M3: What’s Wrong with This Picture

## Course

Special Education

## Location

Module 3

## Alignments

### Course Outcomes

CLO III: Examine the historical and philosophical foundations of special education.

### Module Outcomes

MLO 3.1: Explain how the historical and philosophical development of special education in the United States has informed current laws and practices.

MLO 3.3: Describe ways that historical context and awareness of bias in special education can inform equitable practices.

### Specific InTASC Standards

|  |  |  |
| --- | --- | --- |
| **InTASC** | **Type** | **Specific Standard** |
| 4j | Knowledge | The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines s/he teaches. |
| 9j | Knowledge | The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). |
| 9o | Disposition | The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. |

## Assignment Instructions

### Purpose

Special education teachers to be aware of the laws and policies related to special education. Without awareness, teachers may not be privy to violations when they occur. Having a working knowledge of the laws related to special education allows teachers to knowingly abide by the laws so that the legal and ethical rights of their students are respected. This assignment invites you to apply what you have learned about the laws, policies, and historical events presented in this module to resolve the inequities presented in the scenarios below.

### Task

Your teacher will assign you a partner for this exercise. Independently, you and your partner will review the scenario your instructor assigned to you and consider the inequities represented in the scenario. Independently, write down the inequities within the scenario, identify what laws, policies, or ethical codes are being violated within the scenario, and then describe what an equitable resolution might be. After you and your partner have written down your ideas, share your responses with each other. Lastly, you and your partner will have the opportunity to share your answers with the broader class, where they can also offer feedback or insights. Confer with your partner on any final revisions, and then submit your work to the assignment folder.

### Criteria

You will be evaluated based on the accuracy of the inequities you identify as being represented in the scenario, the selection of the laws to understand the inequities, and the effectiveness of the equitable resolution. For your description, you will:

* Apply relevant laws, policies, or ethical codes to demonstrate equitable practices.
* Identify inequities presented in context within the scenario and the laws/ethical codes violated.
* Construct an equitable learning experience using the information from the scenario.

## Rubric

Table 1: Assignment Rubric

| **Criterion** | **InTASC** | **A(4)** | **B(3)** | **C(2)** | **D(1)** | **F(0)** |
| --- | --- | --- | --- | --- | --- | --- |
| Apply relevant laws, policies, or ethical codes to demonstrate equitable practices. | 4j | Applies relevant laws, policies, or ethical codes to demonstrate equitable practices.; response does not include several examples from the scenario to connect to the laws being applied. | Applies relevant laws, policies, or ethical codes to demonstrate equitable practices. | Applies relevant laws, policies, or ethical codes to demonstrate equitable practices.; response does not include examples from the scenario to connect to the laws being applied. | Incorrectly applies relevant laws, policies, or ethical codes to demonstrate equitable practices. | Does not apply relevant laws, policies, or ethical codes to demonstrate equitable practices. |
| Identify inequities presented in context within the scenario and the laws/ethical codes violated. | 9j | Identifies inequities presented in context within the scenario and the laws/ethical codes violated; response is supported with context from the scenario. | Identifies inequities presented in context within the scenario and the laws/ethical codes violated. | Identifies inequities presented in context within the scenario and the laws/ethical codes violated; response is missing context from the scenario. | Inaccurately identifies inequities presented in context within the scenario and the laws/ethical codes violated. | Does not identify inequities presented in context within the scenario and the laws/ethical codes violated. |
| Construct an equitable learning experience using the information from the scenario. | 9o | Constructs an equitable learning experience using the information from the scenario; all inequities presented in the scenario were addressed. | Constructs an equitable learning experience using the information from the scenario. | Constructs an equitable learning experience using the information from the scenario; some inequities presented in the scenario were unaddressed. | Constructs an inadequate equitable learning experience using the information from the scenario. | Does not construct an equitable learning experience using the information from the scenario. |

## Scenarios

The following scenarios were generated from Microsoft Copilot (2024).

### Scenario 1

Alex, a seventeen-year-old student eleventh grader from New Mexico, is a talented young man with hopes of going on to college. However, he is visually impaired and struggles to access textbooks and class materials at his school. To complete assignments, he often has to either participate in reading groups with his classmates or ask his younger sister to read his textbooks to him. When she is not available, Alex stays after school with his teacher and his teacher reads with him.

What are the inequities here? What laws are in violation, if any? What would you do differently to support this student?

### Scenario 2

Sophia, a fifteen-year-old student ninth grader from Minnesota, is an enthusiastic student with a passion for music. However, Sophia is hearing impaired and, as a result, has not been able to participate in the school’s musical ensembles and clubs. While she excels at piano and cello at home, she does not feel she has been afforded the same opportunities in the context of her school.

What are the inequities here? What laws are in violation, if any? What would you do differently to support this student?

### Scenario 3

Maria, a twelve-year-old sixth grader from Montana, enjoys learning of any kind. Unfortunately, she faces unique challenges due to her ADHD. Her impulsivity occasionally leads to disruptions in class, resulting in her teacher frequently sending her to the principal’s office for minor incidents. Maria notices that her punishment tends to be harsher than the punishment of her non-disabled classmates, making her feel like she doesn’t belong at the school.

What are the inequities here? What laws are in violation, if any? What would you do differently to support this student?

## **Reference**

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)