to depict multiculturalism in America. Candidates will demonstrate their knowledge and skills for using technology in multicultural instruction with multicultural learners. A ning will be available for the global collaboration.
5. **Universal Design for Learning Project (50 points).** *Rubric will be provided.* The purpose of this project is to demonstrate applications of Universal Design for Learning (UDL) in general education curriculum of students with diverse needs. Candidates will develop multiple exemplary uses of technology for standards-based curriculum using *CAST Lesson Builder* that demonstrate the principles of Universal Design for Learning: recognition, strategic, and affective to meet the needs of diverse learners. In this assignment, candidates will demonstrate their knowledge and skills for using technology for instruction and assessing learning for ALL students.
6. **Accessible Assistive/Instructional Technology (50 points).** *Must be upload to TaskStream for Technology Skills. Rubric will be provided.* Candidates will demonstrate knowledge of features of technology to accommodate learning to meet individual student needs. In this



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assignment, candidates will demonstrate applications of technology (hardware or software) that meet the following criteria:

- Designed for academic use
- Accommodates specific learning goals of student with learning challenges
- Classroom implementation strategies
- Ways to work with diverse learners in an inclusion setting
- Training requirements for teachers/students/parents
- Other features pertaining to adoption of technology for instruction
- Information about company which produces product and pricing
- Technical requirements
- Website with product pictures, demonstration and support

7. Research Article Critique (50 points). *Rubric will be provided.* The purpose of this assignment is to become familiar with research for effective uses of technology to meet the needs of students with diverse learning needs. Candidates will write a critique of research in the area of technology for learning. The critique must provide a detailed description of the research including the following:

- Topic of research
- Research Question(s)
- Subjects of the study
- Research design
- Methodology for collecting data
- Results found
- Implications for teaching and learning
- Peer questions and comments
- Citation of source of article

8. Web 2.0 for Learning (25 points) - Collaborative Group Project *Rubric will be provided.* The purpose of this project is to explore and analyze web 2.0 tools for instructional applications for diverse learners. Each group will design and develop a demonstration of web 2.0 tools to address 21st century curriculum knowledge and skills for creativity, critical thinking, problem solving and/or communication.

9. Response to Intervention in Inclusion (50 points) - Collaborative Group Project *Rubric will be provided.* The purpose of this project is to analyze the uses of technology for Response to Intervention strategies for assessing progress of students with special needs in inclusive classroom settings. The group will research effective technology applications for RtI in inclusion settings and collaboratively prepare a report for a class presentation.

10. Field Experience Documentation, Summary and Reflections (25 points).

Logs, summaries and reflections must be uploaded to TaskStream prior to last class session.

- A minimum of **10 hours Field Experience** is required for MSIT candidates.
- Field Experience log. A log template will be supplied for documenting the field experience hours. The log must be completed with hours for each session and appropriate signatures (administrator). The log should be scanned and uploaded to TaskStream.



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- A Summary report of Field Experiences. Write a summary and reflection for **each discrete activity** you participated in for your Field Experience. Submit the summary/reflections and the log forms to TaskStream as separate files in the Field Experience area. You may submit multiple files to TaskStream.
- *Field Experience documentation and summary uploaded to TaskStream is due no later than Final Class session. NO submissions will be accepted after due date.*

11. Final Keystone Assessment: Case Study using SETT Framework (100 points). Upload to TaskStream. Rubric will be provided. Candidates will design a project following the Student, Environment, Task, and Technology (SETT) framework as a case study for an individual student with a specific learning challenge. The unit of instruction project will include an individual student’s strengths and weaknesses, learning needs, instructional tasks, and technology accommodations that could enhance learning. The instruction should be designed to address age/grade level curriculum standards for content instruction. For example, candidates could design or adapt a lesson for a student with a specific learning challenge for science, math, social studies or language arts. **Must be uploaded to TaskStream on, or before, due date.**

12. Participation (50 points). Participation in an online class is determined by logins and postings to discussions, blogs, wikis and assignment. ALL class activities, projects, discussions, and reflections are required. Communicate with the instructor via e-mail smcphers@nyit.edu or phone 516-686-1053 for any difficulty participating in the course. You should plan logging in at least three times per week and spend 8-10 hours on class work, assignments, projects, group collaborations and discussions.

MATERIALS REQUIRED

Required Text: Free E-book	<p>Required Text: Free E-book</p> <p>Rose, D.H. and Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Association for Supervision and Curriculum Development, Alexandria, VA. ISBN 0-87120-599-8. Access the e-book at this link: http://www.cast.org/teachingeverystudent/ideas/tes/</p>
Technology requirements	<p>Unlimited Access to a computer with Internet access.</p> <p>Microsoft Office Suite – MSWord, PowerPoint, Excel, Google, Wikispaces, ning</p> <p>Subscription to TaskStream http://www.taskstream.com.</p> <p>You will need to purchase a subscription. Once you have done so, login and enter the MSIT Program Code: JYZHY7 or the Childhood Ed Program Code: A3DP4A.</p> <p>You will be required to submit the Keystone Assignment, Technology Skills and Field Experience to <i>Taskstream</i>.</p>
Required Web resources	<p>Blackboard Account. All candidates use NYIT Blackboard to submit assignments. To access EDPC 610 on Blackboard, go</p>



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to <https://nyitonline.nyit.edu/> and use your NYIT user ID and password information. Course-related materials and all assignments should be posted to Blackboard by due date and time.

NYIT E-Mail at NYIT Connect
<https://my.nyit.edu/portal/page/portal/NYIT/Guest>. You will need to use your login to check NYIT e-mail account. **All correspondence** will go through all NYIT e-mail accounts.

CEC SmartBrief <http://www.smartbrief.com/cec/> Resource for Current Issues Assignments.

LD Online <http://www.ldonline.org/>

Resources for Assignments (TBA).

EXPECTATIONS

Assignments must be submitted **electronically** to the Blackboard in the appropriate Assignments section as assigned in each Bb session. All assignments must be MS Word, PowerPoint file format or other approved format.

Collaborative Group participation and collaboration will be required for some assignments. Groups in Blackboard will be used for group projects. It is the responsibility of each student to participate in all the group activities. Group work will be considered as part of class participation in addition to the grades assigned for the production of the group projects. Assessment of group projects will include group, peer and individual evaluation of participation. Therefore each individual in the group must produce a *substantive* contribution to the group project and be able to identify his/her component. Rubrics will be provided for each assignment with detailed instructions and assessment criteria.

EVERY ASSIGNMENT must be submitted to BlackBoard and must include the following:

- Your Name
- Date submitted
- Assignment name

NO Assignments will be accepted via E-mail or hard copy. NO EXCEPTIONS.

In addition, some assignments require submission to the TaskStream e-portfolio.

Missed or Late Assignments

All assignments must be completed on, or before, the due date. Arrangements must be made with the instructor to submit any assignment after due date. **Ten percent (10%) will be deducted for each week an assignment is late.** Assignments submitted more than 3 weeks after due date will not be accepted. **No assignments will be accepted after last day of class.**

Students will be required to make up any Collaborative Group Project missed with an individual assignment on the topic. No class time will be available to make-up missed assignments.



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Discussion board/blog requirements: 1 post and 3 responses for each discussion or blog post.

Postings will be assessed using the following rubric:

2 points – The posting and responses are high quality professional inquiry-based discussion. The message provides a framework for discussion through providing a personal reflection, or presenting a well articulated dilemma, or raising a thought-provoking question.

1 point - The posting and responses are factual statements or information. The message does not seem to stimulate ongoing discussion, reflection, or examination of classroom practice.

0 points - will be given for one-word responses, spurious postings, or others which must be removed by the moderator (such as those containing inflammatory or foul language).

POLICIES

Withdrawal policy

A student may withdraw from a course without penalty through the end of the 8th week of class during a 14- or 15-week semester and through the 8th meeting during an 8week course cycle. The student must be doing passing work in order to receive a W grade. Students who are not passing after the 8th week or equivalent will be assigned the grade of WF.

It is the student's responsibility to inform the instructor of his/her intention to withdraw from a course. If a student has stopped attending class without completing all assignments and/or examinations, failing grades for the missing work may be factored into the final grade calculation and the instructor for the course may assign the grade of WF. The grade of F is used for students who have completed the course but whose quality of work is below the standard for passing.

Withdrawal forms are available in departmental offices and once completed must be filed with the registrar. Students should be reminded that a W notation could negatively impact their eligibility for financial aid and/or V.A. benefits, as it may change the student's enrollment status (full-time, part-time, less than part-time). International students may also jeopardize their visa status if they fail to maintain full-time status.

Incomplete

Students may request an Incomplete grade if unable to complete course requirements due to health or personal life events. Whether to allow an Incomplete is the decision of the instructor. The student must be passing at the time Incomplete is granted. Appropriate Incomplete Grade Request form must be completed and signed by the student and the instructor and submitted to the SOE office, which is forwarded to the registrar.

If work to complete course requirements is submitted, the instructor must submit a Change of Grade form no later than end of allotted time for resolution of Incomplete grades which *is one semester and one summer*. If the incomplete occurs in the Summer the resolution of the Incomplete must be done by last day of Fall term. Any Incomplete not resolved by submitting missing assignments to instructor and instructor not submitting Change of Grade form will convert to an automatic F. Once this occurs the grade of F cannot be changed and student will be required to re-take the course.



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Academic integrity and plagiarism policies

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct.

Support for students with disabilities

NYIT adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with disability is voluntary and confidential. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Disability Services as early in the semester as possible although requests can be made throughout the academic year.

Library Resources

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.

RESOURCES FOR FURTHER LEARNING

Ahearn, E. (2005). Access to the general education curriculum. *In Forum*.
<http://www.nasdse.org/publications/Access%20to%20the%20General%20Education%20Curriculum.pdf>

Bausch, M.E. and Hasselbring, T.S. (Winter, 2005). *Using AT: Is It Working?* Retrieved Feb. 24 at www.ciconline.org/threshold



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CAST (2008). Universal design for learning guidelines, Version 1. Retrieved August 29, 2009. <http://www.cast.org/publications/UDLguidelines/version1.html>

Castellani, J and Jeffs, T. (2004). Using technology to provide access to the general education curriculum - Techniques to try. *Technology in Action*. Vol.1 (3).

Castellani, J and Jeffs, T. (2001). Emerging reading and writing strategies using technology. *Teaching Exceptional Children*. Alexandria, VA. Council of Exceptional Children.

Edyburn, D.L. (2004). Rethinking assistive technology. *Special Education Technology Practice*, 5(4), 16-23.

Edyburn, D.L. (2003). Learning from text. *Special Education Technology Practice*, 5(2), 16-27.

Gordon, D.T. (2002). Curriculum access in the digital age. *Harvard Education Letter*. Retrieved January 2, 2006. <http://www.edletter.org/past/issues/2002-jf/digitalage.shtml>

Hall, T., Strangman, N. & Meyer, A. (n.d.) *Differentiated Instruction and Implications for UDL Implementation*. Effective Classroom Practices Report. National Center for Accessing General Curriculum.

Hallahan, D.P. and Kauffman, J.M. (2003). *Cases for reflection and analysis for exceptional learners: Introduction to special education*. Boston, MA. Allyn & Bacon.

Hitchcock, C., Stahl, S. (2003). [Assistive technology, universal design, Universal Design for Learning: Improved opportunities](#). *Journal of Special Education Technology* 18(4).

Kauffman, J.M. and Hallahan, D. P. (2005). *Special education: What it is and why we need it*. Boston, MA. Allyn & Bacon.

Keck, S. and Kinney, S.C. (2005). Creating a differentiated classroom. *Learning and Leading with Technology*. Vol. 33(1). P. 12 – 15.

Koppelman, K. L. and Goodhart, R.L. (2005). *Understanding human differences: Multicultural education for a diverse America*. Boston, MA. Allyn & Bacon.

McPherson, S. (2009). *A Dance with Butterflies: A metamorphosis of teaching and learning*. *Early Childhood Education*. Springer Publications.

Oblinger, D. (2006). The next generation of Learners. National Learning Infrastructure Initiative. *Educause Transforming Education Through Education Initiatives*. (PPT presentation).

Oblinger, D. (2006). Implications of the Net Generation. *Educause Transforming Education Through Education Initiatives*. (PPT presentation).

Rose, D.H. and Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.



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Rose, D. H., & Meyer, A. (2000). *The Future is in the Margins: The Role of Technology and Disability in Educational Reform*. A report prepared for the U.S. Department of Education Office of Special Education Technology. Washington, DC: USDOE. Download this document ([pdf](#)).

Tomlison, C.A. and McTighe (2006). *Integrating differentiated Instruction + Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Van Garderen, D. and Whittaker, C. (2006). *Planning differentiated, multicultural instruction for secondary inclusive education*. Vol. 38 (3). P. 12 – 20.

Wahl, L. and Duffield, J. (2005). *Using flexible technology to meet the needs of diverse learners: What teachers can do*. Knowledge Brief, San Francisco CA: WestEd.

WEB RESOURCES

All Kinds of Minds <http://www.allkindsofminds.org/>

All Kinds of Minds helps students who struggle with learning measurably improve their success in school and life by providing programs that integrate educational, scientific, and clinical expertise.

Assistive Technology Training Online Project (ATTO), University of Buffalo, <http://atto.buffalo.edu/registered/ATBasics/Foundation/intro/index.php>

Classroom 2.0 <http://www.classroom20.com/>

Classroom 2.0 is social network ning for those interested in [Web 2.0 and collaborative technologies](#) in education. Approximately 15000 educators are members. If you are a beginner in using social networks this is a supportive community and a comfortable place to start being a part of the digital dialog.

CEC SmartBrief <http://www.smartbrief.com/cec/>

An online newsletter reporting what educators working with exceptional children need to know.

Center for Applied Special Technology, CAST, Universal Design for Learning

<http://www.cast.org/udl/> CAST is an education research and development organization that works to create opportunities for all students, especially those with disabilities, by using technology to make education more flexible and accessible.

Closing The Gap <http://www.closingthegap.com/>

CTG publishes highlights of hardware and software products appropriate for people with special needs, and explains how this technology is being implemented in education, rehabilitation, and vocational settings around the world.

Council for Exceptional Children IDEA Practices <http://www.cec.sped.org/>

The latest information on the reauthorization of the Individuals with Disabilities Act (IDEA) 2004.



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DO-IT Disabilities, Opportunities, Internetworking, and Technology
<http://www.washington.edu/doi/>

Dubuc. B. The Brain from Top to Bottom. http://thebrain.mcgill.ca/flash/index_d.html

Dunn and Dunn Learning Style Model
http://www.learningstyles.net/2004/1_ls_model.html The 21 elements are grouped across five "stimuli". That includes environmental, emotional, sociological, physiological, and psychological (cognitive processing) preferences.

Global Connections <http://globalconnections2009.ning.com/>

Internet Explorer 7 Accessibility <http://www.microsoft.com/enable/products/IE7/default.aspx>

Joy Zabala's Resources for Assistive Technology in Education
<http://sweb.uky.edu/~jszaba0/JoyZabala.html>
An introduction to resources for learning about assistive technology devices and services in educational settings.

LD Online <http://www.ldonline.org/> **This** is the leading web site on learning disabilities for parents, teachers, and other professionals.

Learning Disabilities Association of America <http://www.ldanatl.org/>
LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities.

Long Island Task Force Summer Institute on Response to Intervention
<http://longislandtaskforce2008.wikispaces.com/>

Microsoft <http://www.microsoft.com/enable/training/office2000/default.aspx> Word 2000 Accessibility Tutorials

Microsoft Text to Speech <http://www.microsoft.com/reader/developers/downloads/tts.asp>
Microsoft Text-to-Speech Package

Misunderstood Minds. <http://www.pbs.org/wgbh/misunderstoodminds/>
A companion website to PBS video

National Education Association resources <http://www.nea.org/specialed/index.html> This site provides information about Special Education and the Individuals with Disabilities Education Act.

New York State Education Department Resources for Special Education
<http://usny.nysed.gov/disa/specialed.html>

New York City Resources. These websites are a good starting point if you are looking for information about children with special needs.
<http://www.nycenet.edu/Parents/Essentials/Special+Education/resources.htm>



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Office of Special Education Programs

http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html

The Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas: special education, <http://www.ed.gov/about/offices/list/osers/osep/index.html>.

Project Participate - Promoting Families, Health and Development.

<http://www.projectparticipate.org/> Project Participate provides families, educators, administrators and therapists with simple strategies to increase the active participation of students with disabilities in school programs.

Jendron, J. *Assistive Technology and Learning Disabilities*, South Carolina Assistive Technology Program <http://www.sc.edu/scatp/ld.htm#content>

Southwest ADA Center/ <http://www.ilru.org/dlrp/html/IT/toolbox.html> IT Toolbox on Universal Design.

Teaching Every Student in the Digital Age, <http://teachingeverystudent.ning.com/>. An online book discussion and universal design for learning.

UDL Playground. <http://setsig.iste.wikispaces.net/UDL+Playground>.

UDL Toolkit, <http://udltechtoolkit.wikispaces.com/>. A free technology tool kit for UDL in all classrooms.

WebAim <http://www.webaim.org/techniques/word/> Expanding the web's potential for people with disabilities

WestED <http://www.wested.org/cs/tidl/print/docs/tidl/home.htm>. Using Technology for Diverse Learners.

Windows on the World <http://www.windows.ucar.edu/> A learning system covering the Earth and Space sciences.



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COURSE SCHEDULE
Topics and Activities Subject to Adjustment
Changes will Announced and Posted on BlackBoard

SESSIONS	LEARNING OUTCOMES	TOPICS/ACTIVITIES	ASSIGNMENTS
Session 1 Sept. 8 -14, 2010	Candidates will be able to develop an appreciation of diversity of all students including students with special needs (NCATE I, II; AECT 1, 2, 3).	<p style="text-align: center;">INTRODUCTIONS</p> Course Syllabus, Information and Meeting dates/times Course Goals, Learning Outcomes, and Assessment Methods (Syllabus pp. 2-3) Assignments/Expectations (Syllabus pp. 4-8) Required Resources (Syllabus p. 7). CEC SmartBrief http://www.smartbrief.com/cec/ Introduction to Blackboard http://online.nyit.edu/ Field Experience - 10 hours Conceptual Framework	Subscribe to CEC SmartBrief (free) Subscribe to TaskStream (follow fee schedule for 2 years if just starting the program). NOTE: Only one subscription serves for all courses. If you already have an account do not subscribe again. Set up Blackboard account and find course Foundations II, U27, Fall 2010. Introduce yourself and post your picture in BlackBoard Discussion Forum. Current Issue 1 (5 points). Report on issue of <i>diversity</i> in the news and implications for teaching, learning, and technology. Resource: <i>CEC Smartbrief</i> . Submit to BlackBoard Blog.
Session 2 Sept. 15 – 21, 2010	Candidates will be able to identify appropriate technologies to target projects and populations (NCATE I; NYS 2.2; ISTE II; AECT 1)	<p style="text-align: center;">DIVERSITY AND MULTICULTURALISM</p> Vocabulary terms: Millennials, digital natives, tolerance for diversity. Diversity, multiculturalism, technology and multiculturalism. Collaborative Group Project: Diversity (25 points). <i>Rubric will be provided.</i> The purpose is to develop an appreciation for the diversity of children in schools. Candidates will work in a group to complete the Diversity Project “Who are our students?” Each group will be responsible for the research, discussion, and a product to represent diversity.	Reading TBA Reflection 1 (5 points). Topic: <i>Who are your students?</i> Submit to BlackBoard Assignment. Current Issue 2 (5 points) Report on issue of <i>multiculturalism</i> in the news and implications for teaching, learning, and technology. Submit to BlackBoard blog. Collaborative In Class Group Diversity Project (25 points). Research, discuss, and create a visual product for class presentation to represent diversity. Submit to BlackBoard in Group Assignments.
Session 3 Sept. 22 – 28, 2010	Candidates will be able to identify appropriate technologies to target projects and populations (NCATE I; NYS 2.2;	<p style="text-align: center;">GLOBAL CONNECTIONS</p> Multicultural/Global Connections Project (25 points). <i>Rubric will be provided.</i> The purpose of the project is to increase	Reading: TBA Multicultural/Global Connections Project (50 points). Ongoing activities. Participate in ning, collaborative



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	<p>ISTE II; AECT 1)</p>	<p>awareness of cultural experiences that may inform teaching and learning in multicultural classrooms. Each group will participate in a multicultural/global project collaborating with educators from other countries using web 2.0 tools to depict multiculturalism in America. Candidates will demonstrate their knowledge and skills for using technology in multicultural instruction with multicultural learners. A ning will be available for the global collaboration.</p> <p>Technology for connecting to the other cultures. Issues concerning multiculturalism in education.</p> <p>Multiculturalism projects Applications in the classroom.</p> <p>ISTE NETS for students and teachers.</p> <p>Asia Society Global Competency Matrix</p>	<p>production, and discussion forum on how to use technology to address 21st century skills or ISTE NETS – as an example of multiculturalism. Ning: More directions to come.</p> <p>Reflection 2 (5 points) Topic: Multiculturalism project and how it affects your teaching? Submit to BlackBoard Assignment.</p>
<p>Session 4 Sept. 29 – Oct. 5, 2010</p>	<p>Candidates will be able to develop an appreciation of diversity of all students including students with special needs (NCATE I, II; AECT 1, 2, 3).</p>	<p>TEACHING EVERY STUDENT UNIVERSAL DESIGN FOR LEARNING</p> <p>Brain-based research and learning.</p> <p>Barriers to learning, and UDL Solutions</p> <p>Multiple formats for recognition/presentation, strategic/interaction, and assessment and affective instruction to meet the needs of diverse learners</p> <p>UDL project lesson addressing recognition, strategic, and affective networks using CAST Lesson Builder http://lessonbuilder.cast.org/</p> <p>Universal Design for Learning Project (50 points). Rubric will be provided. The purpose of this project is to demonstrate applications of Universal Design for Learning (UDL) in general education curriculum of students with diverse needs. Candidates will develop multiple exemplary uses of technology for standards-based curriculum using <i>CAST Lesson</i></p>	<p>Reading Rose & Meyer, (2002) <i>Teaching Every Student in the Digital Age</i></p> <p>UDL Project (50 points). Demonstrate multiple exemplary uses of technology for standards-based curriculum using CAST Lesson Builder to demonstrate the principles of universal design for learning: recognition, strategic, and affective to meet the needs of diverse learners. Submit to Blackboard</p> <p>Reflection 3 (5 points). Topic: UDL in your classroom, school, and students' learning environment. Submit to Blackboard Assignment. Assignment.</p>



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		<p><i>Builder</i> that demonstrate the principles of Universal Design for Learning: recognition, strategic, and affective to meet the needs of diverse learners. In this assignment, candidates will demonstrate their knowledge and skills for using technology for instruction and assessing learning for ALL students.</p>	
<p>Session 5 Oct. 6 – 12, 2010</p>	<p>Candidates will be able to identify appropriate technologies to target projects and populations (NCATE I; NYS 2.2; ISTE II; AECT 1)</p>	<p>Web 2.0 for Learning (25 points) - Collaborative Group Project <i>Rubric will be provided.</i> The purpose of this project is to explore and analyze web 2.0 tools for instructional applications for diverse learners. Each group will design and develop a demonstration of web 2.0 tools to address 21st century curriculum knowledge and skills for creativity, critical thinking, problem solving and/or communication.</p>	<p>Reading: TBA Collaborative Group Project (50 points). <i>Web 2.0 for learning.</i> Submit to Bb Group Assignment.</p>
<p>Session 6 Oct. 13- 19, 2010</p>	<p>Candidates will be able to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p> <p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p>	<p>ASSISTIVE TECHNOLOGY NCLB and IDEA mandate Legal, equitable and ethical aspects of accessibility Student characteristics and learning outcomes Access to learning in the general education classroom</p>	<p>Reading: TBA Current Issue 3 (5 points). Report on issue of <i>access to gen education</i> in the news and implications for teaching, learning, and technology. Submit to BlackBoard blog.</p>
<p>Session 7 Oct. 20- 26, 2010</p>	<p>Candidates will be able to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p>	<p>Accessible Assistive/Instructional Technology (50 points). Must be upload to TaskStream for Technology Skills. <i>Rubric will be provided.</i> Candidates will demonstrate knowledge of features of technology to accommodate learning to meet individual student needs. In this assignment, candidates will demonstrate applications of technology (hardware or software) that meet the following criteria:</p> <ul style="list-style-type: none"> • Designed for academic use • Accommodates specific 	<p>AT/IT projects (50 points). This project is a demonstration of features of technology to accommodate learning to meet individual student needs. <i>Submit to TaskStream.</i></p>



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		<p>learning goals of student with learning challenges</p> <ul style="list-style-type: none"> • Classroom implementation strategies • Ways to with diverse learners in an inclusion setting • Training requirements for teachers/students/parents • Other features pertaining to adoption of technology for instruction • Information about company which produces product and pricing • Technical requirements • Website with product pictures, demonstration and support 	
<p>Session 8 Oct. 27 - Nov. 2, 2010</p>	<p>Candidates will be able to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p> <p>Candidates will be able to develop authentic assessment strategies for assessing student performance. (NCATE I; AECT 5).</p> <p>Candidates will be able to develop instruction and uses of technology aligned with national and state standards. (NCATE I; AECT 4, 5).</p>	<p>Project presentations</p> <p>Progress Check: <i>Field Experience</i></p> <p>Progress Check: <i>Multicultural/Global Connections Project</i></p> <p>Research Critique Reports. Research Critique (50 points). Write a critique of research in the area of technology for learning. The purpose is to become familiar with <i>research on effective uses</i> of technology to meet the needs of students with diverse learning needs. Submit to Blackboard.</p>	<p>Current issue 4 (5 points). Report on issue of <i>technology access</i> in the news and implications for teaching, learning, and technology. Submit to BlackBoard blog.</p> <p>Research Critique (50 points). Due Session 11 (Nov. 17)</p>
<p>Session 9 Nov. 3 – 9, 2010</p>	<p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p> <p>Candidates will be able to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with</p>	<p>MODELS FOR CLASSROOM IMPLEMENTATION OF UDL, AT, INCLUSION, AND RTI</p> <p>INCLUSION MODELS</p> <p>Tech applications for RTI</p> <p>RTI Wiki for Summer Institute TaskForce http://longislandtaskforce2008.wiki.spaces.com/</p> <p>Resources for assistive technology devices and services in educational settings.</p>	<p>Current issue 5 (5 points). Report on issue in the news of an <i>individual's successes and/or challenges</i> and implications for teaching, learning, and technology. Submit to BlackBoard blog.</p>



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	<p>disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p> <p>Candidates will be able to develop authentic assessment strategies for assessing student performance. (NCATE I; AECT 5).</p>		
<p>Session 10 Nov. 10- 16, 2010</p>	<p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p> <p>Candidates will be able to develop authentic assessment strategies for assessing student performance. (NCATE I; AECT 5).</p>	<p>Response to Intervention in Inclusion (50 points) - Collaborative Group Project <i>Rubric will be provided.</i> The purpose of this project is to analyze the uses of technology for Response to Intervention strategies for assessing progress of students with special needs in inclusive classroom settings. The group will research effective technology applications for RTI in inclusion settings and collaboratively prepare a report for a class presentation.</p>	<p>RtI and Inclusion project. Submit to Bb Group Assignment. Inclusion (50 points) - Collaborative Group Project</p>
<p>Session 11 Nov. 17-23, 2010</p>	<p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p>	<p>Online resources and support groups for technology for learning.</p> <p><i>DO-IT video and website</i> http://www.washington.edu/doi/ Accessibility resources</p> <p><i>LD Online</i> http://www.ldonline.org/ website on learning disabilities.</p>	<p>Reflection 4. (5 points). Topic: <i>Someone you know.</i> Submit to Blackboard Assignment.</p>
<p>Session 12 Nov. 24- Nov. 30, 2010</p>	<p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p>	<p>Final report: <i>Multicultural/Global Connections Project</i></p>	<p>Blog -Multicultural/Global Connections Project. Why is global awareness important for 21st teaching and learning? What are effective ways to prepare students for global awareness?</p>
<p>Session 13 Dec. 1 – 7, 2010</p>	<p>Candidates will be able to plan/review/select media and educational technologies based on efficacy of the technology for curriculum objectives and diverse learners (NCATE I; AECT 1).</p> <p>Candidates will be able</p>	<p>CASE STUDY STUDENT, ENVIRONMENT, TASKS, AND TOOLS</p> <p>Joy Zabala’s Resources for Assistive Technology in Education http://sweb.uky.edu/~jszaba0/JoyZabala.html</p> <p>Case study of technology</p>	<p>SETT project (100 points)/ Due. 5/19/2010 Keystone – SETT case study model applications. Lesson/small unit as case study for diverse learner. Include description of student, learning environment, assignment and rubric – instructional plan, assessment, classroom management strategies, and technology</p>



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	<p>to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p> <p>Candidates will be able to develop instruction and uses of technology aligned with national and state standards (NCATE I; AECT 4, 5).</p>	<p>applications.</p>	<p>applications specific SETT Framework for an individual with a special learning need in a general education classroom.</p>
<p>Session 14 12/15- 21, 2010</p>	<p>Candidates will be able to demonstrate an understanding of instructional and assistive technologies and web sites for use with students with disabilities (NCATE I; ISTE II; NYS 1.1; AECT 1, 3).</p>	<p>FIELD EXPERIENCE REPORTS</p> <p>Summary Report of Field Experiences. Write a summary and reflection for each discrete activity you participated in for your Field Experience. Submit the summary/reflections and the log forms to TaskStream as separate files in the Field Experience area. You may submit multiple files to TaskStream.</p>	<p>Reflection 5. (5 points). Due 12/15/2010. Topic: <i>How has this course has changed your approach to teaching your students?</i> Submit to Bb Assignments.</p>
<p>FINAL ASSIGNMENTS DUE DEC. 22</p>	<p>Candidates will be able to apply knowledge and skills for applying technology to design, construct, and evaluate products and systems to satisfy learning and behavioral needs (NCATE I; NYS 1,2,3,4; ISTE I, II; AECT I, II, IV, V).</p>	<p>SETT FINAL PROJECT PRESENTATIONS</p> <p>Standards-based lesson</p> <p>Final Project presentations</p>	<p>Final Keystone Assessment. (100 points). Due 12/22/2010. Submit to TaskStream.</p> <p>Field Experience (25 points). Due 12/22/2010. <i>Documentation, Summaries and Reflections.</i> Submit to Taskstream.</p>