Shoolman Graduate School of Jewish Education
CG-EDUC-585B: Accommodations & Modifications, and EdTech
Offered Online
2 graduate credits 10/08/2014—12/29/2014
Mr. Ariel Margolis
Fall 2014-2015

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Help me hours: Class time and by appointment (Click here to book an appointment with me!)

Essential Questions: This course will prepare students to implement accommodations and modifications in curricula. Technology will be studied as an arena to develop accommodations. By the end of the course, students will be able to answer:
- How does the teacher develop curricular accommodations among students with and without special needs, and between students and teachers?
- What special education practices have been accepted as good universal teaching practices?
- What roles can technology play in designing accommodations?

Course Description:
What would you do if Helen Keller, James “Radio” Kennedy, and Albert Einstein were your students in a classroom of 25 students? How would you educate them? Prior to 1972 in Massachusetts (and 1975 nationwide in the USA), your answer would be, “I wouldn’t. They would not be in my class.” Since then, this is one of the questions educators face each year as they have students with all types of opportunities for growth. So… what would your answer be?

Learning Objectives:

1. Discover, comprehend, and apply curricular accommodation strategies (i.e., tools, skills, resources).
2. Understand the key difference between an accommodation and a modification
3. Discover, utilize, and design accommodation strategies using technology tools
4. Network with edtech designers
5. Enhance and practice the reflective process
6. Develop skills for student-driven collaborative and independent learning
7. Become familiar with various edtech tools and platforms

Class Times:
Google Hangouts - During the semester, we will converse directly (phone, Skype, Google Hangout) for a minimum of 2 times - either individually or in small groups.

**Texts:** All texts will be provided electronically. Throughout the semester, you will reflect on: (a) your own experiences as a student (formal/informal) (b) an interesting discovery from your research (c) an article, video, or text video I give you found in a playlist. Some questions might be: which teachers impacted the most with regard to meeting your needs? What experiences would they like to emulate? What experiences would like to stay away from? What is your philosophy toward teaching diverse learners? How is the article/video's position or strategies on accommodations and modifications "jive" with your own vision as a teacher? What would you like to try?

As of 08/24/14, the following excerpts from texts will be used (all texts will be found on the playlist):


**Course Structure:**
This will be a **personalized student driven** class structure. Say what? No worries! Let’s break it up:

a. **Personalized** - Each of you is unique and special with gifts both your parents and God gave you. So, it should come to no surprise to anyone that (a) each of you learns differently and (b) each of you has different interests. Personalized Learning taps into both of those facts. Each of you will create your own special path to learn - both concepts (e.g., RTI) and skills (e.g., create your own types of accommodations). Using your Smarts (that is, your learning styles) and what you are interested in studying, you will become Captains of your own learning!

b. **Student Driven** - There are two common phrases being used in today’s educational world to describe teaching styles: “sage on the stage” and “guide on the side.” The former is when the teacher delivers the content and is the primary source for information in addition to steering the class topics and discussions. The latter is when the students take the lead in both selecting the topics and finding the information - in other words, students have both voice and choice. The teacher’s role is to be there for guidance and co-learner. It puts the ownership of the learning on… you guess it! You!

So, what will our course look, sound and feel like? Each of you will be working on several individual and collaborative projects simultaneously. Each of you will be researching your own sources and designing your projects based on your interests. As a fellow colleague of mine says, it’s organized 4D chaos! And it’s a lot of fun, too! Yet, as I tell my middle schoolers, you, my students, are my priority. You are the core component to my course. You are the energy, the driving force that will make this course a fun and exciting learning experience. In order to sustain the core’s energy, it is my role to help create, foster, and nurture an environment where this core - that is, all of you - can thrive and enjoy learning. The core is surrounded by: academic success, challenges, assistance, caring, and a desire, excitement, and love to learn with and from one another.
Assignments:

This course is divided into 3 major units: Special Education Case Studies, Curricular Accommodations, and Accommodations using Education Technology (EdTech). The assignments below are listed according to these three categories.

FOR ALL THREE UNITS: SPECIAL EDUCATION CASE STUDIES, CURRICULAR ACCOMMODATIONS, & ACCOMMODATIONS USING EDTECH
a) Readings - throughout the semester, you will reflect on: (a) your own experiences as a student (formal/informal) (b) an interesting discovery from your research (c) an article, video, or text video I give you found in a playlist. Some questions might be: which teachers impacted the most with regard to meeting your needs? What experiences would they like to emulate? What experiences would like to stay away from? What is your philosophy toward teaching diverse learners? How is the article/video’s position or strategies on accommodations and modifications “jive” with your own vision as a teacher? What would you like to try? You will complete the playlist, and please free move around or skip around the playlist. This means, you can go through the playlist in your own manner (i.e., spread it out over the course, do it in chunks, etc.). By the end of the course, you will have completed all the steps in the playlist. Sometimes, you will be asked simply to watch/read/listen to it. Other times, you will be asked to answer a question (based on the instructions of the particular step). Each week, I will select a step from the playlist for you to watch and post it on the Schoology discussion board. Please read/listen/view it, reflect on what you learned, and comment on other responses. The rest of the reflections can be based on any other step (save for the last 5 in the playlist). Reflections can be in a variety of media (writing, audio, video). While you are required to submit a weekly reflection, more are encouraged. A log/portfolio of the reflections should be kept and will be turned it at the end of the semester. All materials found on LessonPaths Playlist: Special Education Case Studies. (To activate your LessonPath account, find the email from LessonPath and go through the steps to access your account. Your username is your non-Hebrew College email and your password is your first name & last name (ex: arielmargolis) Weekly Reflections are due FRIDAY @ 3pm (Boston Time). (Worth 20% of your grade: 5% for completing all steps in playlist and 15% for each reflection.)

b) ePortfolio - As you research, you will compile resources and create a digital portfolio of all the resources and connections with industry leaders. Resources include websites, experts, organizations - thus, creating a foundation for a PLN. ePortfolio due on Dec 19 Suggested software: www.symbaloo.com (Worth 2.5% of your grade)

c) Google Hangouts), Skype, or Phone (minimum of 3). (Worth 2.5% of your grade) - scheduled throughout the semester.

I. Accommodations and Modifications - 10/08-11/26
a) Accommodation vs. Modification - create an infographic or Venn Diagram comparing and contrasting an accommodation and modification. Then, take an assignment of your choice (self-created, or something on line), and provide an example of modifying the assignment and implementing an accommodation. Please share your modified and assignment with accommodations on the discussion board. Final Version Due: 10/14 (worth 5% of your grade)

b) Research Project on Accommodation Strategies - you will be assigned a topic in which you will formulate a
question and perform background research (minimum of 6 sources, which should include scholarly articles in addition to websites, videos, podcasts, etc. {Wikipedia may NOT be a primary source}). You will then create two items (a) a presentation on your research (format of your choice) and (b) a lesson plan and/or activity that demonstrates how that strategy is used as an accommodation. You are to collaborate in pairs (special approval to work independently is required). Topics are:

- a) Response To Intervention (RTI)
- b) Differentiated Instruction (DI)
- c) Multiple Intelligences (MIQ)
- d) Individualized Instruction (II)

Presentation Due:  11/5  
(Worth 20% of your grade: 10% - activity/lesson, 2.5% - teamwork, 5% - presentation, 2.5% - reflection/discussion)

c) Case Study #2 - You will select, research, and present a case study on curricular accommodations and modifications in a Jewish education setting. What this will require is for you to select an institution of your choice (Day School, Camp, Synagogue Religious School). Inquire what types of accommodations and modifications are done for a specific student. If possible, speak with the teacher/instructor who implements the accommodations and modifications. Present your findings in the format of your choice and post the case study on the discussion board for students to comment.

Presentation/Discussion to take place on 11/26  
(Worth 10% of your grade - materials will count 6% and presentation will count 4%)

II. Educational Technology  11/27-12/19
a) 3D Storyboard - You will create a digital storyboard describing how to evaluate technology for education. Link to storyboard creators: http://bitly.com/bundles/moreh2000/2
Final Versions of Story Board, due 12/4.  
(Worth 7.5% of your grade)

b) SAMR & TPACK- you will learn about these models of how Pedagogy, Learning, and Technology tie together. Then, you will take an assignment of your choice (self-created, or something online), and perform the following:
   a) SAMR - change the assignment to fit each part of the 4 part model
   b) TPACK - Take the R version of the assignment from part a) and identify each TPACK component.
Final Version due: 12/12  
(Worth 7.5% of your grade)

c) Research Project on EdTech - select 2 types of EdTech software (they should not be similar (e.g., Google Hangout & Skype). Make sure to cover: (1) its uses and functionality (2) the background story behind the product which means talking with the developers (3) how you would use it in your class (4) the impact on using the technology with (a) Special Education students and (b) General Education students. You will then create two items (a) a presentation on your research (format of your choice) and (b) a video demonstrating the technology.
Sample Course Schedule

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<tr>
<th>Week of</th>
<th>Assignment/s Due this week &amp; Due Date</th>
<th>Assignments on which to work</th>
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<tbody>
<tr>
<td>Oct 13</td>
<td>Accommodation/Modification Venn Diagram or Infographic - 10/14</td>
<td>ePortfolio Schedule Google Hangout/Skype/Phone check in #2 LessonPath playlist steps Accommodation &amp; Modification Research Project</td>
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<td>Oct 20</td>
<td>Cheshbon Hanefesh - 10/24</td>
<td>Cheshbon Hanefesh ePortfolio Schedule Google Hangout/Skype/Phone check in #2 LessonPath playlist steps Accommodation &amp; Modification Research Project Case Study #2</td>
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<td>Oct 27</td>
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<td>Nov. 3</td>
<td>Cheshbon Hanefesh - 11/7 Accommodation &amp; Modification Research Project - 11/5</td>
<td>Cheshbon Hanefesh ePortfolio LessonPath playlist steps Accommodation &amp; Modification Research Project Case Study #2</td>
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<td>Dec. 1</td>
<td>Storyboard - 12/4 Cheshbon Hanefesh - 12/5</td>
<td>Cheshbon Hanefesh ePortfolio LessonPath playlist steps Educational</td>
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<td>Technology Storyboard SAMR &amp; TPACK Assignment Research Project on EdTech</td>
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<td>Dec. 8</td>
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<td>Assignment Research Project on EdTech</td>
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<td>Dec. 15</td>
<td>Research Project on EdTech - 12/19</td>
<td>ePortfolio LessonPath playlist steps Research Project on EdTech</td>
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**Course Accommodations for Disabilities:**

*Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at [http://hebrewcollege.edu/sites/default/files/student_handbook.pdf](http://hebrewcollege.edu/sites/default/files/student_handbook.pdf).*

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.