Shoolman Graduate School of Jewish Education
CG-EDUC-585: Case Studies in Special Education, Accommodations & Modifications, and EdTech
Mr. Ariel Margolis
Fall 2014-15

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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 in curricula as well as a review of landmark case studies that have impacted the special education, the general education, and Jewish education worlds. 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?
- How has Special Education evolved through historic cases?
- 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.” (Albert Einstein had a math disability). 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. Research and present on landmark case studies that have shaped Special Education, General Education, and Jewish Education into what it is today in 2014.
2. Discover, comprehend, and apply curricular accommodation strategies (i.e., tools, skills, resources).
3. Understand the key difference between an accommodation and a modification
4. Discover, utilize, and design accommodation strategies using technology tools
5. Network with edtech designers
6. Enhance and practice the reflective process
7. Develop skills for student-driven collaborative and independent learning
8. Become familiar with various edtech tools and platforms
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. Unit 1 - Special Education Case Studies - 9/8 - 10/08

a) Case Study #1 - You will select, research, and present a case study that impacted Special Education services. You will select a case. Make sure to cover: (1) background information that led up to the case (2) the players (both the students who required the services, what type of services they were seeking, and the group/individual opposing it and the position (3) the case’s outcome and subsequent established legislation and (4) the impact on (a) Special Education (b) General Education and (C) Jewish Education (5) how it is seen. A minimum of 6 sources, which should include scholarly articles in addition to websites, videos, podcasts, etc., (Wikipedia may NOT be a primary source). Format of case study is open. Presentation will consist of posting
the case study on the discussion board for students to comment.
Final Version of Case Study due 10/08.
(Worth 10% of your grade - materials will count 6% and presentation will count 4%)

II. 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 online), 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%)

III. 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.

Final Version due: 12/19
(Worth 20% of your grade - materials will count 12% and presentation will count 8%)

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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| Sept. 8  | 1. Post Intro on discussion board- by 9/12  
2. Review Syllabus - before 9/12  
3. Create ePortfolio - 9/12  
4. Activate LessonPaths Account - 9/12 | Post Intro on discussion board- by 9/12  
Review Syllabus - before 9/12  
Create ePortfolio - 9/12  
Activate LessonPaths Account - 9/12 |
| Sept 15  | Chesbon Hanefesh - 9/19 | Chesbon Hanefesh ePortfolio  
Schedule Google Hangout/Skype/Phone check in #1  
LessonPath playlist steps  
CaseStudy#1 |
| Sept. 22 | | ePortfolio  
LessonPath playlist steps  
CaseStudy#1 |
| Sept. 29 | Chesbon Hanefesh - 10/3 | Chesbon Hanefesh ePortfolio  
LessonPath playlist steps  
CaseStudy#1 |
| Oct. 6   | CaseStudy#1 due - 10/8 | ePortfolio  
LessonPath playlist steps |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Notes</th>
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<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>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</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.