Synergetic Harmonic Eudemonia Between General Ed and Special Education Teachers
Presentation Three
Annotated Bibliography

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Dieker, L. (2015). *The co-planner: Two professionals + one plan for co-teaching*. Knowledge By
  Design.
  This book helps co-teachers plan collaboratively by providing easy-to-use guides and templates
  that help meet and document state standards, IEP goals progress, along with used interventions
  for RTI meetings.

Donohoo, J. (2017). *Collective efficacy how educators' beliefs impact student learning*. Corwin, a Sage
  Publishing Company.
  Collective efficacy is teachers working together to influence the learning of students. Educators
  with high efficacy show more effort and persistence, willingness to try new teaching approaches,
  and attend more closely to struggling students' needs. This book presents practical strategies and
  tools for increasing student achievement by sharing: a rationale and sources for establishing CE,
  conditions, and leadership practices for CE to flourish, along with professional learning
  structures/protocols.

Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal Design for learning in the classroom: Practical
  applications*. Guilford Press.
  This book explains through examples what the principles of universal design for learning are and
  how to apply them across all subject areas and grade levels. The information provided includes
  ways to develop classroom goals, assessments, materials, and methods that are used to meet the
  needs of all learners. The editors have included specific teaching ideas for reading, writing,
  science, math, history, and the arts, along with detailed examples and troubleshooting tips.

Heumann, J. E., & Warlick, K. R. (2000, August 24). *Questions and answers about provisions in the
  Individuals with Disabilities Education Act amendments of 1997 related to students with
  disabilities and state and district-wide assessments. Memorandum.* ERIC. https://eric.ed.gov/?id
  =ED450521
  This memo from the federal Office of Special Education Programs (OSEP) to state directors of
  special education offers questions and answers related to the inclusion of students with
  disabilities in state and district-wide assessments under the Individuals with Disabilities
  Education Act Amendments of 1997. There are 26 questions and answers that address
  accountability, individualized education program (IEP) processes, parental permission,
  accommodations and modifications, alternate assessments, out-of-level testing, reporting, and
  monitoring. Among specific topics covered are the following: requirements for performance
  goals and indicators, use of assessment results, the role of the IEP team, parental permission
  under various state standards, the definitions of "accommodations" and" modifications," alternate
  assessments for students unable to participate in general assessments, requirements concerning
  the establishment of participation guidelines, requirements of local education agencies
  concerning alternate assessments, difficulties with use of out-of-level tests, required reports on
  assessment, requirements for aggregation and disaggregation of data, and monitoring by OSEP
  of compliance.

Learning Forward Professional Services. (2023, May 11). *Assessing professional learning*. Learning Forward Professional Services. https://services.learningforward.org/services/standards-assessment-inventory/?_ga=2.255553409.882355333.1690140490-1426883929.1690140490&_gl=1%2Ateno4l%2A_ga%2AMTQyNjg4MzkyOS4xNjkwMTQwNDkw%2A_ga_CB53GJWDM1%2AMTY5MDE0MDQ5MC4xLjEuMTY5MDE0MTE3NC4zMC4wLjA.%2A_ga_4MQ7P0JS18%2AMTY5MDE0MDQ4OS4xLjEuMTY5MDE0MTE1MC4wLjAuMA..
This website provides information about the Learning Forward Professional Standards for learning. These 11 standards outline a system for professional learning. The three categories within the framework are rigorous content for each learner, transformational processes, and conditions for success.

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing, an imprint of CAST, Inc. The authors of this book with the first to introduce universal design for learning. This book, the first update since 2002, discusses new research and best practices and includes contributions from CAST's research and implementation teams and many of CAST'S collaborators in the research field.

Murawski, W. W., & Spencer, S. (2011). *Collaborate, communicate, & differentiate! How to increase student learning in today's diverse schools*. Corwin Press.
This book discusses strategies focusing on collaboration in schools and, most importantly, in the classroom. The authors focus on collaboration strategies to improve student success. They discuss inclusive classrooms, the least restrictive environment, collaborative planning and assessment, along with improving student learning through team teaching.

NEA. (2020, June). *The standards for professional learning*. NEA. https://www.nea.org/resource-library/standards-professional-learning#:~:text=The%20standards%20explicitly%20state%20that, students%20perform%20at%20higher%20levels.
This report by the National Education Association provides a brief overview of the professional standards for learning. This report explains that increasing educator effectiveness through quality and effective professional learning will help students to perform at higher levels. The National Education Association assisted in developing the standards for professional learning for educators.

NH Department of Education. (2018, April). *Procedural safeguards*. Department of Education. https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards
The NH Procedural Safeguards Handbook is based on the Individuals with Disabilities Education Act of 2004 and the New Hampshire Standards for the Education of Children with Disabilities adopted March 23, 2017. This handbook has been developed to provide information about parents' and children's rights in the special education process.

Parent Information Center on Special Education. (2020, May 1). *Guide to the NH standards for the education of children with disabilities*. https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-04/pic_guide_ed1100.pdf
This Guide to the NH Standards for the Education of Children with Disabilities includes the text

of Chapter Ed 1100, Standards for the Education of Children with Disabilities that were adopted by the State Board of Education on March 23, 2017, and amended on August 8, 2018 and April 10, 2020. It also includes supplemental text for each reference cited in the NH Standards (formerly referred to as the NH Rules). Supplemental text is included in a textbox following each reference. This Guide is not an official document; it is offered as a resource for parents, educators, and others through a partnership between the NH Department of Education, the Bureau of Special Education, and the Parent Information Center.

Ralabate, P. (2016). *Your UDL lesson planner: The step-by-step guide for teaching all learners*. Brookes Publishing.
This is an easy lesson planner guide to beginning lesson planning with Universal Design for Learning. The author explains each step of the UDL lesson planning process using examples, exercises, and video demonstrations. This guide explains the theory of UDL, what it is and is not.

Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 1–17. https://doi.org/10.1080/13603116.2021.1946725   The social system theory, developed by Niklas Luhmann as well as the theory of constitutionalism, is the lens inclusion is viewed for this article. The authors outline the underlying mechanisms that create inclusion and exclusion in schools at different institutional levels.

Snyder, R. R. (2018). Show Me the Resources: Teachers' Perceptions of Educational Leader Responsibilities. *International Journal of Educational Leadership Preparation*, *13*(1), 1–13. https://doi.org/https://ncpeapublications.org/attachments/article/746/Show%20Me%20the%20Resources-%20%20Teachers%E2%80%99%20Perceptions%20of%20 Educational%20 Leader% 20Responsibilities%20.pdf
This study discusses two sets of teacher interviews addressing the relevance of Bowman and Deal's leadership and organizational frames. Teachers overwhelmingly leaned towards the human resource frame as a pathway for effective communication between education leaders and teachers to enhance student achievement.

Özyildirim, G. (2021). How teachers in elementary schools evaluate their classroom environments: An evaluation of functions of the classroom through an environmental approach. *Journal on Efficiency and Responsibility in Education and Science*, *14*(3), 180–194. https://doi.org/10.7160 /eriesj. 2021.140305
This study explored the educational environment of 12 classrooms from the teachers' point of view. Through a semi-structured interview, 12 teachers were observed and asked questions about their classroom environment. Results reveal that although classrooms showed social, symbolic identity and task instrumentality functions in a limited fashion, teachers were uncertain about how to make the classroom better.