Module 3 Influence Discussion

## Course

Introduction to Special Education

## Location(s)

Module 3: Influence discussion reflective essay/presentation

## Alignments to Specific InTASC Standards

4(q) The teacher recognizes the potential of bias in his/her representation of discipline and seeks to appropriately address problems of bias.

5i-The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

## Assignment Instructions

### Purpose

The purpose of this analysis is to provide learners to place themselves in the context of special education developing positionality in the field. You will critically examine your experience and connect it to the text and completed research. You will review the historical/philosophical influences and consider how to be an equitable changemaker with advancements to the field in mind. The finished product may be completed in a variety of ways.

1. Essay, 5-7 pages, 12-point font, Times New Roman, double-spaced

2. PowerPoint presentation with audio

3. Video documentary

4. Portfolio

5. Any other creative product that demonstrates your experiences and chapter materials.

### Task

Learners will examine their own biases and thoughts in relation to the historical timeline information and changemaker researched. Which changemaker impacted you the most? Why? How did what they accomplished change the field of special education? What passions do you hold when you consider your future students and equitability in their education? How might you consider making changes to the field of education?

### Criteria

Table 1: Assignment Rubric

Modified from this Reflective writing rubric: <https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson963/Rubric.pdf>

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Depth of reflection | 4q, 5i | Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.  | Demonstrate a thoughtful understanding of the writing prompt and the subject matter. | Demonstrate a basic understanding of the writing prompt and the subject matter. | Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision. | Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision. |
| Use of textual evidence and historical context |  | Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between resources. | Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between resources. | Use examples from the text to support most claims in your writing with some connections made between resources. | Use incomplete or vaguely developed examples to support claims only partially with no connections made between resources. | No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand. |
| Language Use |  | Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, recognizing any previously held biases, and using varied sentence structure. | Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, recognize self-bias, and the ability to vary sentence structure. | Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose, recognition of self-bias, and some attempt to vary sentence structure. | Use language that is vague or imprecise for the audience or purpose, with little sense of voice, little or no recognition of bias, and a limited awareness of how to vary sentence structure. | Use language that is unsuitable for the audience and purpose, with no recognition of bias, and with little or no awareness of sentence structure. |
| Conventions |  | Demonstrate control of the conventions with no errors. | Demonstrate control of the conventions with 1-2 errors | Demonstrate control of the conventions with 3-4 errors that do not hinder comprehension | Demonstrate limited control of the conventions, exhibiting 5 or more errors that make comprehension difficult | Demonstrate little or no control of the conventions, making comprehension almost impossible. |