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Dec. 11/25

Re: Stephanie Sadownik

To Whom It May Concern,

It is my pleasure to write a reference letter for Stephanie.

I have Instructed Stephanie in the Special Education AQ Course – Special Education Part 1 for the University of Toronto (OISE) during the 2025 Late Fall Session. During the course I was impressed with all her module task assignments. There were 7 modules (with 24 different discussion board tasks to complete in total) covering all aspects of Special Education (IPRC's, IEP's, Disorders covered were: Behaviour, LD, ASD, MID, DD, Blind, Deaf, Hard of Hearing, Strategies to work with students, parents and colleagues, etc.). Her daily work with her fellow colleagues on the course consisted of completing the 7 modules of work on various topics after doing reading and research on the various concepts being covered. These were completed at the level 4+++.

Along with each assignment she was required to respond to a minimum of 2 colleagues on their posted work. Stephanie always responded to more than 2 colleagues with comments that were also at a level of 4+.

There were four major assignments in the course. The first was to choose 2 of her discussion board postings which she completed exceptionally well. She chose her Language of Disabilities posting in module #1 and her Thinking Like a Designer posting in module #5 as her examples. They both expressed her ability to research information on the topics and explain it both theoretically

as well as based on her professional practice experiences. Additionally, she created a website for her Guidance and Career Education class in module #3 which was amazing. The second assignment was completing an IEP. She was exceptional in finding all the pertinent OSR information to fill out all parts of the IEP. Her programming suggestions for Reading, Writing and Math gave excellent long-term and short-term goals with very creative strategies to achieve them. The parent log showed that she understands the importance of communicating with parents and school team members. Her transition plan gave a great road map for the student to follow to be successful. Her third assignment was a visual music class lesson plan that explained visually the expectations for a student to follow to complete the class. It was very explicit in all ways so that any student with or without exceptionalities could follow it and have a successful class. The fourth assignment was a reflection on her professional practice, which was extremely detailed showing how dedicated she is to meet the needs of all the students in her care. All these assignments were at a level of 4+++.

Based on all the work that Stephanie has completed I have rated her in the top 1% of the class. Stephanie is very creative in all of her assignments. It shows her dedication as a professional and the sincere desire to help and support students. She understands all the legalities of Special Education and knows how to program for many different disorders. I feel that she would be an excellent candidate for any position or program she is seeking to pursue to add to her professional portfolio.

If you need any further information regarding Stephanie's expertise, please feel free to contact me directly at any time.

Yours truly,

Earl Bass

Earl Bass (B.A., B.Ed., Specialist in Special Education)

P. S. - You will find the course outline and expectations below so that you can see the various topics she has worked on and learned about.

OISE 2025 New Course Reference Information

Course Module Description

Module 1: Defining Inclusive Education & Special Education

- Orient to seminal and contemporary literature defining the goals, characteristics, and relationship between Inclusive Education and Special Education, including evidence-based theories, models, and frameworks for professional practice.
- Identify the underlying mission, vision, and values that inform and enable Inclusive Education and Special Education.
- Examine the key components (pillars, levers) of Inclusive Education and Special Education through authentic case scenarios.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

1. Language to Discuss Disabilities – similarities and differences in Canada, UK and US.
2. Jigsaw Exploration of Accessible Education for Students with Disabilities – Expert on one section 4.1 – 9.2 – how it links to your student
3. Compass Points Reflection of what you learned in Module #1 (Excited, Worrisome, Need to Know, Stance or Suggestion for moving forward)

Module 2: Exploring Special Education Systems & Stakeholders

- Orient to seminal and contemporary literature defining professional capabilities and systems capacities to enable and advance Special Education.
- Examine the practical structures and resources that enable Special Education in context through authentic case scenarios.

- Identify school-based and community-based stakeholders, processes, practices, and resources that inform and enable an inclusive approach to Special Education in your professional context.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

1. Explore the resources below to see how other countries and regions try to implement inclusive education
2. Traffic Light Strategy – Regarding IEP Form – Green is comfortable, Yellow generally understands, Red – you have questions about.
3. Choice Board – Learner Profile Sources – Share template for student, or parent communication or data collection or OSR search

Module 3: Inclusive & Special Education for Diverse Student Abilities

- Orient to contemporary literature that identifies the range and diversity of student ability and considerations for professional practice.
- Orient to evidence-based practices, interventions, and resources that support student learning and development through authentic case scenarios.
- Examine and identify culturally relevant strategies for recognizing and responding to diverse student abilities through the instructional program and learning environment.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

1. Neurodiverse students –How do you give them Voice and accommodations
2. Choose an Exceptionality and list 5 accommodations (could be learner profile student)
3. Rubic's Cube – Your social identities one side 2 students on other sides
4. Holistic Pedagogy – whole child approach for special and inclusive education

Module 4: Cultivating Inclusive Learning Environments

- Orient to contemporary literature that identifies evidence-based strategies for cultivating inclusive learning environments where all students belong and can succeed.
- Through authentic case scenarios, examine and reflect on place-based strategies for creating inclusive learning environments that can also facilitate special education programs.
- Identify specific, culturally relevant strategies that will help you create an inclusive learning environment for your students and their families – especially important to ensure successful implementation of special education programs.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

1. Compare your learning Environment to the Video -design of space and socio-cultural elements
2. Your Perfect Learning Environment – visualize your perfect learning environment
3. Professional Applications: Reflecting on Your Current Teaching and Learning Environment is it inclusive and supportive, allows sense of belonging, what changes can you make.
4. Your Perfect Learning Environment (again) – what changes from first vision above

Module 5: Inclusive Instructional & Assessment Practices to enable Special Education

- Orient to contemporary literature that identifies evidence-based teaching & learning approaches and strategies that support student learning, development, achievement, and wellbeing in diverse learning communities.
- Through authentic case scenarios, examine and reflect on instructional and assessment strategies that effectively respond to the range and diversity of student ability and lived experience.
- Align the goals of Inclusive & Special Education with the goals of social and environmental education by identifying and/or developing teaching & learning strategies that leverage authentic assessment, promote deep learning, and prioritize global competencies, learning skills, and work habits.

- Identify *universal* and *targeted* instructional and assessment practices that you will use in your professional context to support learning and development for all students, including those receiving special education programs, to advance educational outcomes for all.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

- 1.Design Thinking – 2 resources for classroom in design thinking
- 2.Your Use of UDL and DI- what do you do now and what else in the future
- 3.The Tiered Approach in Your Professional Context – How is it used in your school
- 4.Applying UDL and DI to Assessment – how does it make it inclusive

Module 6: Leveraging Technology for Inclusive & Special Education

- Orient to contemporary literature that identifies promising applications of technology to support student learning, development, and wellbeing.
- Examine various applications of learning technology to support specific student learning needs and goals through authentic case scenarios.
- Identify specific, culturally relevant opportunities to augment teaching and learning with supportive technologies in your professional context.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

- 1.Five Myths of Assistive Technology- List a few?
- 2.Your Experience with AT- what have you used?
- 3.Your Exploration Assistive Technology – Choose 1 type of AT and explore its functionality
4. AT Choice Board – Vision statement, Personal Action Plan, Feedback Loop

Module 7: Professional Reflection for Inclusive & Special Education

- Review main concepts, big ideas, foundational theories, informing frameworks, evidence-based models, and promising professional practices that advance Inclusive Education & Special Education.

- Examine and identify habits of professional reflection that you will cultivate in your personal practice to advance Inclusive & Special Education in your context.

Discussion Board Tasks to complete and post to discuss with others in the on-line Class

1. Inclusive Design for Learning – importance of affirming student identity
2. Your Professional Reflection – 3 R's Reflection – Repeat, Replace, Remove, 3-2-1 Strategy – 3 to try, 2 AT you would like to use, 1 change or Connect-Extend-Challenge Chart – what you know, what challenge you and what puzzle you

Course Assignments

Professional Performance Tasks

Methods of assessment and evaluation in this course include:

- **Professional Participation, Dialogue, and Reflection (Ongoing – 25%)**

Each Module contains a variety of 'Professional Application' exercises that will support you to connect and apply Module learning to your own professional context and practice. These formative learning tasks are designed to facilitate professional reflection, dialogue, and inquiry that will enable and contribute to the successful completion of your summative performance tasks (i.e., Assignments). Your consistent engagement in these tasks will also provide opportunities for peer review and feedback to support the iteration and refinement of your Professional Practice Solutions (i.e., summative performance tasks or Assignments).

Your participation and engagement in these sites of professional exchange are critical for your successful completion of summative performance tasks. You may select two records of your professional engagement in this course to submit for formal assessment. Be sure these records demonstrate both your contribution to our learning community, as well as insights you have gained from course colleagues that have informed your professional practice and/or course assignments in a profound way.

- Submit your first record between Module 1-4
- Submit your second record between Module 4-7

- **Professional Practice Solution 1: Learner Profile (25%)**

For this task, you will have an opportunity to apply your learning from this course as well as your own professional experiences to create a Learner Profile for a 'Student of Wonder' that will both inform your whole-class program, as well as inform your targeted environmental, instructional, and assessment strategies for this student in particular.

Your Learner Profile will focus on one anonymized student (*or combine characteristics from multiple anonymized students*) from your previous or current professional context, that has either been formally identified as exceptional or otherwise demonstrates possible exceptionalities or other barriers to learning and achievement.

The Learner Profile should indicate the sources of assessment data that you have used (*or plan to use*) in order to collect, organize, and present the following information:

- Important aspects of identity and significant lived experiences
- Academic strengths, interests, and aspirations
- Academic opportunities and areas of growth
- Social-emotional strengths and areas of growth
- Family and community-based assets that can be leveraged
- Opportunities for professional collaboration in the school to support this student
- Significant learning and development milestones and transitions (i.e., within and across grade levels, divisions, schools, etc.)
- Universal (whole-class) environmental, instructional, and assessment strategies to support effective inclusion of this student in your classroom and program
- Targeted (unique, specific) environmental, instructional, and assessment strategies, interventions, resources, and/or aids that respond to and support the specific strengths and needs of this student. Please ensure you are identifying any Accommodations that stand apart from your whole-class strategies, and if the student has been formally identified, please also include relevant Modifications, Transitions, and/or Alternative Program expectations.
 - *Note: For teachers in the elementary panel, consider focusing on strategies for Literacy & Numeracy given their cross-discipline application. For teachers in the secondary panel, focus on relevant strategies for your teaching subject(s).*

Please note, throughout the upcoming tasks ([Instructional & Assessment Plan](#); [Classroom Practice Analysis](#)), your Learner Profile will be an important source of data.

Learning Outcomes

Through this task, you are working toward the following course learning outcomes:

- Identify school-based and community-based stakeholders, processes, and resources that facilitate the implementation of Inclusive & Special Education in diverse professional contexts.
- Develop instructional strategies and practices that respond effectively to the diversity of student abilities, ensuring a supportive and inclusive learning environment.
- Identify evidence-based, contextually relevant strategies to cultivate inclusive learning environments for students and their families.
- Apply the principles of UDL & DI and identify targeted instructional and assessment practices that support student learning, development, and well-being.
- Identify and integrate technology to augment teaching and learning, targeting diverse student needs within an inclusive educational setting.

Deliverables

You may approach this task in one of two ways, identified below.

- **Option 1: Customized Learner Profile** – You may construct your own template for the Learner Profile to ensure that the data presented is most informative and useful for your program planning purposes. You may consider referring to the Student Profile template in [Learning for All](#)Links to an external site. (p. 61).
- **Option 2: Standard Individual Education Plan** – You may create or revise an existing IEP (*if you have access to one*) to ensure it includes all of the pertinent information described above. The standard IEP template is available in the [Special Education Policy & Resource Guide](#)Links to an external site. (p. E66) and sample IEPs are available [here](#)Links to an external site. with additional information and resources available [here](#)Links to an external site..

- **Professional Practice Solution 2: Instructional & Assessment Plan (25%)**

For this task, you will have an opportunity to apply ***inclusive*** teaching and learning strategies for your whole-class program (*think: UDL & DI*) as well as targeted or '***special***' ***educational strategies*** in the design of an Instructional & Assessment Plan. This might take the form of a **Unit Plan** or a **Lesson Plan** where you will identify relevant features of the whole-class experience, as well as aspects of the experience that have been tailored to the specific needs of an exceptional student or 'student of wonder'. This student is either formally identified with an IEP (*think: Accommodations, Modifications, Transition Plans, and/or Alternative Programs*) or is otherwise supported by targeted strategies, interventions, and resources by way of a Learner Profile (*recall your first [task](#)*).

In a format of your choice, your Plan should identify the following:

- Curriculum expectations and learning goals
- In-focus learning skills & work habits
- Social-emotional learning goals
- Important transitions
- Formative assessment strategies and tools
- Summative assessment strategies and tools
- Learning sequence, themes, and topics
- Teaching & learning materials, tools, and resources (including professional collaboration and community assets)
- Targeted strategies and resources for the exceptional student or 'student of wonder'

Learning Outcomes

Through this task, you are working toward the following course learning outcomes:

- Identify school-based and community-based stakeholders, processes, and resources that facilitate the implementation of Inclusive & Special Education in diverse professional contexts.
- Develop instructional strategies and practices that respond effectively to the diversity of student abilities, ensuring a supportive and inclusive learning environment.

- Identify evidence-based, contextually relevant strategies to cultivate inclusive learning environments for students and their families.
- Apply the principles of UDL & DI and identify targeted instructional and assessment practices that support student learning, development, and well-being.
- Identify and integrate technology to augment teaching and learning, targeting diverse student needs within an inclusive educational setting.
- **Professional Reflection: Classroom Practice Analysis (25%)**

For this task, you have an opportunity to consolidate course learning and engage in reflective practice. You may choose to use the [Six Threads of Inclusive Design](#) as a framework to support your analysis and/or as a frame to organize your reflections. This task is an opportunity to reflect upon and analyze your current classroom practices and identify specific opportunities for improvement which may lead you to identify specific professional learning and development goals.

In a format of your choice, your Classroom Practice Analysis will identify key areas of strength in your practice and key areas of growth in your practice based on evidence from your classroom (or your professional experiences) which may provide insight into one or more of the areas below:

- **Personal Beliefs and Assumptions:**
 - Perceptions of Special Education & Student Ability
 - Challenging Implicit Biases
 - Maintaining High Expectations
 - Deficit-based vs. Asset-based Mindset
- **Learner Development & Pedagogical Approaches:**
 - Responding to learner identities, lived experiences, abilities, strengths, interests, and needs/growth areas
 - Supporting the Learning & Development trajectory and key transitions
 - Global Competencies and/or Learning Skills & Work Habits
 - Culturally Relevant & Responsive Practice

- Student Voice & Choice
- Collaborative Learning, Place-Based Learning, Inquiry-Based Learning, Project-Based Learning, Land-Based Learning, etc.
- **Practical Teaching & Learning Strategies:**
 - Instructional strategies, materials, tools, and resources
 - Assessment strategies, materials, tools, and resources
 - Family, community, and professional collaboration
- **Conditions of the Teaching & Learning Environment:**
 - Physical and Material Characteristics of the Learning Environment
 - Student Representation & Sense of Belonging
 - Social-Emotional Learning, Safety, and Wellbeing
 - Family, community, and professional collaboration

Learning Outcomes

Through this task, you are working toward the following course learning outcomes:

- Define the goals, characteristics, and theoretical foundations of Inclusive & Special Education based on seminal and contemporary literature.
- Analyze and apply key components, pillars, and levers of Inclusive & Special Education across various contexts using authentic case scenarios.
- Identify school-based and community-based stakeholders, processes, and resources that facilitate the implementation of Inclusive & Special Education in diverse professional contexts.
- Develop instructional strategies and practices that respond effectively to the diversity of student abilities, ensuring a supportive and inclusive learning environment.
- Identify evidence-based, contextually relevant strategies to cultivate inclusive learning environments for students and their families.
- Apply the principles of UDL & DI and identify targeted instructional and assessment practices that support student learning, development, and well-being.

- Identify and integrate technology to augment teaching and learning, targeting diverse student needs within an inclusive educational setting.
- Engage in professional reflection to continuously improve practices and advance the principles of Inclusive Education in various educational contexts.