

EDUC 2301: Introduction to Special Populations
Spring 2026
South Plains College

South Plains College Improves Each Student's Life

Course Title: Introduction to Special Populations
EDUC 2301.C002 = MW 9:30 – 10:45 a.m. (Lib. 326)
EDUC 2301.C602 = T 6 – 8:45 p.m. (Lubbock Downtown, Rm. 1026)

Instructor: **Lori Satterwhite, M.Ed.**

lsatterwhite@southplainscollege.edu

Office: 806-716-2237

Office: Library 308, Levelland, Office Suite 306

Office Hours: T: 9:00 – 11:30 a.m.

M - TH: 2:30 – 4:00 p.m.

FRI: 9:30 – 11:30 a.m. (by appointment)

*Virtual Office Hours by Appointment

*Contact Mrs. Satterwhite through SPC email. Do **NOT** use Blackboard Messages to contact Mrs. Satterwhite.*

Observation Coordinator: **Suzie Jameson**

observations@southplainscollege.edu

Contact Mrs. Jameson through this email

General Course Information

Course Description

Pre-requisite: Completion of EDUC 1301 or approval of the Program Coordinator.

This course offers an enriched, pre-service course and content experience that a) Provides an overview of the school and classrooms, gender, socio-economic status, ethnic and academic diversity and equality with emphasis on factors that facilitate learning; b) Provides students with support to participate in early field experiences in all levels EC – 12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

Credit: 3 Lecture, 0 Lab

Textbook: You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with internet access) & Blackboard

Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcomes

Table 1: Student Learning Outcomes

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| <ol style="list-style-type: none">1. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.2. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.3. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-economic status on learning and creating equitable classrooms.4. Complete 16 hours of classroom observations, identifying ways in which the teachers are addressing the needs of the diverse learners in his/her classroom. |
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Course Requirements:

EDUC 2301, as the course title indicates, is an introduction to special populations within the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**

Course Guidelines and Expectations

Grading and Final Evaluations

Table 2: Total Grade Categories and Percentages

Category	Percent of Total Grade
Attendance/Participation/Discussion/Professionalism Includes class discussions, in-class activities, & End-of-Semester Reflection	15%
Weekly Module Learning Activities & Quizzes Includes 18 – 20 quizzes and/or assignments over the semester	30%
Interview/Transcript	10%
Lesson Plan Presentation	15%
4 Observation Field Notes	20%
Final Observation Analysis Paper	10%
Total	100%

**Assignment instructions and rubrics for assignments will be handed out in class (and be available on Blackboard).*

Grades are determined by the following scale:

90 – 100% = A	60 – 69% = D
80 – 89% = B	0 – 59% = F
70 – 79% = C	

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- All assignments will be submitted through Blackboard.
- Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
- Assignment Submission & Wildcard**
 - Assignments should be submitted according to the due dates and submission methods identified in their task descriptions (available in Blackboard).
 - For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."

WILDCARD: Late work is unacceptable in this course. However, I do offer students **one 24-hour extension** from the original deadline for any *assignment*, no questions asked (*this DOES NOT include the UDL lesson presentation for face-to-face classes or the Final Observation Analysis essay*). To take advantage of this "Wildcard" opportunity, students should

- Email the instructor to unlock the wildcard, indicating which assignment it should be used for. (This should be done *prior* to the due date of the assignment.)
- Complete the assignment within 24 hours of its original due date.
- When you submit your assignment using the Wildcard, please write "Wildcard Used for this Assignment" in the submission comments box.**

- **Extra Credit:** I will offer a few opportunities to earn extra credit throughout the semester. I will post a Blackboard announcement that explains available extra credit opportunities. Extra credit will not be added to your final grade until the last week of classes.
- Some MAJOR ASSIGNMENTS will be submitted through TURNITIN.com or through a Blackboard Assignment submission portal. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
 - Please make sure that you submit a Microsoft WORD or Google document.
 - **DO NOT submit a document created in Apple Pages.**
 - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
 - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- Student use of AI.
 - EDUC 2301 requires some writing assignments that involve personal observations or opinions, and I want to read YOUR unique words and thoughts and not those generated by a computer program. **Please do NOT use generative AI platforms (like ChatGPT, Gemini, Co-Pilot, etc.) to generate content for the writing assignments in this class**, specifically field notes, the interview transcript and reflection essay, and the final observation analysis essay
 - I will let you know explicitly when it is appropriate for you to use AI for an assignment.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment.** Please do not assume that the instructor will change the due date of an assignment or extend the date due to unforeseen circumstances. *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

Instructional Delivery

- **MW 9:30 a.m. Face-to-Face Class (EDUC 2301.C002) and T 6 p.m. (EDUC 2301.C602):** Most of the content instruction will be delivered through your reading of the course material, in-class lectures, videos, demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, some assignment samples or models, submission portals, and rubrics in Blackboard. New modules will open each Saturday morning, and **weekly assignments will be due on FRIDAYS by 11:59 p.m.**
- **You will also take all quizzes and submit all assignments online in Blackboard.** I would suggest that you look at our Blackboard every week. We will meet Mondays and Wednesdays (or Tuesday evenings). During class time, we will have discussions, group collaboration, review the material, and complete learning activities. *The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.*
 - **ATTENDANCE GRADE:** You will receive a participation grade for the activities we complete each class session. I will use the **checklist** noted below (in the "General Assignment Information" section) to determine your attendance/participation score each class session. If you are absent for any reason, you will receive a "0" for that participation grade. These grades make up your attendance/participation grade, which counts 15% of your total average.

ALSO NOTE: As most of the content and materials for our class are online in Blackboard, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:

- Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will likely NOT be able complete most assignments in this course on your smartphone exclusively.**
- Daily access to the internet—MySPC, Blackboard, SPC email, etc.
 - *NOTE: We will also use other websites for activities and games.*

- Knowledge of (and ability to work in) Microsoft Word—again, all SPC students have free access to Microsoft Office 365 products.
- **Please Note: Please do NOT save or submit assignments in Pages!!!** Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive.

Field Experience Component

- **EDUC 2301**, as the course title indicates, is an introduction to the special populations within the general education classroom and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check before attending any observations.**
- **Professionalism:** I place a **great** value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (15%)**
The following assignments are included in this portion of your grade: attendance, class participation, class discussions, completed observation verification forms, & conduct during classroom observations. I will take attendance each class day. You will receive a participation grade based on your attendance and active participation in each day's learning activities and discussion (and your conduct during classroom observations). If you are absent for any reason, you will receive a "0" for that day's learning activity.

I will use the following **checklist** to determine your attendance/participation score each class session:

- **100 = Arriving on time to class; active engagement and participation in class activities and discussion; not being distracted by your cellphone, tablet, or computer.**
- **80 = Arriving late to class (up to 10 minutes late); active engagement and participation in class activities and discussion; not being distracted by your cellphone, tablet, or computer**
- **50 = Arriving over 10 minutes late for class; OR limited engagement and participation in class activities and discussion; OR being highly distracted by your cellphone, tablet, or computer**
- **0 = Absent from class; OR asked to leave class**

- **Weekly Module Learning Activities & Quizzes (30%)**
Weekly assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade. These quizzes and/or assignments will be available in the weekly modules (under Content).
- **Interview Transcript/Reflection (10%)**
Interview a parent of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. *Do NOT use AI to generate text for your interview transcript or reflection essay.* You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in the Major Projects module in Blackboard.

- **UDL Lesson Plan Presentation (15%)**

You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3rd grade English Language Arts (ELA) grammar unit). Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in Blackboard.

***PLEASE NOTE: Your EDUC 2301 Lesson must be a different lesson from the lesson you presented in EDUC 1301. It must also be a different lesson from the practice lessons we work with throughout the semester. Additionally, you may NOT select a TEKS from Pre-K or Kindergarten for this lesson.**

- **Field Experience & Field Notes (20%)**

You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to submit a verification sheet to Mrs. Jameson at the conclusion of each observation. You will also need to take detailed field notes over each field experience. This process will be taught in class. Your field notes should provide demographic information about the campus/school district and classroom and should include a sketch of the classroom. Additionally, your field notes should address specific (given) questions. *Do NOT use AI to generate text for your field notes.* You will submit each of these field notes through Turnitin.com (links will be provided). Guidelines and a rubric for these field notes will be passed out in class (or made available on Blackboard). In order to submit your field notes, you must have turned in your verification sheets. **Field notes are due within 2 weeks of your classroom observation date.** If an emergency arises (or you wake up sick) and you must miss your observation, please contact Ms. Jameson by email (observations@southplainscollege.edu) and by completing the Observation Absence form. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

Please Note: If students do not complete the required background check, observation paperwork sign up for observations by the given due dates, they cannot complete the observations and will be dropped from the class

- **Final Observation Reflection Project (10%)**

This final observational analysis paper will count as your final in this class. Using your field notes, you will write a final analysis paper. In this paper, you will highlight three different concepts related to diversity in the classroom and planning instruction to suit the needs of your diverse students, citing examples and/or non-examples of each of these concepts from your observations. *Do NOT use AI to generate text for your observation analysis essay.* You will be expected to use correct APA formatting and citations. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions, will be made available in Blackboard.

Student Responsibilities: Students are expected to

1. Attend class regularly.
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others.
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating (including the unethical use of AI) and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

Institutional and Academic Policies

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

Campus Resources

SPC Tutors: Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations.

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

IT Help: If you need help connecting to SPC's wifi, logging into your SPC email, or if you are having Blackboard issues, please find the contact information and help request links on this page:

<https://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

Brainfuse

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Log into Blackboard, and click on the tools option from the left-hand menu bar. Click on the Brainfuse link and you will automatically be logged in for free tutoring. You may access Brainfuse tutors during the following times:

Monday – Thursday: 8 pm-8 am

6pm Friday – 8am Monday morning

For questions regarding tutoring, please email tutoring@southplainscollege.edu or call 806-716-224

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Table 3: Disclaimer Statement

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the College Literacy and Education Department at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Course Schedule—EDUC 2301 Spring 2026

**Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and/or in Blackboard.*

This is NOT a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday.** For specific due dates, please consult the weekly Task List in each Blackboard module.

Table 4: Course Schedule with Weekly Topics and Dates

DATES	TOPICS and CONTENT	GRADE REMINDERS
Week 1: Jan. 12 – 16	<i>Welcome to Class; Observation Information; Syllabus Information</i> <i>Introduction, What is Inclusive Learning?</i> <u>Readings:</u> “Addressing Our Needs: Maslow Comes to Life” “Inclusive Classrooms” by Reading Rockets (and 2 embedded videos) “Practical Steps Toward More Inclusive Teaching” (available in Bb) Read Texas Teacher Standards (PPR) Read Technology Applications Standards	<u>Participation:</u> Class Introductions Observation Information <u>Assignments/Quizzes:</u> Syllabus Quiz Module 1 Quiz Complete Background Check (if needed)
Week 2: Jan. 19 – 23	<i>MONDAY—Martin Luther King, Jr. Day—SPC HOLIDAY</i> <i>UDL & Inclusive Learning (& Field Notes)</i> <u>Readings:</u> “Landmark US Cases Related to Equality of Opportunity in K-12 Education” “The History of Special Education Law” IRISCENTER’s Module for Universal Design for Learning (pp 1 – 7) “The UDL Guidelines” “About Universal Design for Learning” <u>Videos:</u> “Special Education Law” 2 videos embedded in “About Universal Design for Learning”	<u>Participation:</u> Class Activities <u>Assignments/Quizzes:</u> Socrative Quiz—Module 2 EdPuzzle Assignment— Field Notes
Week 3: Jan. 26 – 30	Designing UDL Lesson Plans for the Inclusive Classroom <u>Readings:</u> “Universal Design for Learning (UDL): What You Need to Know” “The Difference between UDL and Traditional Education” “Madeline Hunter’s 8-Step Lesson Plan Model” “How to Create a 5E Lesson Plan” View “The LEARN Model” <u>Videos:</u> “Piaget’s Theory of Cognitive Development” “Zone of Proximal Development”	<u>Participation:</u> Collaboration Session— Practice UDL Lesson <u>Assignments/Quizzes:</u> Practice UDL Lesson
Week 4: Feb. 2 – 6	<i>Diversity in the Classroom—Special Education Processes & Procedures</i> <u>Readings:</u> “What is Inclusion in Education” “10 Basic Steps in the Special Education Process”	<u>Participation:</u> Class activities <u>Assignments/Quizzes:</u> ARD Teacher Input Form

	“Evaluating School-Aged Children for Disability” “What Evaluation Testing Results Mean” “IEP Planning: Accommodations and Modifications” View PPT—Special Education Referral Process	Module 4 Quiz
Week 5: Feb. 9 – 13	<i>Diversity in the Classroom—Special Education & Inclusion</i> <u>Readings:</u> “Intellectual Disability” “Types of Learning Disabilities” “Introduction to Learning Disabilities” “Speech and Language Impairments” “Information about Emotional/Behavioral Disorders” “Complete Guide to Autism” “Understanding ADHD in Your Child” Read “5 Common Myths on Attention Deficit Problems” Read “What Special Education Teachers wish General Education Teachers Knew” <u>Video:</u> “Emotional. Behavior Disorder”	<u>Participation:</u> Class Activities <u>Assignments/Quizzes:</u> Book Widgets Quiz— Module 5 Interview Assignment DUE
Week 6: Feb. 16 – 20	<i>Diversity in the Classroom—Special Education & Inclusion, Part II</i> <u>Readings:</u> “Visual Impairment, Including Blindness” by Center for Parent Info & Resources “Deafness & Hearing Loss” by CPIR “Deaf/Blindness” by CPIR “Traumatic Brain Injury” by CPIR “Other Health Impairments” by CPIR “Multiple Disabilities” by CPIR “Low-Incidence Disabilities; Information for Educators” by Michael Brown & Tara Brinkman <u>Videos:</u> Guest Lecturer—Robyn Reaves Gest Lecturer—Christine Martin “Mind Matters: ‘Dear Teacher’ Messages from Students for Teachers”	<u>Participation:</u> Class Activities <u>Assignments/Quizzes:</u> Book Widgets Quiz— Module 6
Week 7: Feb. 23 – 27	<i>Diversity in the Classroom—Gifted & Talented Students</i> <u>Readings:</u> “Differentiation for High Achievers” by Jaye Parks <i>GT Teacher Guidebook</i> by LaPorte ISD faculty/staff “Tiered Lessons for Differentiation” View PPT “Teaching Gifted Kids in Today’s Classroom—Chapter 1”--based on Susan Winebrenner’s “Characteristics of Gifted Students” View PPT Tiered Lessons for Differentiation	<u>Participation:</u> Class Activities <u>Assignments/Quizzes:</u> Tiered Lesson Activity Module 7 Quiz
Week 8: Mar. 2 – 6	<i>Diversity in the Classroom—Language Learners</i> <u>Readings:</u> IDRA’s Report “Creating a More Bilingual Texas” “What is the TELPAS and How is this Assessment Used in Texas” (TEA) Narda C. Hogue’s Blog “ELPS in my Classroom” ELPS chart (TEA) “6 Essential Strategies for Teaching English Language Learners” by Emily Kaplan from Edutopia.org “5 Effective Modeling Strategies for English Learners” by Daria Witt and Michael Soet from Edutopia.org “Helpful Online Resources for Teaching ELLs” by Laurel Schwartz of Edutopia.org “ESL and Bilingual Glossary”	<u>Participation:</u> Class Activities <u>Assignment Grades:</u> Module 8 Quiz
Week 9: Mar. 9 – 13	<i>Diversity in the Classroom—At-Risk Students</i> <u>Readings:</u>	<u>Participation:</u> Class Activities

	“At Risk” Definition from <i>The Glossary of Education Reform</i> by Great Schools Partnership “At Risk Students: Success and Interventions” by Concordia University “Best Practices for Serving LGBTQ Students” by Cory Collins and Jey Ehrenhalt from Learning for Justice “State of Homelessness: 2023 Edition” by National Alliance to End Homelessness “Tips for Teachers and Staff: How to Support Students Experiencing Homelessness”—by School House Connection “Definition of Bullying” by University of the People “Trauma-Informed Teaching Strategies” by Jessica Minahan from the Assoc. for Supervision and Curriculum Development (ASCD) <u>Videos:</u> “Signs of Abuse and Neglect in Students” by Teachings in Education Guest Speaker—Dr. Kelly from TTU	Assignment Grades: Book Widgets Quiz
SPRING BREAK MARCH 16 – 20		
Week 10: Mar. 23 – 27	<i>Creating an Effective Learning Environment for ALL Learners—Instructional Strategies and Assessments</i> <u>Readings:</u> “Elements of Effective Instruction” by Great Schools Partnership “20 Differentiated Instruction Strategies and Examples” by Prodigy “25 Effective Instructional Strategies for Educators” by TopHat “226 Active Learning Techniques” by Iowa State University “Types of Assessments” by ASCD “13 Formative Assessments that Inspire Creativity” by Paige Tutt	Participation: Informational Sessions—instructions for UDL Lesson Project Assignment Grades: Book Widgets: Is this an Effective UDL Lesson? Module 10 Quiz
Week 11: Mar. 30 – Apr. 3	<i>Creating an Effective Learning Environment for ALL Learners—Assistive Technology</i> <u>Readings:</u> <i>IrisCenter’s</i> Assistive Technology Module (pp. 1 – 7) <u>Video:</u> “Understanding Assistive Technology: Simply Said”	Participation: Class Activities Assignment Grades: Module 11 Quiz
Week 12: Apr. 6 – 10	<i>FRIDAY—GOOD FRIDAY—SPC Holiday</i> <i>Creating an Effective Learning Environment for ALL Learners—Behavioral Supports</i> <u>Readings:</u> “Understanding Behavior as Communication: A Teacher’s Guide” by Amanda Morin “Positive behavior strategies in the Classroom” by Understood.org (and follow links to other articles) “The Difference Between Discipline and Punishment” by Amanda Morin “What is a Functional Behavior Assessment” by Amanda Morin “Social Emotional Learning Toolkit: Family Engagement” by movethisworld.com <u>Video:</u> “TeachingMinute: Positive Consequences” Spring Interim, Summer I, Summer II, & Fall 2026 Registration Opens 4/10	Participation: Class Activities Assignment Grades: Module 12 Guided Notes Functional Behavior Analysis Skills Learning Activity
Week 13: Apr. 13 – 17	<i>Creating an Effective Learning Environment for ALL Learners—Collaboration and Cooperative Teaching</i> <u>Readings:</u> “Benefits of and Strategies for Teacher Collaboration in MTSS” by Katya Henderson “5 Benefits of Teacher Collaboration in Education” “How to Choose a Co-Teaching Model” by Sean Cassel <u>Video:</u> “Shared Content Teams	Participation: Class Activities Assignment Grades: Module 13 Quiz

Week 14: Apr. 20 – 24	Lesson Presentations <i>*Thursday, April 23 = last day to drop Spring courses</i>	ONLINE Section: UDL Lesson Project Due Sunday, April 26, at 11:59 p.m.
Week 15: Apr. 27 – May 1	Work on Final Observation Analysis Paper Final Observation Analysis Paper DUE MONDAY, May 4, by 8:00 a.m.—No Late Papers Will Be Accepted!!	<u>Participation:</u> End-of-Semester Reflection (due Monday, May 4, at 11:59 p.m.)
Week 16: May 4 – 8	Finals Week—Final Observation Analysis Essay DUE MONDAY, May 4, by 8:00 a.m.	<u>Participation:</u> End-of-Semester Reflection (due Monday, May 4, at 11:59 p.m.)

PLEASE NOTE: Each **set of field notes** will be due **by midnight on the Friday 2 weeks after your observation**. For example, if you observe any day the week of Friday, Jan. 30, your field notes will be due by midnight on Friday, Feb. 13.

