

EDS 331 Individualized Instruction in the Content Areas for Students with Exceptionalities

Eastern Mennonite University

EDS 331

Semester: Spring 2013

Classroom: CC 201

Office Hours: by appt due to my supervision of EMU students out in the public schools

Professor: Lori Leaman

Office: CC212

Phone: 432-4145

Times*: Wednesday, 8:00-9:45 am

Friday, 8:00-9:45 a.m.

*Exceptions to this time frame are noted on Course Schedule, and may be adjusted as necessary.

Course Description:

EDS 331 is part of an integrated block of courses for students preparing to be special education teachers. The Special Education Block includes:

EDS 331: Individualized Instruction in the Content Areas for Students with Exceptionalities

EDS 332: Adapting Curriculum for Students with Exceptionalities

EDS 333: Medical Issues and Assistive Technology for Individuals with Exceptional Needs

EDS 331 presents specialized curriculum and methods in the content areas, for teaching children with exceptionalities who access the general curriculum. EDS 331 emphasizes the prescriptive creation of developmentally and disability appropriate curriculum in reading, language arts, math, science, social studies and integrated arts. Students will develop curriculum and lesson plans for case studies presented to meet academic and behavioral needs. As part of the total Block plan, a 30+-hour field/clinical experience in EDS 331 requires students to assist general and special education teachers in planning and adapting instruction, materials, and curriculum for children with exceptionalities who access the general curriculum. Participation in the field experience is dependent upon successful completion of the class-based course requirements and upon satisfactory demonstration of the dispositions necessary for working in a professional manner with elementary school children. Prerequisite: EDS 301 and a cumulative GPA of a 2.5. (2 sh content; 1 sh practicum).

Admission to Student Teaching “Fair Notice Statement”: The score on the field lessons taught in the practicum for EDS331 and EDS 332 will be used as one data set in the decision to admit you to student teaching.

The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Section E “Professionalism” on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of “acceptable” on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a “not acceptable” on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Course Outcomes:

The student will evidence:

1. Knowledge of the foundation, and professional practice, for educating students with disabilities, including (CEC Standards 1,9):
 - a. An understanding of the relationship of special education to the organization and function of educational agencies (CC1K3)
 - b. an understanding of ethical issues and the practice of accepted standards of professional behavior (CEC9S1,2,3,5-11; CC9K3, 4)
2. Demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum, including (CEC Standards 2,3):
 - a. academic, behavioral, and social characteristics of students with disabilities (CC2K2)
 - b. impact of the learner’s academic needs, social abilities, and attitudes/interests on instruction and the individual’s life (CC3K1,2)
 - c. characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family (CC2K3)
 - d. impact of teacher role modeling on the learning/behavior of the student (CC9K2).
3. Demonstrate an understanding and application of service delivery, curriculum, and instruction of students with disabilities, including (CEC 4, 5,6, 7,8):
 - a. the scope and sequence and standards of learning of the general education curriculum (CC7K2,3).
 - b. classroom organization and curriculum development that is based on student data and needs, addresses individual learning needs, and values diversity (CC5K2,3; CC5S12; CC7K1; CC7S12; CC5S6)
 - c. procedures to develop, provide, and evaluate instruction consistent with their nondisabled peers (CC4S1,2,3; CC7S1,3,5-13).
 - d. introduction of social and communication skills, behavioral development and change (CC5K5,6; CC5S5; CC6S1; CC7S4; CC5S2,10)
 - e. Procedures to promote the potential capacity of individual students to meet high academic, behavioral, and social expectations.
 - f. Integration of academic instruction, affective education, and behavior management for individual students or groups of students to prevent inappropriate behavior.
 - g. The teacher candidate will be able to incorporate Virginia’s Standards of Learning (SOLs) into their planning and teaching.

4. Make decisions about student progress, instruction, program, accommodations, and teaching methodology for students accessing the general curriculum through the use of assessment and evaluation (CEC 4, 5,6, 7,8):
 - a. Utilize data collection techniques such as task analysis, observation, and other curriculum based measures to make decisions about student progress (CEC 8)
 - b. Demonstrate knowledge of curriculum and instructional procedures including principles of learning, the application of discipline-specific methodology, the selection and use of appropriate materials including technology, and the evaluation of pupil performance (CC4S1,2,3,5,6;CC5S6; CC7S5,6,10,11; CC8S1)
 - c. Demonstrate knowledge of the complex nature of numeracy acquisition and the sequential nature of mathematics in special and general education;
 - d. Teach skills and remediate deficits in academic areas at the elementary level.
 - e. Provide explicit instruction of reading and math at appropriate developmental/grade level in a systematic and cumulative manner.
 - f. Identify and apply alternative ways to teach content material at the elementary level, including curriculum adaptation and curriculum modifications and methods such as systematic instruction, multisensory approaches, and concrete manipulatives.
 - i. design alternate ways to teach content material and select specialized instructional materials appropriate to the needs of students with disabilities.
 - ii. Teach skills and remediate deficits in academic areas at the elementary level.
 - iii. Provide explicit instruction of reading and math at appropriate developmental/grade level in a systematic and cumulative manner.
 - iv. Demonstrate introductory understanding of how to evaluate instruction and monitor progress of individuals with exceptional needs (CC8S7-10).
 - v. Knowledge of the impact of language development on the academic and non-academic learning of individuals with learning disabilities (CEC 6).
5. Demonstrate the ability to prepare students, and to work collaboratively with their families and school personnel, in promoting successful student transitions throughout the educational experience (CEC Standards 4,5,7, 10). (Areas to be addressed include an understanding of long-term planning, career development, life skills, social skills, community experiences and resources, self-advocacy and self-determination.) (CC2K4;CC4S5,6;CC5K5; CC5S2,4,8,9; CC7S7,8, 14; CC10K1; CC10S6).
6. Organize a learning environment that supports positive intra- and inter-cultural experiences and that provides for the impact of cultural and linguistic differences in a way that enhances learning (CCC5S13,14; CC6K1,2,3).

Required Texts:

Bley, N.S. & Thornton, C.A. (2001). *Teaching mathematics to students with learning disabilities* (4th ed.). Austin, TX: PROED. **KEEP this text for EDS 351 Fall 2012.**

Bos, C. S. & Vaughn, S. (2009). *Strategies for teaching students with learning and behavior problems* (8th ed.). Boston: Allyn and Bacon.

Closed Reserve, Blackboard, & Database Readings:

- Banda, D., & Therrien, W. (2008). A teacher's guide to meta-analysis. *Teaching Exceptional Children*, 41(2), 66-70. URL retrieval from EMU database:
<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=35048342&site=ehost-live&scope=site>
- Coyne, M. D., Kame'enui, E., & Carnine, D. (2007). *Effective teaching strategies that accommodate diverse learners*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- deBettencourt, L., & Howard, L. (2007). Writing unit and lesson plans. In L. deBettencourt & L. Howard (Eds.), *The effective special education teacher: A practical guide for success* (pp. 87- 107). Upper Saddle River, NJ: Pearson.
- Denton, C., Fletcher, J., Anthony, J., & Francis, D. (2006, Sep/Oct). An evaluation of intensive intervention for students with persistent reading difficulties. *Journal of Learning Disabilities*, 39 (5), 447-452. URL retrieval from EMU database:
<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=22065549&site=ehost-live&scope=site>
- Fuchs, L., Fuchs, D., Powell, S., Seethaler, P., Cirino, P., & Fletcher, J. (2008). Intensive intervention for students with mathematics disabilities: Seven principles of effective practice. *Learning Disabilities Quarterly*, 31(2), 79-92. URL retrieval from EMU database:
<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=32109181&site=ehost-live&scope=site>
- Jung, L., Gomez, C., Baird, S., & Keramidas, C. L. G. (2008, Sept/Oct). Designing intervention plans: Bridging the gap between individualized education programs and implementation. *Teaching Exceptional Children*, 41(1), 26-33. URL retrieval from EMU database:
<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=34310926&site=ehost-live&scope=site>
- Mastropieri, M. & Scruggs, T. (2004). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Merrill.
- Miller, S., Stringfellow, J., Kaffar, B., Ferreira, D., & Mancl, D. (2011, December). Developing computation competence among students who struggle with mathematics. *Teaching Exceptional Children*, 44 (2), 38-46.
- Reisberg, L. (1998, May). Facilitating inclusion with integrated curriculum: A multidisciplinary approach. *Intervention in School and Clinic*, 33 (5), 272-277. Persistent link is:
<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=548116&site=ehost-live&scope=site> Although this is an older article, the framework for developing a curriculum matrix is concisely described.
- Rose, T., & Zirkel, T. (2007). Orton-Gillingham methodology for students with reading disabilities. *The Journal of Special Education*, 41(3), 171-185. Persistent link is:

<https://inserv1.emu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=27014855&site=ehost-live&scope=site>

Stockhall, N. (2011, December). Cooperative groups: Engaging elementary students with pragmatic language impairments. *Teaching Exceptional Children* 44(2), 18-25.

Virginia Department of Education. (2007). *Responsive instruction: Refining our work of teaching all children*. Richmond, VA: Author. Retrieved December 20, 2007, from http://www.doe.virginia.gov/VDOE/studentsrvcs/rti_guidance_document.pdf

Other readings will be assigned as needed.

Academic Integrity Policy (AIP): Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2010-11 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty. Students will be asked to meet with the instructor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan and/or the Education Department's Student Growth Plan.

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills.

To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

Writing Standards:

Students are expected to follow EMU writing standards. This includes the use of American Psychological Association style of writing (APA).

COURSE REQUIREMENTS:

Along with attendance, class participation and assigned readings, there are several large assignments, several smaller assignments, role play assignments, teaching a lesson, and a community-based project with Waterman Elementary School. Each of these contributes to a your final grade. The assignments are designed both to enhance and assess your understanding of the course outcomes. Reading assignments are to be completed prior to the first class meeting of the week for which they are assigned. Projects (class or field) are due at the start of class on the day they are assigned; please submit assignments in **hard copy** unless notified otherwise.

Please note that none of these assignments can be completed successfully by simply expressing one's opinion or by sharing only one's experience. Because an essential component of professional behavior is to draw from the **profession's knowledge base**, students will be expected to work from a **scholarly literature base** when they prepare their responses for class activities/assignments.

In-Class Course Requirements (January 9- March 11; April 2-5, 2013):

1. **Professionalism:** Students are expected to attend all classes except in cases of emergency or department-approved activities. Class attendance and participation constitute a portion of the final grade, and *contribute to permission to participate in the field experience*. Students should notify the instructor prior to an absence from class. Students are expected to arrive 3 minutes prior to the start of class and to complete assignments according to the schedule in the syllabus. Please consider finding a partner to collect notes and handouts if you miss a class. This course is designed to create a highly collaborative and professional atmosphere. *Cell phones, i-phones, etc. are not to be used in class; please turn such devices off prior to class. If you are a parent, please turn your cell to vibrate, so that emergency messages regarding your child may be received without disruption to the course.*
Note: *At the beginning of February, before you enter your practicum, please change your voice message on your phone so that the wording is simple, professional, and contains no music.*
2. **Assignments & Class Participation (16 pts):** Students are expected to attend all class sessions and to complete all reading/writing assignments and demonstrate thoughtful reflection in written and oral work. You each have so much to contribute. All assignments are to be typed unless indicated otherwise, and should meet the EMU Writing Standards, following APA requirements. Written assignments not following these guidelines for professionalism will be handed back to the student for revision.

Students will be required to complete in-class assignments such as quizzes or "quick writes", lesson planning for content instruction, self-evaluations, task analysis, and other project/participation activities. Communication is a vital part of teaching and learning; students are expected to **regularly check Moodle and their EMU email accounts** throughout the course and the field experience.

Late policy: Please note that *ten percent* will be deducted for every day that an assignment is late.

3. Integrated Curriculum Matrix (24 pts): Students will design an integrated curriculum matrix based on a social studies theme. The matrix will include activities for social studies, science, math, reading, language arts, computer applications, life skills and the arts. Activities should address diverse learning styles and exceptionalities. Procedural guidelines will be distributed in class, along with the rubric that will be used to grade the matrix. DUE: January 25..
4. Math/Science Box (64 pts): Students will construct a "Math/Science Activity Box" to be used in working with individuals and small groups of students with exceptionalities at the elementary level who access the general curriculum. The purpose of the assignment is to learn to modify/adapt materials to directly "mediate" the abstract math and science concepts for the student with exceptionalities, in a self-directed learning activity. A total of 6 activities will be created. Math activities must include 4 skills from the following math strands: numeration, computation, measurement, problem solving, consumer/functional, and computer application skills. The 4 math activities should largely address specific areas of math identified by Bley and Thornton, that are especially problematic for many students with mild disabilities. The 2 science activities should address specific areas of the engage-explore-explain-elaborate-evaluate (5-E) framework that are problematic for many students with mild disabilities. SOLs must be noted, as well as adaptations.
Feb 13: 2 items due for review by peers
Feb 22: Revision of first 2 items, plus 2 more items due (Two of the items must be Math and 2 of the items must be Science). Items will be peer reviewed. **(NOTE: Students are strongly encouraged to complete all 8 items by March 1).**
March 11: all 6 items due to Lori by 8am.
March 11: Presentation of items to class, with reflection.
5. Teaching Role Plays (Includes Teaching 2 Lessons (36 pts); Student Role Plays (9 pts); Critiques (9 pts). Each EMU student will teach a mini Science or Social Studies, and a Math lesson. Each EMU student will also role play "a student with an exceptionality" during each role-played lessons. Each EMU student will also role play "a colleague" who will provide a critique of the lesson following the teaching. The lesson plan, student role-play preparation, and critique must each be grounded in the literature research-base. (Feb 1; Feb 15)
6. Math Family Fun Night: Described in detail on page 8 of syllabus. Submit a lesson plan for the Family Fun Night by February 25th. Date of EVENT: March 19 (5:30-7:45)
7. Dispositions and CEC Professional Standards Evaluations: Each student will complete a pre- and post self-evaluation using two instruments: EMU's Teacher Education Dispositions Evaluation and the CEC Professional Standards Evaluation.

Course Requirements DUE during Field School Experience (February 18, March 12-April 19):

1. Field Experience: Students will be placed in the field March 12-April 19, only if they have achieved satisfactory progress in the seat-based portion of the course and demonstrated professional dispositions that will not interfere with professional performance in the field. Students are asked to **email the cooperating teacher between the dates of February 8-11 to confirm the “early” field date of Feb 18th**. Please confirm that the teacher will be able to find a bit of time on February 18th with you to go over the expectations for the field placement requirement; if the teacher will not have time to set aside on Feb 18th, make arrangements to meet after school, prior to March 1st. Students must complete the required 60 hours of practicum placement to achieve a passing grade in EDS 331/332.
2. Math Unit & Teaching a Lesson (114 points):
Components: (a) 5-day math unit that has 5 consecutive math lesson plans (60 pts); (b) teaching one of the lessons (54 points—includes the reflection points); (c) Writing a reflection about your teaching experience.
Design a math unit (with a minimum of 5 lessons) and **teach** one of these math lessons (30 minutes) to an individual or small group of students during the field experience, **prior to April 16th**. The lesson will be observed and evaluated by the course instructor. The unit will be designed around a skill or concept relevant to the students’ program. Each student will write a reflection after teaching the lesson. Guidelines/rubric will be distributed in class. **Students are to sign up on Lori’s door, to indicate which date they will teach the lesson on.**
The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information. **DUE: Teach** the lesson and turn in the lesson plan to Lori, **by April 12^h**. (Recommended teaching dates: between March 21-April 12). **Entire 5-day Math Unit, and the written reflection** about your teaching is **DUE by April 16, 5pm**.
3. Math Family Fun Night: (42 pts) Students will each plan, *and implement*, a math game/activity booth for a "Family Fun Night" with Waterman Elementary School. The activity must include your plan for “inviting students/parents” to your booth, your written/oral activity instructions, an activity that incorporates a variety of math skills (i.e. numbers, operations, measurement, geometry, problem solving/application) and is applicable across grade level SOLs, allows for “differentiated instruction”, and a take-home follow-up activity to be completed by families at home. Consideration of adaptations for diversity of culture/language/learning styles should be evident. You will implement these activities as part of Waterman Elementary School’s Family Fun Night and will **submit the lesson plan for approval on February 25**. Family Fun Night is held on March 19 (5:30-

7:45pm). Dave King, AD, leads the hosting of this event—more details to follow.
REFLECTION due March 21.

3. Evaluation from your cooperating teacher is due by April 18th. You should meet with your teacher to go over the evaluation. Both of you MUST sign it!
Hours log is due to Lori on April 18th.

5. Journaling (54 pts):

Students will complete **3 out of the 4** following reflection journals (2 pages each, double-spaced, 12-point, typed) based on observations and experiences within their field placement. Responses should be typed and as in-depth and complete as possible. All statements must be supported by: (a) a description/evidence of what you see occurring in the classroom, and (b) contain formal reference (APA notation) to *educational research*.

Due Dates: March 18, April 9, April 16

The following questions should be addressed in the reflections:

Entry #1: Direct Instruction & Task Analysis

What **methods** are used to teach the curriculum? Evaluate them. Be sure to speak to science, math & social studies areas taught in the classroom and to your specific disability area.

- a. **Why** do you think these are used?
- b. What **types of direct instruction** are evident in the classroom? How do they assist the student(s) in “working around or working through” his/her weaknesses? Explain the effectiveness.
- c. What evidence do you see that a **task analysis** is used to design the instruction. If you are not sure that this is being done, suggest a recent example in which it might have been more effective if a task analysis had been done to design the instruction. Explain.

Entry # 2: Mediated Learning, Scaffolding, Modeling, Guided Practice

- (1.) Describe, and then **evaluate**, the curriculum that is being used/taught within the classroom. How does it relate to the VA SOLs and the individual’s IEP? Does it meet the specific needs of the student? Why as this material been selected? Explain.
- (2.) What **instructional strategies mediate the learning** of the students? What scaffolding is provided? Why do you think these have been chosen? Comment on their effectiveness, based on the research you have studied.
- (3.) Reflect on **the modeling and guided practice** that is used prior to **independent practice**? Is it effective? Why or why not?

Entry #3: Error Analysis

- (1.) Describe whether or not **error analysis** is used; if it is not used, describe how it could be used effectively.
- (2.) Describe a time in your placement when you have found yourself using error analysis as you worked with a student. Describe very specifically

what you were trying to teach the student, how you discovered the error in his/her thinking, pronunciation, calculation, etc. Describe how you used the process of error analysis to refine your teaching in the moment; what did you try next or do differently? What were the results?

Entry #4: Assessment and How It Is Used

(1.) How are students assessed both **formatively and summatively** in the classroom?

(2.) What **methods of monitoring progress, grading, and reporting** are evidenced in the classroom? Press your teacher for how she grades!

Describe the system you would use in this classroom for reporting student progress to parents. Give a rationale for your choices.

Your journal entries will be evaluated based on the following rubric (13.5 pt each):

Criterion 1: *All questions are addressed* in an exemplary manner.

Criterion 2: *Examples* of what has occurred within the classroom are given to support your responses. Outstanding critical and creative reflection evidenced in the journal entry.

Criterion 3: *Research and/or best practices cited* to support your reflections. For example, a research statistic is cited, or a theory of instruction learned in coursework is given to support your observation/reflection.

Criterion 4: Follows *EMU's guidelines for superior writing*.

EVALUATION PROCEDURES (tentative):

Assignments:	<u>Approx. Points</u>	<u>Due Date:</u>
Attendance/In-Class Assignments	16	Each class period
Integrated Curriculum Matrix	24	Jan 25
Teaching Role Plays	36	Feb 1; Feb 15
Student Role Plays (4)	10	Feb 1; Feb 15
Critiques of Role Plays (4)	10	Feb 1; Feb 15
Math/Science Activity Box	64	First 2 items: Feb 13. 4 items: Feb 22. ALL items: try for March 1 but due by March 11.
Teaching of Math Plan/Reflection	54	Teach by 4/12.
Math Unit w/5 Lesson Plans; Reflection	60	BY: April 16, 5pm
Reflections (3)	40.5	Due Mar 18, April 9, 16
Reflection (4 th optional to raise base grade)	(13.5)	Due April 16
Cooperating Teacher Eval and Hours Log	PASS/FAIL	Due April 18
Family Math Night	42	Feb 25 lesson plan to LL, and Final project with reflection: March

19 is event; reflection due Mar 21.

EXAM: CEC

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Tentative Apr 23 @ 10:40am

Field Experience: Evaluation by your teacher PASS**

DUE to LORI by 4/18

**A student must achieve a satisfactory evaluation from the cooperating teacher and have excellent attendance in the field experience in order to receive a grade of a C or better in EDS 331/332. Grades of a C- or lower require that the student repeat the course.

Grading Scale:

96-100 A	85-86 B-	67-73 D
94-95 A-	82-84 C+	Below 67 F
91-93 B+	77-81 C	
87-90 B	74-76 C-	

Class Format:

This course will incorporate a variety of instructional approaches including modeling, small group instruction, problem solving and instructional planning through case study analysis, cooperative learning, group reflection and discussion, and field experience.

TENTATIVE COURSE OUTLINE

Wednesday Times: 8-9:45 unless otherwise announced

Friday Time: 8-9:45 unless otherwise announced or noted in this syllabus

Date

Topic

Assignments

Week 1		
Jan 9: 8-9:45	Introduction - Self-evaluation of Course Outcomes, Skills & Knowledge - Code of Ethics (CEC) - Terminology Review & the IEP RTI and Virginia: What will it mean? - Summary of RTI (Fuchs & Fuchs, 2007) - VA document on the new RtI model - Concepts of RtI that influence our teaching Learning Characteristics - ELN learning characteristics: LD, MR, ED, Autism (Form your ELN "Expert" Groups)	Readings Due by today: - Bos Ch. 1 & 3 - Syllabus - RtI (Moodle)
Jan 11: 8-9:45	Learning Needs and Instructional Models "Expert Groups" Presentations - Our own Matrix of Learning Needs: General Instructional Guidelines for Systematic Instruction - Jigsaw Activity: Learning Theories - Universal Design - Create large Grid of "Characteristics of Effective	Readings Due by today: - Bos Ch. 2 - UDL (Moodle) Assignments

	Instruction”: make column for Bos & Vaughn, and one for Coyne.	Due today: 1. CEC Self-Evaluation 2. Expert Group Presentations
Week 2		
Jan 16	Principles of Effective Instruction and Learning Theories - Characteristics of Effective Instruction - Foundational Evaluation - Identification of Target skill/knowledge/behavior - Task Analysis of Target “Mediated” Instruction (modeling, scaffolding, etc.) - Guided Practice - Rehearsal - Independent Practice - Evaluation - Explicit Instruction (Goeke, 2008) Teaching Functional and Transitional Skills - STUDENT led IEPs - Program models - Functional Skills for life - Social/Interpersonal, Leisure Skills, Self-Advocacy - Returning to the idea of Integration	Readings Due by today: - Bos, Ch. 12 - Closed Reserve book, <i>Effective Tch Strategies</i> by Coyne, Ch. 1
THURSDAY!! !! Jan 17	Curricula and Integrated Units - Curriculum Models (e.g., Bloom’s) - SOL and lesson objective exercise - Considerations for Unit development: High Incidence Disabilities <i>Review the spiraling of repeated concepts in the SOLs, in preparation for Math/Sci Box</i> <i>Assign Integrated Curriculum Matrix</i>	Readings Due by today: - Article: Reisberg (Moodle) - Curriculum Benchmarks (Moodle)
Week 3		
Jan 23	Instructional Planning - Lesson planning - Reflective Practice - Assessment and record-keeping <i>Introduce the math box.</i>	Readings Due by today: - Jung & Gomez article (Moodle) - Closed Reserve: Ch. 5 of <i>Effective</i>

		<i>Special Educator by deBettencourt & Howard</i>
Jan 25	Instructional Planning: continued Teaching Content Area Subjects: Science and Social Studies • The “big ideas” in Science and defining the learning “task”: Processes & Concepts • 5 E framework of inquiry (Carin, Bass, Contant) • Mediating the Abstract • Giving guided and independent practice • Monitoring progress/grading	Readings Due by today: • Bos, Ch. 10 ASSIGNMENTS DUE: 1. Integrated Matrix 2. Identify the MATH/SCI BOX SOLs that you intend to use; begin collecting resource materials.
Week 4		
Jan 30	Teaching Content Area Subjects: Science and Social Studies • The “big ideas” in Social Studies and defining the learning “task” • Mediating the abstract • Guided and Independent practice • Monitoring Progress	Read to take pressure off Week 5: • Begin Bley, Ch1 & 2
Feb 1	NOTE: Extended period for our role plays Science and Social Studies Teaching Role Plays And introduction to Scholarly Research.	Readings Due by Today: • Banda & Therrien article. ASSIGNMENT DUE: Teaching Role Plays will occur today. Dress professionally.
Week 5		
Feb 6	Teaching Mathematics • Instructional Approaches • Selecting appropriate materials (the math basal, etc.) • The “big ideas” in Math and defining the learning “task” • Mediating the abstract • Guided and Independent practice • Monitoring Progress and CBM • Number Sense	Readings Due by today: • Bley, Ch 1, 2 • Bos, Ch. 11 • Article: Fuchs & Fuchs.
Feb 8	Teaching Mathematics: • <i>Touch Math</i>®: Guest speaker (8-8:30) • Problem Solving	Readings Due by today: • Bley Ch. 5,6,9

	• Teaching Concepts: Whole Numbers & Rational Numbers • Computation	ASSIGNMENT DUE: EMAIL your cooperating teacher that you will be arriving Feb 18 and then begin the full block on March 12.
Week 6		
Feb 13	Teaching Mathematics • Measurement/Time • Consumer/Life Skills • Study Skills • Assessment • Measurement/Time • Consumer/Life Skills • Study Skills • Assessment • Lori will <i>ASSIGN Math Unit: you will work on choosing the unit, with your teacher, when you visit your school on Feb 18.</i> <i>Peer Critiques of first 2 math/sci box items will occur in class today.</i>	Readings Due by today: • Bley Ch.3, 4 ASSIGNMENT DUE: Bring two math/sci box items to class for a peer critique, using the grading rubric.
Feb 15	Math Instruction (continued) Math Teaching Role Plays	Readings Due by today: • Miller and Stringfellow article (Moodle) ASSIGNMENT DUE: • Math Teaching Role Plays: dress professionally
Week 7		
Feb 18	FIELD SCHOOL VISIT 3 hours	Choose Math Unit with your teacher.
Feb 20	Teaching Reading Instruction • Direct Instruction Model • Selection of appropriate materials • Strategies: Phonological awareness, Alphabetic Principle, Word Recognition, Fluency and	Readings Due today • Bos, Ch. 7 • Article: Rose and

	Comprehension • Assessment • Which approach do I choose?	Zirkel
Feb 22 NOTE: 8:00-11:30	Teaching Reading Skills • A Review of the literature • SRA Reading Mastery • Read Naturally Teaching Language Arts • Instructional approaches (including multisensory) • Selecting materials • Mechanics of written language • Writing process • Handwriting • Spelling strategies/Dolch • Technology application • Assessment •	Readings Due today: • Article: Denton, et. al • Bos, Ch. 8 • Bos, Ch. 9 ASSIGNMENT DUE: First 4 Math Box items, in a BOX, by 5pm in Ed office.
Week 8		•
Feb 25 8:00-9:45 NOTE: MON!	Assessing and Teaching Oral Language • Assessing Content and Form: Early Pragmatics • Oral language difficulties • Oral language instruction Culture and Language Peer Review of Family Fun Night Lesson Plan	Readings Due today: • Bos, Ch. 6 • Stockall article (Moodle) ASSIGNMENT DUE: Draft of Family Fun Night Plan; peer review will occur in class.
March 1	Independent Workday on Math/Sci Boxes (optional)	
Week 9		
March 11	Pulling it all together: MATH/SCI BOX presentations to colleagues (dress professionally as though you were training peers to use these boxes with their students) • Level of functioning of my students • Target areas I will be teaching to these students • Ways I plan to mediate instruction • Ways I plan to monitor progress Ways I plan to be prepared, get to know my students, care about my kids, and care for self. Teaching With the Creative Arts • General Guidelines: Skills/Activities • Visual Arts, Music, Dance, Movement, Drama	ASSIGNMENT S DUE: • Math Box Due, with Presentation. • Pay for a new lanyard for visiting the schools if you have lost/broken yours. • Closed Reserve—<i>Inclusive Classroom</i> by Mastropieri, pp. 484-491 •

FIELD EXPERIENCE		
Feb 18		Identify the Math Unit your teacher will have you create.
March 18 April 9 April 16		3 of the 4 journals are required
March 19 5:30-7:45 pm March 21		Attend/Host Family Fun Night booth Fun Night Reflection due
By April 12		Teach Math lesson
By April 16		Entire Math unit with reflection is DUE April 16
Before April 18	Meet with your teacher to go over her/his evaluation of you prior to April 18. Both of you must SIGN! HOURS Log is also due.	Cooperating Teacher eval of you is due 4/18. May send in sealed envelope. Hours log is due 4/18
April 23, 10:40	331 EXAM	EXAM

EDS 331
Math: Teaching One Lesson

	Proficient Demonstration 4	Competent 3	Meets Expectations 2	Does Not Meet Expectations 1	Score (Weight)
Coherency & Completeness of Lesson	Very cohesive lesson, with all components centered around a concept/skill as identified by the SOL/IEP.	Cohesive lesson with the components centered around a specific skill/concept from the SOLs/IEP.	Linkage between all components, focusing on a broad concept or skill.	Weak linkage between the lesson components.	(__X 1 = __)
Instructional Objectives/Outcome	Clearly states/explains to students the lesson purpose (skill, content, or process); outcomes identify what the student will be able to do after instruction. References the SOL and/or IEP.	States/explains the purpose of the lesson to the students; there is a link between the purpose stated and the outcomes in the lesson plan.	Partially states the lesson purpose (skill, content, or process).	Information is missing, inaccurate or inappropriate	(__X 1 = __)
5b * Student Teaching Admission Rubric: Instructional Objective	3 Competent		2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Instruction	Clear procedures are used that include anticipatory set, activation of prior knowledge, step-by-step procedures for instruction, including verbally mediated modeling of skills and scaffolding of instruction.	Uses an anticipatory set to begin the lesson, followed by instruction that is clear. Attempts to verbally mediate or model the skill to the student.	Partial coverage of procedures including anticipatory set, activation of prior knowledge, step-by-step procedures for instruction, , including verbally mediated modeling of skills	Incomplete procedures; lesson plan does not outline specifically what the teacher will do in the instruction and/or modeling process.	(__X 2.5 = __)
5b * Student Teaching Admission Rubric: Planning for Instruction	3 Competent		2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Differentiated Instruction	Addresses multiple ways of knowing and learning, extends and adjusts instruction appropriately for all students, addresses cultural/linguistic differences, includes appropriate learning/enhancement strategies. Differentiation of the input, processing, and output are all included.	Addresses at least 2 ways of knowing and learning; some differentiation is used. Differentiates at least 2 of the following: input, processing, output.	Addresses limited ways of knowing and learning, extends and adjusts instruction appropriately for some students.	Instruction designed without consideration for individual student learning	(__X 2.5 = __)
5b *	3		2	1	Data is reported to

Student Teaching Admission Rubric: Differentiation	Competent		Emerging	Does not meet expectations	the Teacher Education Admissions Committee
Closure and Assessment	Assessment matches learning objectives and provides a clear evaluation of what the student has mastered and/or provides an analysis of his errors; closure prepares for tomorrow's lesson.	Assessment matches the learning objective. Student teacher attempts to bring closure to the lesson.	Assessment partially matches learning objectives; some closure is brought.	Assessment is incomplete or does not occur. Little closure.	(__X 2 = __)
5b* Student Teaching Admission Rubric: Aligned Assessment	3 Competent		2 Emerging	1 Does not meet expectations	Data is reported to the Teacher Education Admissions Committee
Caring, Professional Presentation	Voice is clearly audible, and initiative is taken during the lesson; caring and professional environment is clearly established.	Voice is clearly audible; caring and professional environment is beginning to appear.	Presentation is clear and lesson is carried out to completion.	Voice is unclear; lack of confidence and ability to complete the lesson.	(__x1=__)
Reflection after Teaching the Lesson	Reflection is clearly linked to learning outcomes of the lesson and effectiveness of instructional strategies/procedures in achieving those outcomes. High personal insight. Meets two page requirement.	Reflection is linked to the learning outcomes of the lesson and general statements of how effective the instruction was. Personal insight is beginning to appear in the reflection; meets 2 page requirement.	Reflection loosely linked to learning outcomes and effectiveness of instructional strategies/procedures	Assessment not linked to learning outcomes or instruction/procedures.	(__X 3 = __)
Total					/52

Comments:

* Data marked with an asterisk is reported to the Teacher Education Admissions Committee and considered as part of the data set for Admission to Student Teaching.

Knowledge Base for EDS 331:

Special education is the individually planned, systematically implemented, and carefully evaluated instruction provided to individuals so that they may achieve the greatest possible self-sufficiency and success in present and future environments (Heward, 2000). Special education theory has typically been based on a wide variety of reductionist models. Common to these models is the idea that learning must be broken down into parts and that specific and sequential remediation is needed to alleviate an individual's deficits. Current research, however, recommends adopting a holistic constructivist model in teaching students with learning difficulties, in addition to direct instruction and behavioral practices. In this model, strengths and interests are the focus rather than weaknesses and all are considered as capable learners who create meaning within the context of his/her personal experiences and knowledge.

Through an understanding of the diverse cultural, learning, and ethnic backgrounds and familial experiences students bring to the educational setting, as well as individual performance levels, effective teachers bridge the gap between the familiar and the new and provide instruction which is learner centered, contextual, and focused on active involvement in the teaching learning process (Bos & Vaughn, 2002).

The Council for Exceptional Children believes that essential competencies for the beginning special education teacher include understanding characteristics of individuals with exceptionalities, selecting, adapting and using instructional strategies and materials to meet individual needs, modifying the learning environment to manage inappropriate behaviors, and using collaborative strategies with students, parents, school and community personnel to foster meaningful relationships and integration of the student into various learning environments (CEC, 2007). This course includes field experiences, case studies, small group instruction, simulations and role-playing to provide opportunities for the acquisition of the knowledge and skills necessary for effectively teaching students with learning, emotional, and cognitive disabilities in both general and special education settings.

Resources:

- Baca, L. & Cervantes, H. (2004). *The bilingual special education interface*. Upper Saddle River, NJ: Pearson.
- Bauer, A., & Matuszek, K. (2001). Designing and evaluating accommodations and adaptations. In A. M. Bauer [Ed.]. *Adolescents and inclusion: Transforming secondary schools*. Baltimore, MD: P.H. Brookes Pub.
- Beirne, M., Patton, J. R., Kim, S. H. (2006). *Mental Retardation: An introduction to intellectual disabilities* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Bender, W. N. (2008). *Learning disabilities: Characteristics, identification, and teaching strategies* (6th ed.). Boston: Pearson Education, Inc.
- Birsh, J. R. (2005). *Multisensory teaching of basic language skills* (2nd ed.). Baltimore, MD: Brookes.
- Brice, Alejandro E. (2002). *The Hispanic child: speech, language, culture and education*. Boston: Allyn & Bacon.
- Brolin, D. & Loyd, R. (2004). *Career development and transition services: A functional life skills approach*. Upper Saddle River, NJ: Pearson.
- Carnine, D., Silbert, J., Kame'enui, E., & Tarver, S. (2004). *Direct instruction reading*. Upper Saddle River, NJ: Pearson.
- Collins, B. C. (2007). *Moderate and severe disabilities: A foundational approach*. Upper Saddle River, NJ: Pearson Education, Inc.
- Council for Exceptional Children (2003). *What every special educator must know: The standards for the preparation and licensure of special educators*. Reston, VA: CEC. Retrieved January 4, 2005 from http://www.cec.sped.org/bk/catalog2/Red_book_5th_edition.pdf

- deBettencourt, L., & Howard, L. (2007). Writing unit and lesson plans. In L. deBettencourt & L. Howard (Eds.), *The effective special education teacher: A practical guide for success* (pp. 87- 107). Upper Saddle River, NJ: Pearson.
- Drew, C. J. & Hardman, M. L. (2007). *Intellectual disabilities across the lifespan* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Drew, C. J. & Hardman, M. L. (2004). *Mental retardation: A life cycle approach* (8th ed.). Upper Saddle River, NJ: Merrill.
- Fuchs, L., Fuchs, D., Powell, S., Seethaler, P., Cirino, P., & Fletcher, J. (2008). Intensive intervention for students with mathematics disabilities: Seven principles of effective practice. *Learning Disabilities Quarterly*, 31(2), 79-92.
- Goeke, J.L. *Explicit instruction: A framework for meaningful direct teaching*. Columbus, OH: Merrill.
- Hayes-Jacob, H. (1997). *Mapping the big picture: Integrating curriculum and assessment*. Alexandria, VA: ASCD.
- Heflin, L. J. and Alaimo, D. F. (2007). *Students with autism spectrum disorders: Effective instructional practices*. Upper Saddle River, NJ: Pearson Education, Inc.
- Heward, W. L. (2009). *Exceptional children: an introduction to special education* (9th ed.) Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Johns, B., Crowley, E., & Guetzloe, E. (2002). Planning the IEP for students with emotional and behavioral disorders [Electronic version]. *Focus on Exceptional Children*, 34 (9), 1-12.
- Jung, L., Gomez, C., Baird, S., & Keramidas, C. L. G. (2008, Sept/Oct). Designing intervention plans: Bridging the gap between individualized education programs and implementation. *Teaching Exceptional Children*, 41(1), 26-33.
- Kauffman, J. M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Lingo, A.S., Barton-Atwood, S.M., & Jolivet, K. (2011, January/February). Teachers working together: Improving learning outcomes in the inclusive classroom: Practical strategies and examples. *Teaching Exceptional Children*, 43(3), 6-13.
- McLaughlin, M.J. (2000). *Reform for EVERY learner: Teachers' views on standards and students with disabilities*. Alexandria, VA: Center for Policy Research.
- McNamara, B. E. (2007). *Learning disabilities: Bridging the gap between research and classroom practices*. Upper Saddle River, NJ: Pearson Education, Inc.
- Mercer, C. D. and Mercer, A. R. (2001). *Teaching students with learning problems* (6th ed.). Upper Saddle River, New Jersey: Merrill.
- Rief, S. F. (1993). *How to reach and teach ADD/ADHD children: Practical techniques, strategies, and interventions for helping children with attention problems and hyperactivity*. West Nyack, NY: The Center for Applied Research in Education.
- Roberts, P.L., & Kellough, R. D. (1996). *A guide for developing an interdisciplinary thematic unit*. Englewood Cliffs, NJ: Prentice-Hall.

Ryan, J.B., Hughes, E.M., Katsiyannis, A., McDaniel, M., & Sprinkle, C. (2011, January/February). Research-based educational practices for students with autism spectrum disorders. *Teaching Exceptional Children*, 43(3), 56-64.

Smith, S. S. (2006). *Early Childhood Mathematics* (3rd ed.). New York: Allyn and Bacon.

Tucker, B.F., Singleton, A.H., & Weaver, T.L. (2002). *Teaching mathematics to all children: designing and adapting instruction to meet the needs of diverse learners*. Upper Saddle River, NJ: Pearson Education, Inc.

Turnbull, A., Turnbull, R., Erwin, E. & Soodak, L. (2006). *Families, professionals, and exceptionality* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Wehman, Paul & Kregel, John (2004). *Functional curriculum for elementary, middle, & secondary age students with special needs*. Austin, TX: Pro-Ed International Publishers.

Suggested Journals:

Journal of Learning Disabilities
Teaching Exceptional Children
Exceptional Children
Focus on Exceptional Children
Intervention in School and Clinic

Remedial & Special Education
American Journal on Mental Retardation
Mental Retardation
Behavioral Disorders

Lesson Plan Template for EDS 331

EMU Teacher: _____ Date: _____
Grade Level (s) _____ Subject: _____ Class Size: _____
Exceptionality Type/Number of Students: _____

I. OUTCOMES

These are the concepts and skills taught during this lesson (SOLS or IEP goals to be covered).

II. OBJECTIVES

These contain a strong measurable verb, the concepts to be learned, and the "given" or criteria under which the behavior will be measured. Ie. Given a concept map and oral reading/class discussion on mammals from the expository text, Celah will identify characteristics of mammals at 90% accuracy on a graphic organizer.
You may need objectives differentiated for individual students, including a behavioral objective if behavior is a concern at this time.

III. PRE-REQUISITE SKILLS

These are the prior skills needed for the student to be able to master today's objective. Describe ways you will pre-assess these skills before you introduce the new concept.

IV. TASK ANALYSIS OF THE LEARNING OBJECTIVE

*Break the learning objective (knowing/doing) into its sub-steps. **Do NOT break down your lesson plan.** These are the skills that you want them to know or what they will be doing as they accomplish this task. For instance to make a PBJ sandwich, you don't just "make" . . . you first start with getting out*

V. MATERIALS USED FOR INSTRUCTION

Explain in a phrase how these materials will “mediate” the mis-thinking of the student or mediate the above areas of difficulty.

VI. PREPARATION

These are the steps that you will need to take to be prepared to teach this lesson: gathering materials, making materials, organizing materials, communicating with others, scheduling, etc.

VII. PROCEDURES: This is to be the most developed section of the lesson plan.

Identify step-by-step how the lesson will be conducted(number your steps). Include key statements and leveled questions you will ask at key points in the lesson. Provide for differentiated instruction, according to the characteristics of your students.

Suggested instructional components: Activate prior knowledge through a review, provide an attention grabbing introduction, explicitly state purpose of this lesson, instruct in “chunks”, model, guide practice/engagement with scaffolding, give ongoing immediate feedback, provide independent practice and monitor progress, CLOSURE!

VIII. EVALUATION/ASSESSMENT

These are the tools to assess mastery of the learning, based on the objectives you chose today.

CHECKLIST FOR LESSON PLAN TEMPLATES (OPTIONAL)

Check the learning skill areas that: (a.) are essential for this lesson; AND (b.) for which your students might have difficulty. This checklist is to simply help you begin brainstorming about the “brain activity” that you cannot see, but that may interfere with learning.

- ☐ **The skill of identifying and using “relationships” (of content, of ideas, of skills, of thought processes)**
 - ☐ Relating the major and minor ideas of a topic (e.g. 3 branches of government)
 - ☐ Relating ideas one to another (measurement and fractions and decimals)
 - ☐ Relating the cause to the effect in content (the tilt of the earth’s axis and the seasons)
 - ☐ Relating the cause to the effect in behavior (e.g. Volunteering an answer and teacher satisfaction)
 - ☐ Relating a sub skill to an overarching skill (matching the sound of the letters “p”, “a,” “t” to their symbols, and then relating all of the sounds together to “form” the word “pat”)
- ☐ **Abstract/concrete difficulties**
 - ☐ Understanding the passage of “time”
 - ☐ Not being able to relate to the abstract concept of ancient Greece because of not having any experience with it
 - ☐ Understanding an invisible force such as buoyancy or gravity
- ☐ **Organizing information**
- ☐ **Understanding/using symbols**
 - ☐ 2:00 for a symbol of time of day
 - ☐ Using the bar line in a fraction to symbolize “part of the whole”
 - ☐ “A” having 5 sounds (about, map, day, father, the New England pronunciation of “aunt”)
- ☐ **Finding or utilizing the “patterns”, categories, similarities/differences**
 - ☐ Applying vowel sounds when reading words
 - ☐ Seeing the pattern of 10’s in re-grouping
 - ☐ Identifying the pattern of displacement of water (buoyancy principle) as the shape of a boat changes
 - ☐ Identifying patterns of government that are democratic versus monocratic
 - ☐ Identifying homophones and homonyms
- ☐ **Retrieving memorized facts; memorizing new information**
- ☐ **Sequencing the steps; multi-tasking**
 - ☐ The task of reading one word (symbol recognition, matching sound to symbol, combining sounds, saying word, attaching/retrieving meaning to the word you say)
 - ☐ Conducting an investigation
 - ☐ Drawing a diagram
- ☐ **Gaining information from written material**
- ☐ **Producing written product or using other visual/motor tasks**
- ☐ **Difficult vocabulary (big words that are not used in daily language)**
 - ☐ The water cycle (evaporation, condensation, precipitation)
 - ☐ Branches of the government (legislative, judicial, executive)
- ☐ Other difficulties



Undergraduate Teacher Education Field Experience Report

Name_____

EMU Course_____

School_____

Classroom Teacher_____

Grade Level(s) and Subject Area(s)_____

Dates of Attendance_____

Description of Classroom Students

___ Total number of students

Race and Ethnicity

- ___ Hispanic/Latino of any race
- ___ American Indian or Alaska Native
- ___ Asian
- ___ Black or African American
- ___ Native Hawaiian or Other Pacific Islander
- ___ White
- ___ Two or more races
- ___ Unknown

Students with Exceptionalities and/or English Language Learners (identified by the school)

- ___ Attn. Deficit Hyperactivity Disorder (ADHD)
- ___ Autism Spectrum Disorder
- ___ Emotional Disturbance (ED)
- ___ Intellectual Disability (ID)
- ___ Learning Disability (LD)
- ___ Other Health Impairment (OHI)
- ___ Gifted
- ___ English Language Learner/Limited English Proficiency (ELL/LEP)
- ___ Other (specify)_____

Would you recommend using this teacher/school for future placements?

Yes___ No___ Please explain your answer.

Practicum Student Signature

Date

**PROFILE OF PERFORMANCE:
EDS 331-333 SPECIAL EDUCATION BLOCK**

Practicum Student _____ School _____

Classroom Teacher _____ EMU Course _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
CEC 4, 7. Individualizes instruction according to student need.				
CEC 7 Uses task analysis to maximize learning.				
CEC 10 Collaborates for assessing student needs and for planning and instruction.				

D. REFLECTION & EVALUATION–IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				
E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching