Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee *Graduate Council and Teacher Education Council*
FROM (Initiating Department):	**Curriculum & Instruction**
DATE SUBMITTED:	July, 2016

Title	Signature	Date
Department Head: **Dr. Tim Carter**	*[signature]*	7/13/16
Dean: **Dr. Mary Gunter**	*Mary B. Gunter*	7/25/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	8/5/16
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) SPED	Course Number: (e.g., 1003) 5073	Effective Term: ◌ Spring ⦿ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Planning Instruction in an Early Childhood Setting

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
Plan Inst/EC Setting

Will this course be cross-listed with another existing course? If so, list course subject and number.
◌ Yes ⦿ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number. ◌ Yes ⦿ No

Is this course repeatable for additional earned hours? ◌ Yes ⦿ No How many total hours?

Grading: ⦿ Standard Letter ◌ P/F ◌ Other

Mode of Instruction (check appropriate box):

⦿ 01 Lecture ◌ 02 Lecture/Laboratory ◌ 03 Laboratory only

○ 05 Practice Teaching	○ 06 Internship/Practicum	○ 07 Apprenticeship/Externship
○ 08 Independent Study	○ 09 Readings	○ 10 Special Topics
○ 12 Individual Lessons	○ 13 Applied Instruction	○ 16 Studio Course
○ 17 Dissertation	○ 18 Activity Course	○ 19 Seminar ○ 98 Other

Does this course require a fee? ⦿ Yes   ○ No   How Much? [   ]   Select Fee Type

If selected other list fee type: [   ]

☐ Elective   x   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?
Once per year.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**
a. Course subject
b. Course nu mber
c. Catalog course title
d. Catalog d escription
   1. Arkansas C ourse Transfer System (ACTS) course number, if applicable
   2. Cross -listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisi tes
   5. Co -requisites
   6. Descripti on
   7. N otes (e.g., information not in description such as course may be repeated for credit)
   8. Contac t Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general
   education component should show how the course meets one or more of the objectives contained in
   General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. NA

Arkansas Tech University

Course Addition- SPED 5073

Assessment Form

Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? SPED 5073 Planning Instruction in an Early Childhood setting nurtures scholastic development in learning new planning and teaching strategies; encourages professionalism and integrity in understanding the various tools available in working with children with exceptional needs.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
c. Provide up to three student learning outcomes students will achieve after completing this course?(1) Students will demonstrate an understanding of the current issues, theories, laws and policies for the education of young exceptional learners. (2) Demonstrate the importance of technology's role in supporting and enhancing the learning process for young children with exceptional needs. (3)Demonstrate knowledge of a range of planning, teaching assessment, and accommodation strategies for improving the learning outcomes for young children with exceptional needs.
d. What assessment tool or measure will you use to assess student learning? Exams, Blogs, Wikis, Journals
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate the ability to develop an IEP/IFSP. Students will develop a Lesson Plan for children with exceptional needs using the Universal Design for Learning.

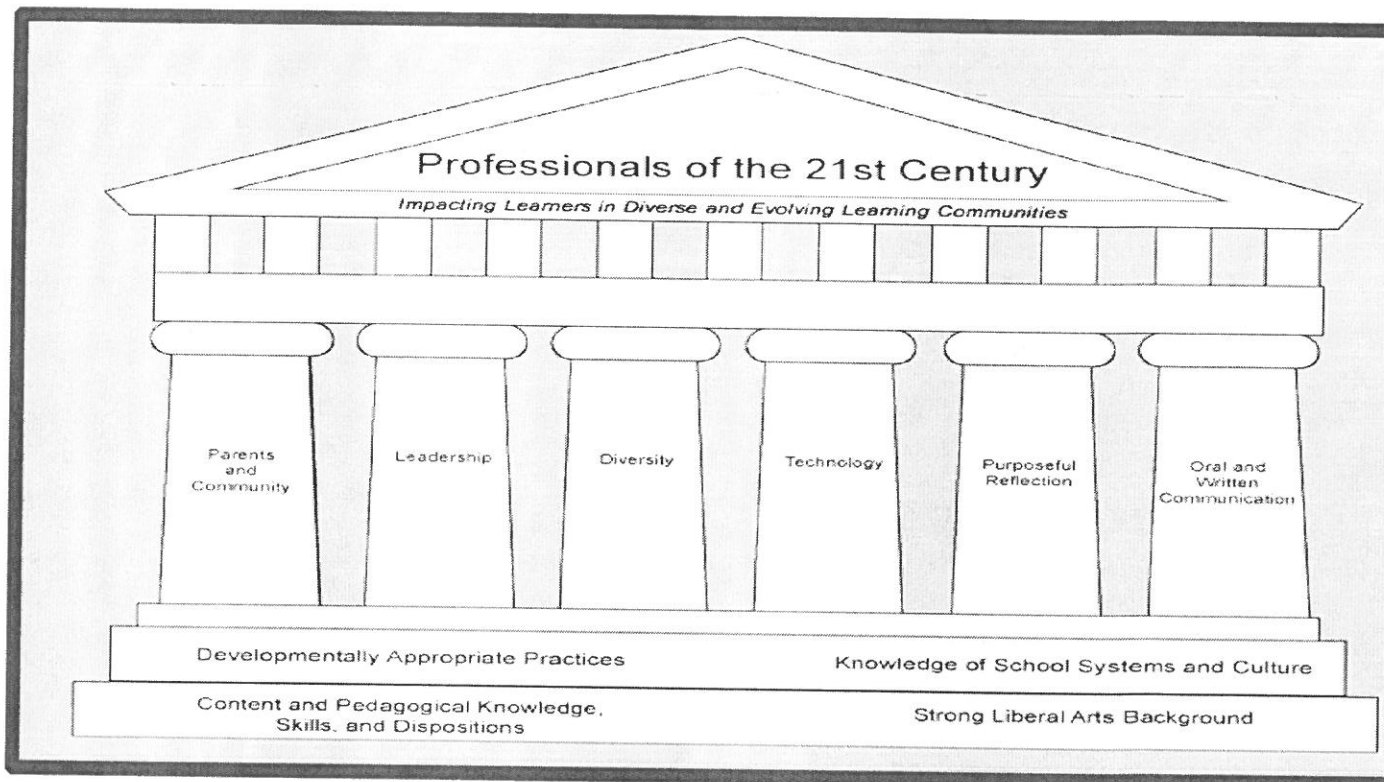|	
	Students will compile a wiki that develops a variety of resources that can be used in supporting students with exceptional needs and their families.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course would be part of a new endorsement program in the Birth-Kindergarten Special Education Program. This is a new area of endorsement offered by the Arkansas Department of Education. In the previous P-4 and 4-12 Special Education program SPED 5023 Planning Instruction P-4 and SPED 5053 Planning Instruction, 4-12 were invaluable to students in planning instruction for students at those endorsement levels. This course would serve the same purpose for Special Education, B-K.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Harding University, University of Central Arkansas have similar courses and programs.

ARKANSAS TECH UNIVERSITY

SPED 5073
Planning Instruction in an Early Childhood Setting (3 credits)

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

| Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication |

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background
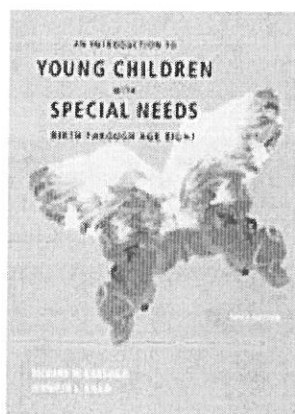
Course Title/Subject/Number: Planning Instruction in an Early Childhood Setting

Course Description: This course is a hands-on course in planning developmentally appropriate instruction for all children with an emphasis on exceptionalities birth to K. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special need collaboration, planning, and implementation.

Course Requirements: As member of this on-line learning community students will engage in a variety of thought-provoking virtual interactions. Students will have the opportunity to share as well as receive ideas and feedback from fellow class members. Their active participation in all course related activities will directly influence not only their success but will also influence the growth and learning of their fellow participants. A field experience is required.

Textbook Required for Course: Gargiulo & Kilgo (2011). *An Introduction to Young Children with Special Needs: Birth through Age Eight*, 3rd Edition.

TaskStream Required for Course: Taskstream is an electronic service utilized in the School of Education here at Arkansas Tech University. **Students are required to pay for the use of Taskstream.** To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com.

Technological Expectations: Since this course utilizes Blackboard, there are inherent technological expectations that need to be considered. As part of this course students will need to create a wiki, post to discussion boards, write journal entries, make a blog and submit all assignments through Blackboard. Students who have never taken an online course and/or are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with your Instructor on campus to go over the basics.

Course Outcomes (knowledge, skills, and dispositions to be obtained from this course):

Upon completion of this course, students will be able to:

SPED 5073 Outcomes	Standards	Assignments
Demonstrate an understanding of the current issues, theories, laws, and policies for the education of young exceptional learners.	SS: 3 & 5 CEC: 6.2 TESS 4d, 4e, 4f BK 6.2, 6.6, 6.7 NAEYC 6a, 6b, 6c, 6d, 6e	Making Connections Chapter quizzes
Demonstrate an understanding of the importance of advocacy with parents, school administrators and the community in responding to the varying abilities and behaviors of exceptional learners.	SS: 3, 4; & 5 CEC: 2.1, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 TESS 4c, 4d, 4e, 4f BK 6.5, 6.10 NAEYC 2a, 2b, 2c, 6e	IFSP/IEP Chapter quizzes Collaboration Wiki

Demonstrate the development of an Individualized Family Service Plan (IFSP -Birth -2) and an Individualized Education Plan's (IEP- 3-21) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options.	SS: 2 & 3 CEC: 4.1, 4.2, 4.3, 4.4, 5.1, 5.5, 5.6 TESS 1a, 1b, 4b, 4d, 4f BK:1.7, 1.8,4.1, 4.2, 4.3, 4.4, 5.5 NAEYC 6a, 6b, 6c, 6d, 6e	IFSP/IEP Chapter quizzes
Demonstrate knowledge of a range of planning, teaching, assessment and accommodation strategies for improving the learning outcomes for young students with disabilities.	SS: 1, 2 & 4 CEC: 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 5.7 TESS 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e BK: 1.1, 1.5, 1.6, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 3.20, 3.11, 3.12 NAEYC 4a, 4b, 4c,3a, 3b	UDL Lesson Plan Blog Peer Feedback Chapter quizzes
Demonstrate knowledge of a range of strategies for improving social behavior, teaching all students to live harmoniously and productively in a culturally diverse world in inclusive and/or self-contained classrooms.	SS: 1 & 2 CEC: 2.1, 2.2, 2.3 TESS 1b, 1e, 2a, 2b, 2c, 2d, 2e BK: 1.3, 1.5, 16, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5 NAEYC 1a, 1b, 1c, 4a, 4b, 4c	IFSP/IEP Chapter quizzes
Demonstrate the importance of technology's role in	SS: 3	UDL Lesson Plan Blog
supporting and enhancing the learning process for individuals with exceptional needs.	CEC: 5.2 ISTE: I, II, III TESS: 1d, 3c BK:1.5, 3.7, 3.8 NAEYC 3b, 3c	Peer Feedback Chapter quizzes
Demonstrate knowledge of how to involve families and community in the child's learning and provide methods for developing supportive reciprocal relationships.	CEC 7.2, 7.3 SS 10a, 10d, 10m, 10q TESS 4c, 4d, 4f BK 5.1, 5.2, 5.3 NAEYC 3a, 3b, 3c, 3d	Collaboration wiki Helpful Resource

Council of Exceptional Children (CEC), [Arkansas] State Standards (SS – InTASC), Internet society for Technology in Education (ISTE) ; Competencies for ED/SPED B-K (BK) NAEYC- National Association for the Education of Young Children

Course Outline: Overview of SPED 5073 Assignments

Assignment rubrics and related documents can be found below. Note that there are several assignments for this course, so students please be cognizant of deadlines and expectations!

1. Chapter Quizzes – <u>Due date</u>:

Each day there will be a short, multiple-choice quiz on the chapter reading for that day. The quiz will post at 8 am on Blackboard, under the Quizzes Tab, and you will until 8 am the following morning to complete it. Since the quizzes are scheduled to post for a specific window, you will not be able to see them until their specific day/time, but they are there. Quizzes usually vary from 20-40 questions and you have approximately 1.5 minutes to answer them.

2. UDL Lesson Plan Blog (50 points) ARTIFACT <u>Due date</u>:

Students are responsible for creating one UDL lesson plan following the <u>UDL framework</u> (framework is outlined below, along with an online module for further reference). Students will post their math lesson plan on blogs so that their fellow classmates may access them and make comments. Remember to include any relevant materials as hyperlink on the lesson plan blog: hyperlinks to graphic organizers used in the lesson, instructional videos, other web resources, hand-outs, etc. Here is a sample UDL lesson blog – http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Since this is the course artifact – the hyperlink for this lesson plan blog will be submitted to Taskstream to be reviewed by the instructor and used as evidence for the department as part of licensure review (CAEP). You will also post your hyperlink under the Blog tab on BB.

3. Peer Feedback on Lesson Plan Blogs (20 points) <u>Due date</u>:

Students are responsible for looking through **their partner's** lesson plan blog and providing meaningful, relevant, specific feedback, at least two complete paragraphs outlining the specific strengths and areas for possible improvement. **Please write the peer feedback comments on Blackboard where your partner's hyperlink is posted – not on the blog itself.**

4.   IFSP and IEP (30 points) <u>Due date:</u> Students will use assessment information provided to develop both an IFSP and an IEP. Use the new Arkansas

Department of Special Education Standards Based IEP forms (Student Profile [08-01-12] and Goal Page with Objectives [08-01-12]) (below) as well as the USDOE IEP guide (same site) as a reference. Students will submit this assignment under the Submit Assignment tab on Blackboard. Sample forms below.

IFSP versus IEP:
http://www.pacer.org/parent/php/PHP-c59.pdf

Overview of Standards Based IEP forms:
https://arksped.k12.ar.us/CurriculumAndAssessment/StandardsBasedIEPs.html

5. Collaboration Wiki (100) points Due:

Students will create a collaboration wiki which is a compilation of the various community resources that work together to support families and children with special needs. More information and a rubric will be provided.

6. Discussion Board Topics (50 points) Due dates:

a)   YouTube Introduction Video (10 points) – Due date:

Students will create a YouTube video (http://www.youtube.com/yt/advertise/make-a-video.html) to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are taking the class, and anything else they might like the class to know. Remember to select the "shared with link" option on YouTube so that only people in the class can see it and not everyone on the internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone can see them.

b)   Helpful Resource (s) (10 points) Due date:

Students will post at least one idea (or more) that they think would be a beneficial resource to their fellow classmates. For example, a great list serve to join if you haven't already is the CEC Smartbrief, a great resource for up to date news in special education.

c)   Making Connections (30 points) Due date:

For this assignment the student's tasks are to:

1.   Join the CEC list serve http://www.smartbrief.com/cec/

2.   Select a current article

3.   Finally, students will post the link of their article on the discussion board and then write at least two paragraphs which should include: a specific quote or two from their selected article, their personal connection to topic of the article and finally, how these two things relate to the content in this course.

7. Journal Reflections (10 points each) Due date:

Based on the 6 objectives for this class outlined in the course syllabus, students will create a journal entry outlining their learning goals for this course in accordance to the content material that will be covered this semester. Journal entries should be at least 3 detailed paragraphs (6-7 detailed, specific sentences) and show direct correlations to the objectives. These reflections will be posted under the journal tab on blackboard, one at the beginning of the course and the final one at the end of the course.

8. Field Experience: The Candidate will complete a 30 hour field experience in an approved early child setting working with children with identified special needs. Your assignments will link back to this field experience. You will complete a Case Study with a child you work with during your Field Experience.

Directions to Candidates: *Choose a child (with legal permission) who has exceptional learning needs. Be sure to follow legal guidelines regarding confidentiality, etc. You will write and develop a case study based on a child with exceptional learning needs. This should include relevant background knowledge.*

1. Begin by explaining your personal philosophy regarding the education of children with exceptional learning needs.
2. Discuss the similarities and differences between children with and without exceptional learning needs. What similarities/differences have you observed?
3. Discuss the importance of social interaction in meeting the needs of the child with exceptional learning needs. How does the child interact socially? What can/did you do to enhance the social learning situation?
4. Examine how diversity can impact or influence families, cultures and schools. Relate this specifically to the child you are working with.
5. Discuss how support organizations can help meet the needs of the child with exceptional learning needs.
6. Discuss how the family, school and other organizations are working together for the child with exceptional learning needs.
7. Explain how current educational policy influences the way in which you work with the child.
8. Discuss the ways in which you are able to respond to the child's unique learning needs. In effect, how did you impact the child's learning?

Methods of Student Performance Assessment and Evaluation Method:

Assignments	Due Date	BB Tab
Chapter Quizzes		Quizzes Tab
UDL Lesson Plan Blog (Course Artifact)		UDL Blog Tab
Partner Feedback on Lesson Plan Blog		UDL Blog Tab
ISFP and IEP		Submit IEP & Wiki Tab
Collaboration Wiki		Submit IEP & Wiki Tab
Discussion Board Topics -Personal Introduction -Helpful Resources -Making Connections		Discussion Board Tab
Journal Reflections		Journal Entries Tab
Case Study		Field Experience

Grading: Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments. Each assignment has been allocated a specific number of points and the point spread has already been rounded. So to fall within a specific grade range a student MUST have a cumulative score that falls in that pre-established range.

Grade Scale: _

    A 90-100%
    B 80-89%
    C 70-79%
    D 60 – 69%
F   59% or less

Policy on Absences, Cheating, Plagiarism, Late Work, etc: Frequent late work will results in the lowering of the student's final grade. Student's active participation through discussion boards, blogs and wikis is vital to their growth and development as reflective practitioners and decision-makers and important to the collaborative culture of this particular course. **Please refer to the Arkansas Tech University Student Handbook policy concerning cheating, plagiarism, and misconduct in class if more information is required.**

Assignment List

UDL Lesson Pl and Blog Partners	

Assignment Rubrics and Related Documents

Peer Feedback Rubric (Lesson Plan Blogs) (20 Points Each)

Descriptions	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Comments	Peer feedback is unique, thoughtful, articulate and sites specific examples from the lesson plan blog, both strengths and weaknesses. Is comprised of at least three, very strong paragraphs, but not more than five.	Feedback is good, and lists several strengths and weaknesses, and is three paragraphs in length	Feedback is somewhat generic. Barely two paragraphs in length.	Little to no feedback is posted.
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments:				

Total Points on Feedback for (Lesson Plan) _____ **/ 20 points**

Journal Rubric (10 points each)

Descriptions	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Comments +7	Reflection is thoughtful, articulate and gives personal and/or content based examples to support ideas/thoughts. Comments directly relate to all 6 objectives of the course as outlined in the instructions.	Feedback is good. Comments relate to some of the course objectives.	Feedback is generic. Comments relate to one or two of the course objectives	Little to no feedback is posted. Little to no mention is made of the course objectives.
Mechanics +1	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Length +2	Is at least three, strong, detailed paragraphs in length.	Is at least two strong, detailed paragraphs.	Barely two paragraphs, not terribly detailed.	Less than one full paragraph. Needs more work.
Comments:				

Total Points on Journals_____ / 10 points each

UDL Lesson Plan Rubric (50 points)

Sample: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Remember – this is a LA sample and yours must be a math UDL lesson

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), ESL needs and IEP classification(s)	/1
Lesson Goals – *Objectives*	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/1
6 UDL Phases	Methods	Points
1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/5
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/5
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	/5
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	/5
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	/5
6) Assessment of Student Learning – Formative 5-10 minutes	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	/5

Technology	Lesson incorporates various element(s) of technology in the instruction/practice (power point, Prezi, wiki, Elmo, smartboard, YouTube, etc)	/1	
Differentiated-Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	/12	
Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	/1	
Graphic Elements	Blog contains a variety of graphic design elements: embedded videos, pictures, hyperlinks, clip art, etc.	/3	
Materials	All materials are listed and clearly relate to the lesson.	/1	

Total Points for UDL Lesson Plan _____ **/ 50 points**

Universal Design for Learning

The UDL Guidelines are based on three overarching principles. Each of the principles is associated with one of the three brain networks. The three overarching principles guide educators in the development of lessons by making sure that all three brain networks are being supported.

UDL overview (online module: http://udlonline.cast.org/page/module1/l3/)

Brain Network   **UDL Principle**
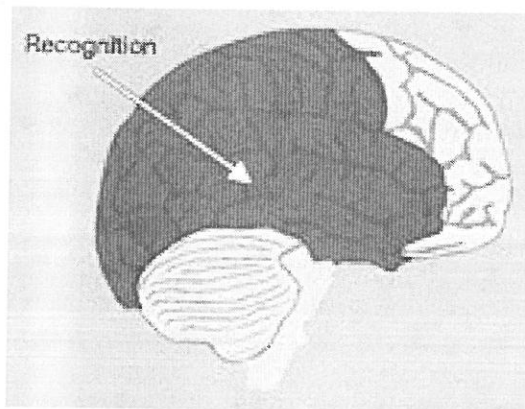
        I.   **Multiple Means of Representation ensures that the Recognition networks of students are supported**

Recognition Networks   **Specific UDL Accommodations (1.1 – 3.4)**
"What"

1. Provide options for perception

Recognition

1.1 Customize the display of information
1.2 Provide alternatives for auditory information
1.3 Provide alternatives for visual information
2. Provide options for language and symbols
2.1 Define vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Decode text and mathematical notation

Brain Network   UDL Principle

| |
|---|
| 2.4 Promote cross-linguistic understanding |
| 2.5 Illustrate key concepts non-linguistically |
| 3. Provide options for comprehension |
| 3.1 Provide or activate background knowledge |
| 3.2 Highlight critical features, big ideas, and relationships |
| 3.3 Guide information processing |
| 3.4 Support memory and transfer |

Specific UDL Accommodations (4.1 – 6.4)

4. Provide options for physical actions
4.1 Provide varied ways to respond
4.2 Provide varied ways to interact with materials
4.3 Integrate assistive technologies
5. Provide options for expressive skills and fluency
5.1 Allow choices of media for communication
5.2 Provide appropriate tools for composition and problem solving
5.3 Provide ways to scaffold practice and performance
6. Provide options for executive functions

6.1 Guide effective goal setting
6.2 Support planning and strategy development
6.3 Facilitate managing information and resources
6.4 Enhance capacity for monitoring progress

II.   Multiple Means of Action and Expression ensures that the Strategic networks of students are supported

**Strategic Networks
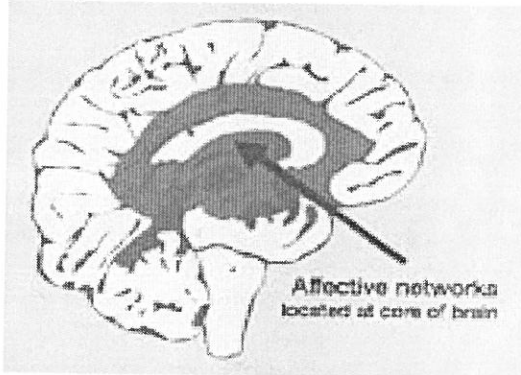"How"**
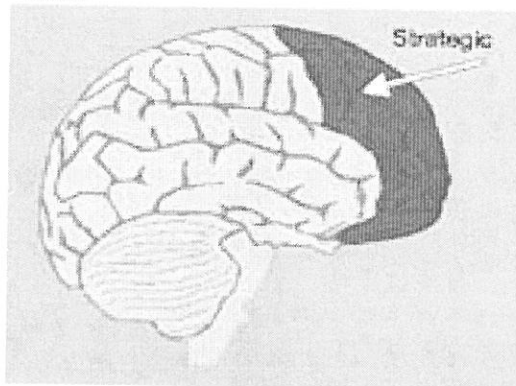
III.   Multiple Means of Engagement ensures that the Affective Brain Network   UDL Principle

networks of students are supported

Specific UDL Accommodations (7.1 – 9.3)

Affective Networks

"Why"

Affective networks located at core of brain

7. Provide options for recruiting interest
7.1 Increase individual choice and autonomy
7.2 Enhance relevance, value, and authenticity
7.3 Reduce threats and distractions
8. Provide options for sustaining effort and persistence
8.1 Heighten salience of goals and objectives
8.2 Vary levels of challenge and support
8.3 Foster collaboration and communication
8.4 Increase mastery-oriented feedback
9. Provide options for self-regulation
9.1 Guide personal goal-setting and expectations
9.2 Scaffold coping skills and strategies
9.3 Develop self-assessment and reflection

UDL Lesson Plan Blog (Format Outline)

Remember you must embed your UDL accommodations in your written plans as well as in the boxes – refer to the sample lesson plan:
http://udllessonplansample.blogspot.com/2014/07/a-porcupine-namedfluffy.html

This assignment include:

Reviewing the following three resources:

a. Video assignment:
https://docs.google.com/forms/d/1cCHb706Yf2MXSna2jPSyqMz4PCCNQ6Z58yxJDuMrwH0/viewform ?c=0&w=1

b. UDL Learning Module: http://udlonline.cast.org/page/module1/l3/
c. UDL Planning Wheel: http://udlwheel.mdonlinegrants.org (click on the arrows and suggestions and resources for teaching will pop up)
d. UDL Lesson Plan Blog Sample: http://kristykarielong.blogspot.com/2014/07/udl-math-lessonplan.html (this was a sample from a previous student)

Then design your own UDL lesson plan blog using the following framework:

UDL Lesson Plan (Sample Format) - Refer to Blog for Example

1. Title:
2. Author:
3. Subject:
4. Grade Level:
5. IEP classification(s):
6. Common Core Standard(s):
7. Lesson Goals 8. Lesson Materials:

Instructional Lesson Methods and Assessment

Anticipatory Set (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Introduce and Model New Knowledge (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Guided Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Independent Practice (Describe step by step what you and the students will be doing in this phase
of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Wrap-up (Describe step by step what you and the students will be doing in this phase
of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Assessment (Describe step by step what you and the students will be doing in this phase of the

lesson) **Formative (Informal – must be a written assessment)**

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

With regards to UDL here in the state of Arkansas -

State of Arkansas

As of September 1, 2014 the Arkansas Department of Education in their new policies for governing programs for educator licensure offered by institution of higher education in Arkansas has listed UDL within their Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas (refer to 9.05.5)
http://www.uamont.edu/Education/PDFs/Rules%20Governing%20Programs%20for%20Educator%20Licensure.pdf

With regards to UDL and the Federal government:

US Department of Education

US Office of Special Education Recommendations:

https://www.osepideasthatwork.org/udl/instrpract.asp

UDL's role in common core: http://www.udlcenter.org/advocacy/faq_guides/common_core

IFSP and IEP (30 points)

Descriptions	Exceeds Standards 50-45 points	Meets Standards 44-40 points	Nearly Meets Standards 39-35 points	Does Not Meet Standards 34- points
Information	All information included on each page of the IEP is entered accurately, thoroughly and in the correct section.	There are only one or two mistakes in how the IEP was filled in. The descriptions are good and the information is correct.	There are more than a couple mistakes in how the IEP was filled in. Descriptions need to be more thorough, but the data is correct.	There are numerous mistakes in each of the sections. Not thorough.
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments				

Total Points for IEP _____ **/ 30 points**

STATEMENT OF PARENTAL PARTICIPATION AND CONCERNS

_____

_____

_____

_____

Parent(s) participated via alternative means (describe):

_____

STUDENT PROFILE SUMMARY

I.   Include general statements that describe the student's academic and functional needs based on most recent evaluations/assessments (include State or district-wide assessments). Address strengths/needs and changes in functioning since last IEP. Include achievement of annual goals, performance in related service areas, and a description of any significant lack of progress:

_____

_____

_____

_____

_____

_____

_____

II.   Describe the strengths and needs of the student in relation to post-secondary goals (based on age-appropriate transition assessments). Consider how the student's disability will affect the student's ability to reach his/her post-secondary goals (what the student will do after high school):

_____

_____

_____

_____

_____

INDIVIDUALIZED EDUCATION PROGRAM

Name:	Date:	Page of

Standard:

Present Level of Performance (include - *Strengths, Needs and Data Sources*):

Impact Statement:

Measurable Annual Goal:

Annual Goal Mastered: _____

(mm/dd/yy)

Objective/Benchmark:

1.	
2.	
3.	
4.	

Type(s) of Evaluation:

Curriculum Based Assessment	Observation Charts
Teacher/Text Test	Work Samples
Student Conferences	Grades
Portfolios	Checklists
Scoring Rubrics	Other (specify):

Progress Reports Completed Each Grading/Progress Period, As Scheduled By the District

No.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.

Measurable Annual Goal:

Annual Goal Mastered: _____

(mm/dd/yy)

Objective/Benchmark:

1.	
2.	
3.	

4.	

Type(s) of Evaluation:

Curriculum Based Assessment		Observation Charts
Teacher/Text Test		Work Samples
Student Conferences		Grades
Portfolios		Checklists
Scoring Rubrics		Other (specify):

Progress Reports Completed Each Grading/Progress Period, As Scheduled By the District

No.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.

Key for Status of Goals/Objectives:
C = Continued   D = Discontinued   M = Mastered   N = Not Initiated

Criteria & Standards	Unacceptable-1	Acceptable-2	Target-3	Score
Personal Philosophy on educating children with exceptional learning needs CEC 6.1, 6.2, 6.3, 6.4,6.5, 6.6 ATS 9e, 9f, 9n, 9o TESS 4a, 4e, 4f NAEYC 6a, 6b, 6c, 6d, 6e	Candidates did not demonstrate a formulated philosophy regarding the education of children with exceptional learning needs.	Candidates demonstrate the development of a well thought out philosophy regarding the educational needs of children with exceptional learning needs.	Candidates demonstrate the development of a philosophy that incorporates outstanding and creative methods appropriate for children with exceptional learning needs.	
Recognizes the similarities and differences between children with and without exceptional learning needs CEC 1.1, 1.2 ATS 1d, 1e, 1f, 1g TESS 1b NAEYC 1a, 1b	Candidates demonstrated little or no recognition of the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate a proficient level of knowledge regarding the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate an advanced knowledge regarding the similarities and differences between children with and without exceptional learning needs.	
Importance of Social Interaction CEC 2.1, 2.2,2.3, 5.0 ATS 3b, 3j TESS 1d, 1e, 2a, 2b NAEYC 1c, 4a, 4b, 4c	Candidates did not demonstrate an understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge and understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	
Diversity's impact on families, cultures and schools. CEC 1.1 ATS 2d TESS 1b, 2a, NAEYC 1b,2a	Candidates did not demonstrate a clear understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate a proficient level of understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate and advanced knowledge of how diversity can impact families, cultures and schools.	
Support organizations and collaboration between family, school and other support organizations. CEC 7.1, 7.2, 7.3 ATS 10a, 10d, 10g, 10q TESS 4c, 4d, 4f NAEYC 2b, 2c, 6c	Candidates did not demonstrate a clear understanding of how school, family and support organizations and work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge of understanding of how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	
How current educational policy influences approaches to working with the child with exceptional learning needs. CEC 6.1, 6.2, 6.3, 6.4, 6.5	Candidates did not demonstrate a clear understanding of how current educational policy influences approaches to working with the child with ELN	Candidates demonstrate a proficient level of understanding of how current educational policy influences approaches to working with the child with	Candidates demonstrate an advanced level of understanding of how current educational policy influences approaches to working with the child with	

ATS 9j, 9o TESS 4d, 4e, 4f NAEYC 6a, 6b, 6c, 6d, 6e		exceptional learning needs.	exceptional learning needs	
Responding to the child's unique needs. **CEC 2.0, 3.05.0** **ATS 1a,1e, 2f** **TESS 1b, 3c, 3e** **NAEYC 1c, 4a, 4b, 4c,**	Candidates did not demonstrate a clear understanding of how to respond to the child's unique learning needs.	Candidates demonstrate a proficient level of understanding of how to respond to the child's unique learning needs.	Candidates demonstrate an advanced level of understanding of how to respond to the child's unique learning needs.	

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Graduate Council *and Teacher Education Council*
FROM (Initiating Department):	**Curriculum & Instruction**
DATE SUBMITTED:	July 13, 2016

Title	Signature	Date
Department Head: Dr. Tim Carter	*J. C*	7/13/16
Dean: Dr. Mary Gunter	*Mary B. Gunter*	7/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	8/5/16
Vice President for Academic Affairs		

Course Subject: (e.g., ACCT, ENGL) SPED	Course Number: (e.g., 1003) 5083	Effective Term: ○ Spring ● **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Supervised Practicum B-K

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
Practicum, B-K

Will this course be cross-listed with another existing course? If so, list course subject and number.
○ Yes ● No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number.   ○ Yes ● No

Is this course repeatable for additional earned hours?   ○ Yes ● No   How many total hours?

Grading: ● Standard Letter   ○ P/F   ○ Other

Mode of Instruction (check appropriate box):

○ 01 Lecture   ○ 02 Lecture/Laboratory   ○ 03 Laboratory only

○ 05 Practice Teaching   ● 06 Internship/Practicum   ○ 07 Apprenticeship/Externship

○ 08 Independent Study	○ 09 Readings	○ 10 Special Topics
○ 12 Individual Lessons	○ 13 Applied Instruction	○ 16 Studio Course
○ 17 Dissertation	○ 18 Activity Course	○ 19 Seminar ○ 98 Other

Does this course require a fee? ⦿ Yes ○ No How Much? [ ] Select Fee Type

If selected other list fee type: [ ]

☐ Elective   X   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?
Once per year.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**
a. Course subject
b. Course nu mber
c. Catalog course title
d. Catalog d escription
    1. Arkansas Course Transfer System (ACTS) course number, if applicable
    2. Cross -listing
    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
    4. Prerequisi tes
    5. Co -requisites
    6. Descripti on
    7. N otes (e.g., information not in description such as course may be repeated for credit)
    8. Contac t Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
    9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f.   Text required for course
g. Bibliography (supplemental reading list)
h. Justification /rationale for the course
i.   Course objectives
j.   Description of how course meets general education objectives (courses included in the general
    education component should show how the course meets one or more of the objectives contained in
    General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l.   Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? NA

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? NA

Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. NA

Arkansas Tech University

Course Addition SPED 5083, Practicum, B-K

Assessment Form

Our Mission
Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

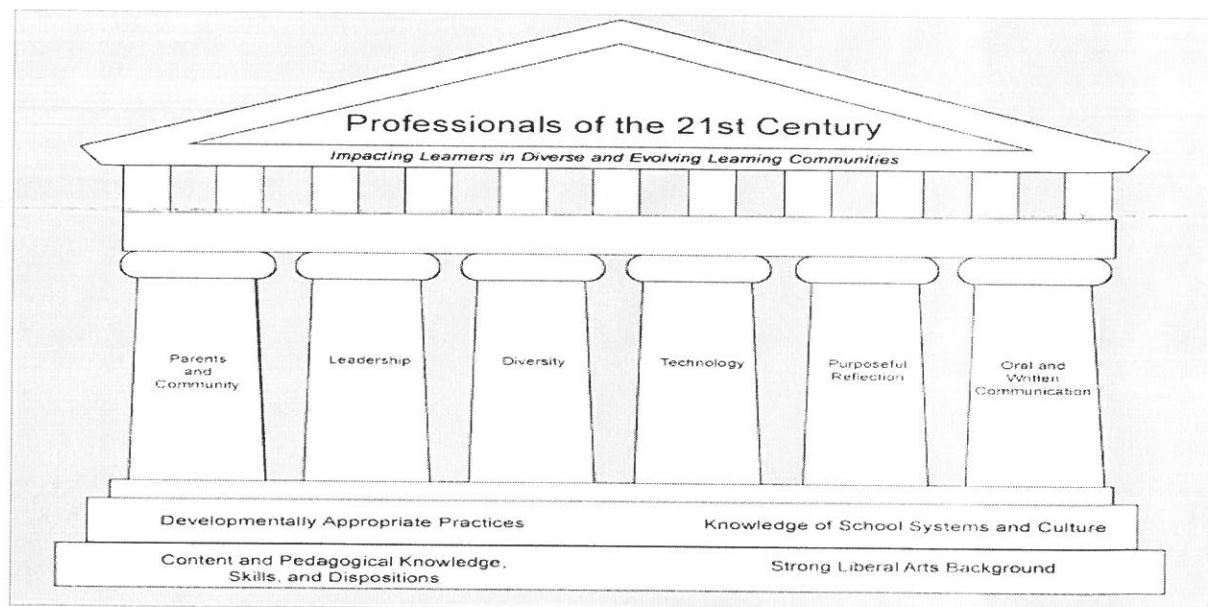| Provide an answer for each question. Your answers are to be typed single spaced.	
a.	How does this course fit with the university mission? SPED 5083 allows the ATU student to practice the skills and abilities required to become a licensed special educator in the Birth to Kindergarten age range. This enhances their professionalism in the field, increases scholastic development in the field and reinforces the integrity required of someone in this position.
b.	If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
c.	Provide up to three student learning outcomes students will achieve after completing this course? 1. Plan a unit of instruction appropriate for children with exceptional learning needs in the B-4 age range. 2. Develop an appropriate assessment for children with exceptional learning needs. 3. Select, adapt, and uses instructional strategies to promote challenging learning results, and modify instruction for children with exceptional learning needs.
d.	What assessment tool or measure will you use to assess student learning? Evaluation of teaching using the TESS model by the University Supervisor, evaluation by the site based teacher and development of an Exit Portfolio related to the field experience.
e.	What will students demonstrate, represent, or produce to provide evidence of their learning? Students will develop the ability to plan instruction for B-K special needs children, the ability to use assessment for the placement, modification and planning for young children with special needs. They will develop a knowledge of the legal and procedural processes involved in working with these children.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. This course would be part of a new endorsement program in the Birth-Kindergarten Special Education Program. This is a new area of endorsement offered by the Arkansas Department of Education. In the previous P-4 and 4-12 Special Education program SPED 5043 P-4 Practicum and SPED 5063 4-12 Practicum were invaluable to students in planning instruction for students at those endorsement levels. This course would serve the same purpose for Special Education, B-K.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Harding University and the University of Central Arkansas have similar programs.

Professionals of the 21st Century

Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

SPED 5083: Supervised Practicum, B-K
CEC Standards 1, 2, 3, 4, 5, 6, 7

Instructor:
Office:
Phone:
Email:

Catalog Description: This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an early childhood special education setting. This course will provide a practical-hands-on application of teaching methods and ideas for children in the birth to kindergarten age range. Prerequisite: Completion of SPED 5003 (Characteristics), SPED 5013 (Assessment), SPED 5073 (Planning Instruction), SPED 5033 (Working with Families),

Textbook:

Taskstream online portfolio

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.* Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS= Teacher Excellence Support System
BK= Early Childhood/SPED, B-K Competencies
NAEYC=National Association for the Education of Young Children

Course Objectives: Students will be able to:

1. Plan a unit of instruction appropriate for children with exceptional learning needs in the B-4 age range.(CEC 5, 1, 3) (ATS 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7j, 7k, 7m, 8a, 8c, 8h) (TESS 1a, 1b, 1c, 1d, 1e, 1f) (BK 1.3, 1.5, 1.6) (NAEYC 4a, 4b, 4c, 5a, 5b, 5c)

2. Develop an appropriate assessment for children with exceptional learning needs. (CEC 4.) (ATS 6a, 6b, 6f, 6g, 6i, 6j, 6k) (TESS 1f) (BK 4.2, 4.3, 4.5, 4.6, 4.7) (NAEYC 3a, 3b, 3c)

3. Plan instruction based on knowledge of the learning abilities of the child with exceptional learning needs. (CEC 5, 1, 2) (ATS 1d, 1e, 1g, 2a, 2c, 7a, 7c) TESS 1a, 1b, 1c, 1d, 1e, 1f) (BK 1.3, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6) (NAEYC 1c, 4b, 4c, 4d, 5a, 5b, 5c)

4. Create meaningful learning experiences for students from diverse populations. (CEC 1, 2, 5) (ATS 7a, 7c, 7e) (TESS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e) (BK 1.3, 1.5, 1.6, 3.3, 3.4, 3.7, 3.8, 3.11, 3.12) (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c)

5. Select, adapt, and uses instructional strategies to promote challenging learning results, and modify instruction for children with exceptional learning needs. (CEC 5) (ATS8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l, 8m, 8n, 8o, 8p) (TESS 1a, 1b, 1c, 1d, 1e, 1f) (BK 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 (NAEYC 1c, 4a, 4b, 4c)

6. Will develop an understanding of typical and atypical language development, including the uses of augmentative and assistive technologies. (CEC 5) (ATS 1a, 1e. 1g, 2e, 2i, 2o) (TESS 1b, 1d, 1e) (BK 1.1, 1.2, 1.8, 1.9, 5.3, 5.4) (NAEYC 1a, 1b, 1c)

7. Will collaborate with professionals and families in providing services for children with exceptional learning needs. (CEC 7) (ATS1a, 10b, 10c, 10d, 10e, 10f, 10g, 10i, 10j) (TESS 4c, 4d, 4e, 4f) (BK 2.2, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7) (NAEYC 2a, 2b, 2c)

8. Will develop a learning environment that emphasizes a positive setting for the child with exceptional learning needs. (CEC 2) (ATS 3a, 3b, 3c, 3d, 3e, 3f, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 3o, 3q, 3r) (TESS 2a, 2b, 2c, 2d, 2e) (BK 1.3, 1.6, 2.1, 2.3, 2.4)(NAEYC 1c, 4a)

9. Develop a personal philosophy of educating individuals with exceptional learning needs , including the role of the ethical and professional roles of the special educator.(CEC 1, 6) (ATS, 9b, 9d, 9f, 9h, 9i, 9k, 9j, 9m, 9n, 9o) (TESS 1b, 4d, 4e, 4f) (BK 1.1, 1.2, 1.7, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7) (NAEYC 6a, 6b, 6c, 6d, 6e)

Methods of Instruction: The emphasis is on working with children with exceptional learning needs. Field based experience, professional readings, case studies, class discussions, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.
1. Satisfactory completion of a Practicum
2. Satisfactory completion of a case study (as part of the exit portfolio)
3. Satisfactory completion of journal of experiences
4. Satisfactory completion of a Behavior Intervention Plan
5. Satisfactory completion of Exit portfolio

Grading:
Grading will be on the following:
Classroom observations
Journal
Professional Readings
Exit Portfolio

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.
2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Rationale:
This course provides the ATU student with actual hands on teaching with children with exceptional learning needs.

Course Content:

This course addresses CEC Standards 1,2,3,4,5,6,7

To satisfactorily complete this course the Practicum student must have experience in CEC Standards:
1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Practice
7. Collaboration

Requirements for SPED 5083 Practicum

The Practicum will consist of <u>420</u> contact hours of field experience.

The Practicum will be at a site that deals with a large diverse population. Placement will be an early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program. Placement shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.
The Practicum student is required to work with children with exceptional learning needs in the B-4 age range. This would require experience with children with exceptional learning needs that could include, but is not limited to, children with learning difficulties, exceptionalities, as well as children with cultural, language and socioeconomic differences.

The Practicum student will keep a weekly journal of their experiences, which will allow for personal reflection on their work with children with exceptional learning needs.

The Practicum student will have three formal observations by a supervising instructor from Arkansas Tech University. One observation will be at the prekindergarten level, one observation at the Kindergarten level and one observation will be decided upon by the supervisor and the Candidate. Arkansas Tech University faculty certified in Special Education will supervise the Candidate.

The Practicum student will develop an Exit Portfolio, which will include at a minimum;
1. A case study on one or more students from the Practicum site.
2. As part of the case study the Practicum student will research the latest information regarding the specific needs of the student with exceptional learning needs.
3. Additionally, the Practicum student will develop a personal philosophy of educating individuals with exceptional learning needs.
4. Include the Unit developed and taught to a diverse population
5. Copies of formal observations
6. A video of three lessons taught (one at each level)
7. A professional development plan relating to future work with diverse populations.
8. Behavior Intervention Plan
9. The portfolio will be submitted to Taskstream
10. Complete an Exit Interview with a faculty panel. Present Portfolio at this time as well.

The Practicum will adhere to guidelines set forth by the Arkansas Tech University College of Education.

EXIT PORTFOLIO RUBRIC

Exit Portfolio Task 1 My Beliefs about Teaching and Learning Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides a good summary and clear foundation of his/her view of the teaching/learning process.				
Teacher views teaching as an important endeavor and exhibits a positive disposition toward various participants in and aspects of the profession.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Appropriate and extensive information for the student is provided.				
Specific learning goals/objectives with adaptations that will guide your teaching are provided.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

Exit Portfolio Task 2 Case Study Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised

Exit Portfolio Task 3 Planning a Unit Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
A Rationale for the Unit explaining why the information or skills taught in the unit are important for students to know or be able to do.				
Graphic organizer(s) (e.g., alignment matrix, concept map, etc.) that demonstrates the interconnectedness of the different concepts/content to be taught in the unit and the connections to what was taught before the unit began.				
A variety of teaching methods and learning activities are utilized in the lessons, which encourage higher-level thinking.				
A Unit of Lesson Plans (5-10 Lessons) with all materials included such as tests, overheads, assignments, etc. is included.				
Evidence is provided in the unit that the teacher has considered the diversity of the learners in the classroom (e.g., ESL, IEP information, developmental levels, Multiple Intelligences, etc.).				
A variety of assessment tools (formal and/or informal) were utilized within the lesson plans in the unit.				
A well-designed formal assessment to measure the learning of the students at the end of the unit is included (traditional test and/or performance assessment).				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 4 Two Lessons Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Objectives, content, methods, and resources used in the lesson are aligned with the State Curriculum Standards chosen and the learning needs/diversity of				

the students.				
Teacher provides sufficient evidence to demonstrate that students' prior knowledge has been considered.				
The teaching demonstrated on the videotape reflects the prior planning.				
The teacher effectively manages the classroom.				
The teacher cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.				
Teacher's reflection upon the lessons contains highly reflective depth and much specificity (as noted in guidelines) including discussion of the lesson, the student learning and motivation, and the evaluation results provided by his/her supervisor.				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 5 Assessment of Student Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides evaluated work samples of 3-4 typical students and one exceptional student (from Task 2) for pre-, mid-, and post-unit evaluation of learning.				
Teacher provides a 1 to 2 page specific and detailed analysis addressing the following: "Did the students learn, what evidence do you have that they learned, and what you will do in future planning based upon these results?"				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.).				

Intern _____ Observer ___ _____ School _____ Date _____

What is your supervisory role? ATU Campus-based Supervisor   Cohort Supervisor   ATU Content-area Supervisor **Which Observation is this?** 1   2   3   4   (*circle nee*)

Is this lesson the one the candidate will be including as his/her BEST LESSON in the internship exit portfolio? Yes (No) (*circle one*) Student T#:_____

***Key for rating performance:

1   Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.

2   Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.

3   Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

*TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)	Rating (Circle One)	Evidence Noted (PRE-OBSERVATION)
1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT	1 2 3	
1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)	1 2 3	
1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS	1 2 3	
1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS	1 2 3	
1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED	1 2 3	
1f. Designing Student Assessments (INTASC Standard 6 Assessment) ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING	1 2 3	

Revised fall 2014

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.

2a. Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXIBITIED BY LEARNERS	1 2 3	
2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.
**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANINGFUL ENGAGEMENTS, CONNECTIONS	1 2 3	
3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3	
3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3	
3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3	
3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3	

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*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.
**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)	Rating	Evidence Noted (POST-OBSERVATION)
4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPTIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

Was the following STRAND exhibited during the observation?	Yes/ No	Was the following STRAND exhibited during the observation?	Yes/ No	For each STRAND noted to the left, please list any evidence observed.
1. High Expectations		5. Equity		
2. Cultural Competence		6. Developmental Appropriateness		
3. Appropriate Use of Technology		7. Attention to Individual Needs		
4. Student Assumption of Responsibility		8. Engagement of Students' Minds		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

ASSESMENT #7 BEHAVIOR INTERVENTION PLAN- SPED 5083

Directions to the Candidates:

As part of your Practicum you will be required to develop a Behavior Intervention Plan for a child who has behavioral needs. At a minimum your Behavior Intervention Plan must include the following:

1. You will complete a student profile addressing how the following issues may impact the child's learning and behavior.
   a. Discuss the child's development; in what ways is it typical and atypical
   b. Discuss how the child is similar and different to peers with and without exceptional learning needs
   c. Discuss the effect the child's exceptionality could have on their life
   d. Are there medical issues involved
   e. Is the child receiving medication, if so, how does that impact the child)?
   f. Discuss any cultural issues that may impact the child's relationships with others.
   g. Are there specific interests the child has that could impact instruction? Explain
   h. Assess the child's learning modalities; how might these impact instruction, learning and behavior
   i. Does the child require augmentative or assistive communication strategies
   j. Does the child have a language difference that could impact communication with teachers and peer?
2. Identify a Target Behavior
   a. Identify the behavior and realistic expectations for the behavior in a variety of settings
3. Develop an Intervention Plan
   a. Use functional assessments in developing the intervention plan
   b. Select, adapt and implement strategies the meet the unique needs of the child
   c. Address how this intervention will utilize basic classroom management theory
   d. Specify strategies available for crisis prevention/intervention
4. Environment's role in behavior
   a. Was the learning environment modified to manage behavior
   b. Were cultural factors integrated into the environment? If so, how?
   c. Were the child's interests used as a motivator? If so, how?
   d. What strategies were used to help increase the child's self-control/self-management and self-advocacy?
   e. What strategies were used to encourage appropriate social skills?
   f. What methods were used to establish rapport with the child
   g. What system was in place to manage daily routines
5. Collaboration
   a. How were paraeducators, tutors, etc. (if applicable) included in using the plan?
   b. How was the child's family involved in developing the plan
6. Assessment
   a. What measures did you use to assess baseline data and to monitor progress?
   b. Use baseline data and ending assessment to evaluate progress
   c. Communicate final results to stakeholders

7. Reflection
   a. Did you make an impact on the child's behavior/learning?
   b. Did you access researched based methods/materials to help improve or develop the intervention plan
   c. Based on final results what would you have done differently?
8. Written work was of professional quality
   a. Spelling, grammar were of professional quality

SPED 5083 Behavior Management Intervention- Rubric

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
Activity 1.a CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of typical and atypical development	Candidate demonstrated a **basic level of knowledge** of typical and atypical development	Candidate **demonstrated a high level of knowledge** of typical and atypical development
Activity 1.b CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a basic level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a high level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs
Activity 1.c CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the effect the exceptionality may have on the child's life	Candidate **demonstrated a basic level of knowledge** of the effect the exceptionality may have on the child's life	Candidate **demonstrated a high level of knowledge** of the effect the exceptionality may have on the child's life
Activity 1.e CEC1.1, 1.2 ATS	Candidate did not address, or **demonstrated limited knowledge** of medication the child	Candidate **demonstrated a basic level of knowledge** of medication the child may be taking and	Candidate **demonstrated a high level of knowledge** of medication the child may be taking and

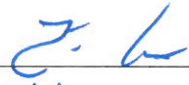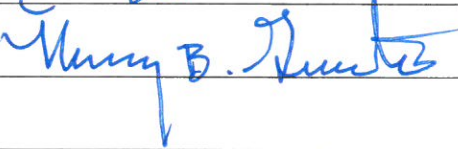| TESS 1b, 1d, 4f, 3d	may be taking and effects of the medication	effects of the medication	effects of the medication
Activity 1.f CEC 1.1, 1.2, 5.1 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of cultural issues that may impact the child's relationships with others	Candidate **demonstrated a basic level of knowledge** of cultural issues that may impact the child's relationships with others	Candidate **demonstrated a high level of knowledge** of cultural issues that may impact the child's relationships with others
Activity 1.g CEC 5.1, ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the specific interests of the child	Candidate **demonstrated a basic level of knowledge** of the specific interests of the child	Candidate **demonstrated a high level of knowledge** of the specific interests of the child
Activity 1.h CEC 1.1, 1.2, ATS 1d, 1e TESS 1b	Candidate did not address, or **demonstrated limited knowledge of** the child's learning modalities and how these might impact behavior	Candidate **demonstrated a basic level of knowledge** of the child's learning modalities and how these might impact behavior	Candidate **demonstrated a high level of knowledge** of the child's learning modalities and how these might impact behavior
Activity 1.i CEC 5.3 ATS 8g, 8h, 8m, 2i, 4g TESS 1b, 1d	Candidate did not address, or **demonstrated limited knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a basic level of knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a high level of knowledge** augmentative or assistive communication strategies
Activity 1.j CEC 1.1, 5.1 ATS 1g, 2d, 2e TESS 1a, 1b	Candidate did not address, or **demonstrated limited knowledge** of language differences that could impact communication	Candidate **demonstrated a basic level of knowledge** of language differences that could impact communication	Candidate **demonstrated a high level of knowledge** language differences that could impact communication
Activity 3.a CEC4.1, 4.2 ATS 6a, 6g, 6j, 6k TESS 1f	Candidate demonstrated a **lack of skill** in using functional assessments	Candidate demonstrated a **basic level of skill** in using functional assessments	Candidate demonstrated a **high level of skill** in using functional assessments
Activity 3.b CEC 2.1, 2.2, 2.3 ATS 8a 8f, ,8l, 8n, 8s TESS 1a, 1b, 1c, 1d, 1d, 1f, 3d	Candidate demonstrated a **lack of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **basic level of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **high level of skill** in selecting strategies to meet the unique need of the child
Activity 3.c CEC 2.2, 2.3 ATS 8a, 8l, 8s	Candidate demonstrated a **lack of skill** in addressing how the intervention will	Candidate demonstrated a **basic level of skill** in addressing how the intervention will utilize	Candidate demonstrated a **high level of skill** in addressing how the intervention will utilize

TESS 1a, 1b, 1c, 2c, 2d	utilize basic classroom management theory	basic classroom management theory	basic classroom management theory
Activity 4.a CEC 1.1, 2.2, 2.3 ATS 8k, 8l TESS 3e	Candidate demonstrated a **lack of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **basic level of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **high level of skill** in modifying the learning environment to manage behavior
Activity 4.b CEC 5.0 ATS 8k, 8l TESS 2c, 2d, 3e,1a	Candidate did not address, or **demonstrated limited knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a basic level of knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a high level of knowledge** of ways to modify the environment to manage behavior
Activity4.d CEC2.2, 5.0 ATS 7k, 8a TESS 1d, 1e,	Candidate demonstrated a **lack of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **basic level of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **high level of skill** in selecting strategies to help increase the child's self-control and self-management
Activity 4.e CEC 2.2 ATS 3b, 3j, 3k TESS 1e, 2a	Candidate demonstrated a **lack of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **basic level of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **high level of skill** in addressing appropriate social skills could be encouraged
Activity 4.f CEC 2.1 ATS 3a TESS 2a	Candidate demonstrated a **lack of skill** in establishing rapport with the child	Candidate demonstrated a **basic level of skill** in establishing rapport with the child	Candidate demonstrated a **high level of skill** in establishing rapport with the child
Activity 4.g CEC 5.0 ATS 8a, 8b, 8k, TESS 2c, 2d	Candidate demonstrated a **lack of skill** in developing a system to manage daily routines	Candidate demonstrated a **basic level of skill** in developing a system to manage daily routines	Candidate demonstrated a **high level of skill** in developing a system to manage daily routines
Activity 5.a CEC 7.2, 7.3 ATS 10b, 10r TESS 4d, 4e, 4f	Candidate demonstrated a **lack of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **basic level of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **high level of skill** in including paraeducators, tutors and volunteers in using the plan
Activity 5.b CEC 7.0, 7.1, 7.2, 7.3 ATS 10d, 10m TESS 4c, 4d, 4f	Candidate demonstrated a **lack of skill** of involving the child's family in developing the plan	Candidate demonstrated a **basic level of skill** of involving the child's family in developing the plan	Candidate demonstrated a **high level of skill** of involving the child's family in developing the plan

Activity 6.a CEC4.0, 4.1 ATS 6g, 6k TESS 1f, 3d	Candidate demonstrated a **lack of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **basic level of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **high level of skill** in using appropriate assessments to gather baseline data and monitor progress
Activity 6.b CEC 4.0, 4.2, 4.4 ATS 6a, 6c TESS 1f, 3d	Candidate demonstrated a **lack of skill** in using assessments to evaluate progress	Candidate demonstrated a **basic level of skill** in using assessments to evaluate progress	Candidate demonstrated a **high level of skill** in using assessments to evaluate progress
Activity 6.c CEC 7.0, 7.3 ATS 10d TESS 4c, 4d	Candidate demonstrated a **lack of skill** in communicating results to stakeholders	Candidate demonstrated a **basic level of skill** in communicating results to stakeholders	Candidate demonstrated a **high level of skill** in communicating results to stakeholders
Activity 7.a CEC 6.0 ATS 9e, 9c TESS4a, 4e	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to measure impact on student learning
Activity 7.c CEC 6.0, ATS 9e TESS 4a, 4e	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth
Activity 8.a CEC 6.0, 6.1 ATS 9o, TESS 4f	Candidate's written communication used in the lesson indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the lesson indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively	Candidate's written communication used in the lesson indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO:	Graduate Council and Teacher Education Council
FROM (Initiating Department):	**Curriculum and Instruction**
DATE SUBMITTED:	June 13, 2016

Title	Signature	Date
Department Head Dr. Tim Carter		7/13/16
Dean		8/20/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar		8/5/16
Vice President for Academic Affairs		

Program Title:	CIP Code:
Special Education, Birth-K Endorsement	13.1015
Contact Person: Name: Dr. Tim Carter Institution Name: Arkansas Tech University Address: 1310 North El Paso, Rsvl., AR 72801 E-mail Address: tcarter@atu.edu Phone Number: 479-968-0420	**Proposed Date:** Spring 2017

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

The Arkansas Department of Education has added Special Education Birth through Kindergarten as a new certification area. ADE has shared with the University College of Education Deans that there is significant need for this licensure throughout the state. The Arkansas Tech University College of Education has been strongly encouraged to pursue adding this area of certification. Education of preschool children with exceptionalities is the primary focus of centers located in counties throughout the State of Arkansas. Examples of these preschool programs would be Friendship in

Russellville, Marshall and Siloam Springs, Forrester-Davis in Clarksville, Bost in Ft. Smith and Dardanelle, Stepping Stone in Alma. Franklin county Learning Center in Ozark, and Logan county Learning Center in Booneville. This is a small sampling of the number of centers throughout Arkansas that require their teacher to have B-K Special Education Certification. It is estimated that there will be 10 candidates enter and complete the program each year. Most of the courses already exist and are being taught through the Special Education program that is currently approved and being offered. There are two additional courses that will need to be offered. These include SPED 5073 – Planning Instruction in an Early Childhood Setting, and SPED 5083 Supervised Practicum B-K. It is not anticipated that we will need additional faculty for this endorsement program.

List existing degree programs that support the proposed program:
Master's in Special Education K-12 and Licensure Endorsement in Special Education K-12.
The endorsement option provides 21 hours toward the Master's in Special Education K-12, and the Special Education K-12 endorsement option provides the opportunity for licensure (after testing) in Special Education K-12.

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs.

As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

The Arkansas Department of Education has added Special Education Birth through Kindergarten as a new certification area. ADE has shared with the University College of Education Deans that there is significant need for this licensure throughout the state. The Arkansas Tech University College of Education has been strongly encouraged to pursue adding this area of certification. Education of preschool children with exceptionalities is the primary focus of centers located in counties throughout the State of Arkansas. Examples of these preschool programs would be Friendship in Russellville, Marshall and Siloam Springs, Forrester-Davis in Clarksville, Bost in Ft. Smith and Dardanelle, Stepping Stone in Alma. Franklin county Learning Center in Ozark, and Logan county Learning Center in Booneville. This is a small sampling of the number of centers throughout Arkansas that require their teacher to have B-K Special Education Certification.

Curriculum Outline by Semester

Total number of Semester Hours Required for Graduation:	Can the program be completed in 8 semesters?
15 hours are needed for the endorsement.	⦿ Yes ◯ No If not, provide justification.

List New Courses (Please attach New Course Proposals):

SPED 5073: Planning Instruction in an Early Childhood Setting

Catalog Description: This course is a hands-on course in planning developmentally appropriate instruction for all children with an emphasis on exceptionalities birth to K. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs, collaboration, planning, and implementation.

SPED 5083: Supervised Practicum, B-K

Catalog Description: This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an early childhood setting. This course will provide a practical-hands-on application of teaching methods and ideas for children in the birth to kindergarten age range. Prerequisite: Completion of SPED 5003 (Characteristics), SPED 5013 (Assessment), SPED 5073 (Planning Instruction), SPED 5033 (Working with Families).

Identify General Education Courses, Core Courses, and Major Courses:
NA

Courses currently offered via distance technology: (moved from above section)
All courses will offered through distance technology. The practicum course is completed on-site in a public school setting.

Program Admission Requirements:
Candidates must hold a valid Arkansas Teaching license in ECED or ELED and must meet the same requirements for entry as those completing the SPED K-12 program.

Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

List the names and credentials of all faculty teaching course in the proposed program.

Jackie Lee Paxton, Ed.D.
Professor of Curriculum & Instruction
College of Education
Year of Appointment: 2005
Tenure Status: Tenured
Highest Degree Earned: Ed.D.
Degree granting institution: University of Arkansas
Area of specialization: Special Education, Child Development

Certification (Arkansas Teaching Certificate):
Special Education Instructional Specialist, P-4
Special Education Instructional Specialist, 4th-12th
Teaching Social Studies- Secondary
Administrative- Special Education Supervisor

Areas of Specialization:
Special Education
Child Development
Classroom Management

2005-Present	Arkansas Tech University, Professor of Curriculum & Instruction
2002- 2005	University of Arkansas-Fort Smith, Associate Professor of Education
1991-2002 Instruction	Arkansas Tech University, Associate/Assistant Professor of Curriculum and
1985-1991	Western Arkansas Education Service Cooperative, Branch, AR. Consultant for Children with Emotional and Behavioral Problems
1983-1984	Darby Junior High School, Ft. Smith, AR., Teacher of Self-Contained Class for Children with Emotional Problems
1979-1983	Ramsey Junior High School, Ft. Smith, AR., Teacher of Resource Class for Children with Learning and Emotional Problems

Administrative Experience:
Coordinator of ATU Elementary Education Program at the Westark University Center.
Coordinator of the SED Program Western Ark Cooperative
Crawford County Quorum Court for six years. Budget in excess of $4 million.
Van Buren School Board of Directors, 2003 to 2012

Dr. Aileen J. Watts
Educational Background

EdD Human and Organizational Learning   (June 2010)
The George Washington University, Washington D.C.
Graduate School of Education and Human Development

MA Curriculum and Instruction: Bilingual Special Education   (July 2003)
The George Washington University, Washington, D.C.
Graduate School of Education and Human Development

BS Elementary Education   (November 1996)
Southern Utah University, Cedar City, UT
Minors: Spanish and Fine Arts

Professional Licensure/Certifications: Current Utah Teaching Certifications in:
Elementary K-6th
Spanish K-12th
ESL K-12th
Special Education K-12th, Non-Categorical (Mild/Moderate)

Areas of Research Interest

Effective Instructional Models in Inclusive, Diverse Classrooms (UDL/RTI)
Generative Learning and Leadership (Sustainability)
Preparing Teacher Education Candidates for 21st Century Classrooms (Flexibility and Resilience)
Educational Technology for Learning (Innovation and Improvement)

June 2013 – Present

Assistant Professor   Arkansas Tech University – Russellville, AR
Currently working as an Assistant Professor of Education teaching graduate and undergraduate level
teacher training courses in a variety of subject and grade (K-12) levels.

April 2012 – May 2013

Education Consultant - Curriculum and Pedagogy   Second Language Testing, Inc (SLTI)
Rockville, MD
Worked as an education consultant with SLTI on a contract through the Bureau of Indian Affairs to
create a language revitalization program for the Miccosukee Tribal School in Miami, Florida for the
2012-2013 school year
•   Collaborated with a team of Miccosukee tribal leaders, school administrators, teachers and
fellow SLTI colleagues to develop Language Arts standards and pre and post assessments for the
revitalization program
•   Developed grade level curriculum maps based on the Miccosukee language arts standards
•   Provided teaching training on various topics related to working with second language
students in the general education classroom

January – March 2013

Education Consultant – Second Language Learning   Berlitz, Princeton, NJ
Analyzed and Restructured Berlitz's Kid's and Teens Language Scale for pedagogical appropriateness

Total number of faculty required (existing and new) 2-3
For new faculty members include expected credentials/experience and hire date
Master's in SPED or related field with SPED course background and/or experience in SPED instruction.
Public school teaching experience with preference in SPED instruction.

For proposed graduate programs attach curricula vitae for the faculty teaching the program
See attached ADHE Program Proposal pages 106-121.

Description of Resources
Current existing resources will be sufficient to support the program. The Program will utilize existing faculty to teach the courses. No new faculty will need to be added. No additional costs are expected to be incurred to support the program. Blackboard will be a major component in the delivery of services. ATU currently has a well-developed Blackboard Support Service that is available 24 hours a day, seven days a week.
Current Library and instructional facilities
Current Library resources are sufficient to support the program.
New Resources Required (include costs and acquisition plan): NA

New Program Costs (Expenditures for first three years of program operation)
Include:
    New administrative costs
    New faculty
    New library resources and costs
    New/renovated facilities and costs
    New instructional equipment and costs
    Distance delivery costs
    Other new costs
    NA

Detail Marketing Plan and Costs The program will be marketed via the ATU College of Education website as a new online endorsement opportunity. There is no anticipated cost to this approach except for minimal time of faculty members or administrative specialists to update the website. The program will be marketed through the area Educational Cooperatives via the Cooperative directors. There is no anticipated cost to this approach since it occurs almost entirely through digital communication media already available via Google Drive documents, QR codes, and shortened URLs. The program will be marketed to local schools via digital communication. There is no anticipated cost to this approach since it occurs almost entirely through digital communication media already available via Google Drive documents, QR codes, and shortened URLs. A brochure will be designed for the Curriculum and Instruction Graduate Programs and Endorsements. The cost of the brochure will be determined, but in the past, it has ranged from $70-150 per year contingent upon the numbers of copies created. The program will be "advertised" to undergraduate education students exiting the program during their exit interview process from the undergraduate programs. This is a current practice, and this program will be added.

Arkansas Tech University

Proposal for New Program Assessment Form

Endorsement: Special Education, Birth-K

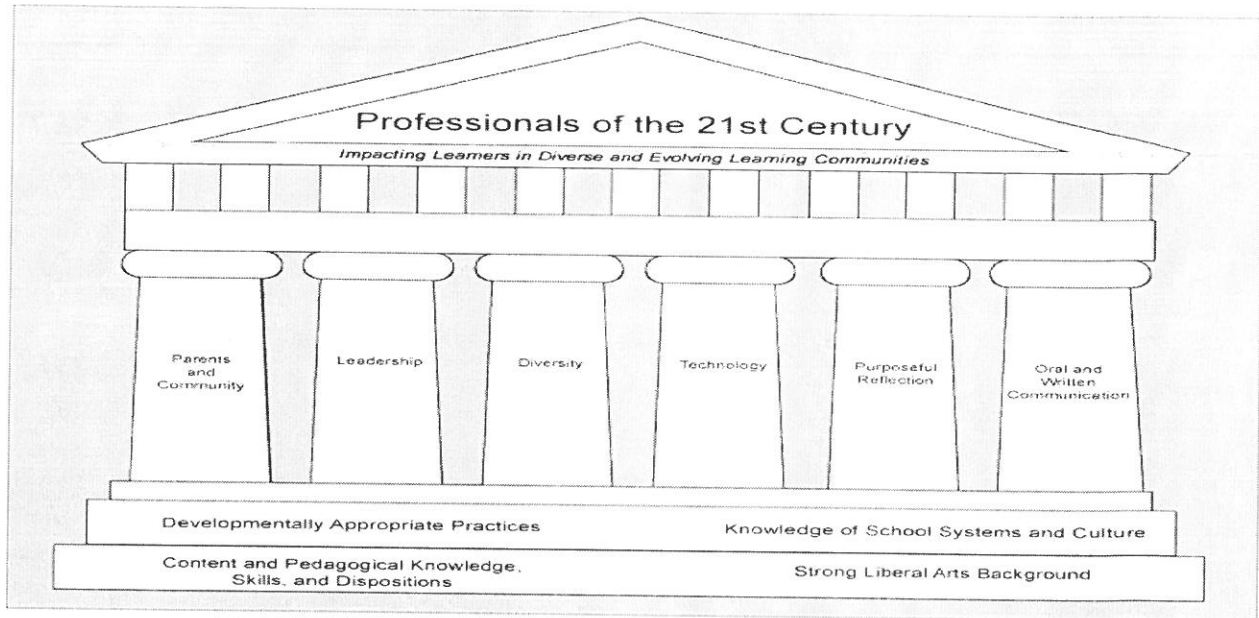| Our Mission |
| --- |
| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this proposal for the new program fit with the university mission? The Special Education B-K Master's level endorsement is designed to prepare licensed teachers to positively impact learners with exceptional learning needs in the Birth-K levels. This endorsement allows these teaching professionals to become licensed in an additional licensure area (special education) in Arkansas and allows them opportunity to further demonstrate professionalism, value-added learning, and enables them to better serve their profession and students with diverse and exceptional learning needs. The university's mission is exemplified in these professional educators through these efforts.
b. If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable. This endorsement is requested by the Arkansas Department of Education since there is a shortage of Birth-K Special Education licensed teachers.
c. How will this new program enhance learning for students enrolled in the program? This endorsement will allow students to continue to be effectively prepared to impact the learning of their students and will allow Arkansas Tech University to continue to recommend students for a special education licensure in Arkansas in a new area of specialization (Birth-K).
d. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? In addition to course traditional assessments and assignments completed via Blackboard with discussion boards, assignments, etc.; candidates are required to complete program assessments demonstrating their learning and attainment of CEC Standards, Arkansas Teaching Standards, and Teacher Excellence Support System Criteria. These are represented beginning on page 77 of the program proposal for designed for the Arkansas Department of Education and attached with this form.
e. Provide an example or examples of assessment evidence which supports adding this new program. In the program currently, students plan lessons to positively impact student learning, they reflect on the learning of their students based upon assessment results, they develop plans to meet the needs of learners with exceptional learning needs, they design modified assessments for these learners, and so forth. The attached program proposal delineates the assessments used in the program. These include assessments aligned to

	Arkansas Teaching Standards, TESS Standards, and Council for Exceptional Children Standards as required by the CEC SPA. The assessments include a language development paper, a parent support plan, behavior management intervention, assessment case study, child with exceptional learning needs case study, and Praxis II exams. Details of the assessments, including rubrics, are included within the ADE Proposal document. These detailed descriptions are included beginning on page 77 of the document proposal.
f.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. Currently, Harding University and UCA offer this particular program, but as noted, there is need as per the ADE for more teachers in SPED Birth-K.
g.	Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) All courses are aligned to Council for Exceptional Children Standards, Arkansas Teacher Standards, and Teacher Excellence Support System Criteria. Eight assessments are included in the program proposal document created for the Arkansas Department of Education that delineate the alignment of the program assessment artifacts with these required standards. This information is included beginning on page 77 of the document proposal.

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Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices

Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions

Strong Liberal Arts Background

CEC Standards 1 & 2, 5, 6, 7

Course #: SPED 5003

Title: Characteristics of Children with Exceptional Learning Needs

Catalog Description:

Provides an overview of individuals with exceptional learning needs. A historical overview is presented in order to understand influences on special education from a legal, school and societal perspective. An emphasis is on characteristics of individuals with exceptional learning needs as it applies to school, family and society.

Textbook:

Exceptional Children & Youth by Hunt & Marshall. 5th edition. Wadsworth/Cengage Learning. (2012).

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.* Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* 5th ed. Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS= Teacher Excellence Support System
BK=Early Childhood/SPED B-K Competencies
NAEYC= National Association for the Education of Young children

Course Objectives: Students will be able to demonstrate:

1. The similarities and differences between children with and without exceptional learning needs.(CEC, 1.2) (ATS 1,2,) (TESS 1b) (BK 1.1) (NAEYC 1a, 1b)
2. how experiences of individuals with exceptional learning needs can impact families.(CEC 1.1, 1.2) (ATS 9, 10) (TESS 1b, 4c) (BK: 1.2) (NAEYC 1a, 1b, 2a)
3. a knowledge of the learning abilities of the individual with exceptional learning needs.(CEC 1.2) (ATS 2) (TESS 1b) (BK: 1.1) (NAEYC 1a, 1b, 2a)
4. the importance of social interaction for the individual with exceptional learning needs. (CEC 2.1, 2.2) (ATS 2) (TESS 1b, 2a) (BK: 1.4) (NAEYC 1b, 2a)
5. respect for their students as human beings (CEC 2, 6.3) (ATS 3a) (TESS 2a) (BK: 1.3) (NAEYC 1a, 2a, 4a)

6. how to use knowledge of the individual with exceptional learning needs to respond to the varying skills, abilities, and behaviors of these individuals.(CEC 2.2, 2.3) (ATS 1, 2) (TESS 1b) (BK: 1.5, 1.9) (NAEYC 1a, 1b, 1c)
7. a knowledge of the current and historical influences on the field of special education (CEC 6.2) (ATS 4, 9) (TESS 4e, 4f)(BK: 6.7) (NAEYC 6a, 6b, 6c, 6d, 6e)
8. a knowledge of how issues of diversity can influence families, cultures, and schools (CEC 1.1, 1.2) (ATS 2) (TESS 1b)(BK: 1.2, 6.8) (NAEYC 2a, 2b, 2c,)
9. a knowledge of organizations and how organizations function to meet the needs of the individual with exceptional learning needs. (CEC 7.1, 7.2, 7.3) (ATS 10) (TESS 4c, 4d, 4f) (BK: 6.3) (NAEYC 6b, 6c, 6d, 6e)
10. a personal philosophy of educating individuals with exceptional learning needs (CEC 6.1) (ATS 1, 9) (TESS 1b, 4a) (BK:6.1, 6.2, 6.9) (NAEYC 6a, 6b, 6c, 6d, 6e)

Methods of Instruction: The emphasis is on understanding and working with children with exceptional learning needs. Web based instruction, professional readings, case studies, class discussions via the internet, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.

Assignments
1. **SEE ASSIGNMENT CALENDAR ON BLACKBOARD FOR SPECIFIC DUE DATES.**

SPED 5003-Assignments

1. Exams- 4- Exams will be taken from material in the book as well as other sources of information covered in class. 4@ 50pts= 200 pts.
2. Language Development Paper- See guidelines for details. (50 pts) This assignment will be submitted to Taskstream. This will be a CEC Assessment for the Program.
3. Exceptionality Paper- You will research an exceptionality; either genetic or organic. This is Graduate level research and your paper should reflect that. You should have a Title page and a reference page. The main body of your paper should meet or exceed 20 pages. See guidelines for specific information. (100 pts.)
4. Legal case- research a court case that has had an impact on the education of children with special needs. See guidelines for specific details. (25 pts)
5. Mini Writes- You will complete 2 Mini Writes. See Assignments for more details.
6. Discussion Board- There will be several discussion boards you will need to respond to. These will only be open for a specific time. Once they have closed they cannot be reopened.

Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Administrative Requirements:

- All students are expected to participate throughout the course of the semester.
- Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
- Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.
- *Work turned in late may receive only partial credit or no credit* based on prerogative of the instructor.

Course Content:

This course addresses CEC Standard 2: Development and Characteristics of Learners and CEC Standard 1: Foundations.

Characteristics of students with exceptional learning needs.

- Respect for all children
- Impact on families of children with exceptional learning needs
- The importance of social interaction
- Similarities and differences in individuals with and without exceptional learning needs
- The importance of culture
- Language differences
- The influences of poverty
- Learning differences
- Behavior differences
- Working together for the child

Foundations
  K. Current and Historical influences on Special Education
  L. Diversity and its influence on family, culture and schools
  M. Development of a personal philosophy
  N. Knowledge of organizations and their role in working with individuals with   exceptional learning needs.

Assessment: SPED 5003 Language Development Paper Rubric

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 1			
Language Development Project Activity 1.a CEC 1.2 ATS 1.g, 2.d, 2.e, TESS 1b	Candidate **does not demonstrate basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrate high level of knowledge** regarding cultural and linguistic differences on growth and development.
Language Development Project Activity 2.a CEC 1.1 ATS 2.e TESS 1a	Candidate **does not demonstrate basic level of knowledge** regarding typical and atypical language development.	Candidate demonstrates **basic level of knowledge** regarding typical and atypical language development.	Candidate demonstrates **high level of knowledge** regarding typical and atypical language development.
CEC Standard 2			
Language Development Project Activity 4.a CEC 2.1 ATS 2.1 TESS 1c, 1d, 1e	Candidate **lacks ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English	Candidate **demonstrates basic ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English	Candidate **a high level of ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English
Language Development Project Activity 4.b CEC 2.1	Candidate did not provide examples of how to implement these models for a child with ELN	Candidate provides 1 or 2 examples of how to implement the models for the child with ELN.	Candidate provided 3 or more examples of how to implement the models for the child with ELN.

	Unacceptable **1** The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable** **2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target** **3** Demonstrates the knowledge and skills to meet the expectations of the standard.
ATS 5.a, 5.l TESS 1e			
CEC Standard 5			
Language Development Project Activity 6.a CEC 5.3 ATS 3.g TESS 1d	Candidate **failed to demonstrate knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a basic level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a high level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.
Language Development Project Activity 7.a CEC 5.4 ATS 2.1 TESS 1a, 1d, 1e	Candidate's response indicated **an inability to use** strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated a **basic level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated a **high level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.
	Unacceptable **1** The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable** **2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target** **3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 6			
Language Development Project Activity 8 CEC 6.1 ATS 9.0 TESS 4e	Candidate's written communication used in the Language Development Project indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and	Candidate's written communication used in the Language Development Project indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and	Candidate's written communication used in the Language Development Project indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and

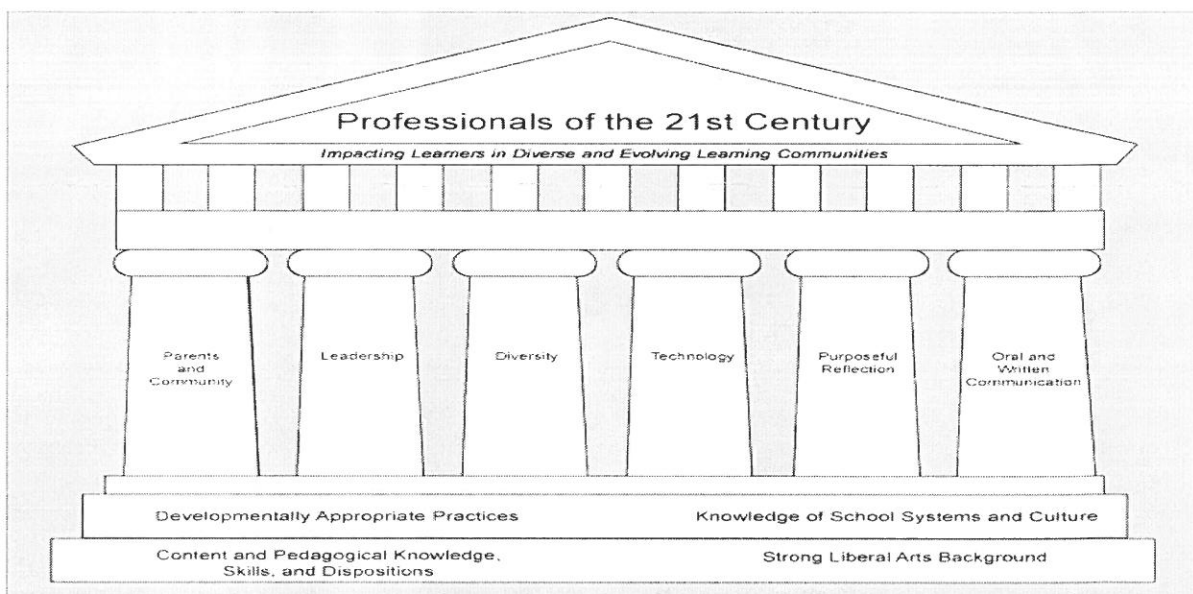|	written language effectively.	written language effectively.	written language effectively.
CEC Standard 7			
Language Development Project **Activity 5** **CEC 7.3** **ATS 10.a, 10.d, 10.g** **TESS 4c, 4d**	Candidate's response indicated a **lack of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning	Candidate's response indicated a **basic level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning	Candidate's response indicated a **high level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.

CEC= Council for Exceptional Children
ATS= Arkansas Teaching Standards
TESS= Teacher Excellence Support System

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Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

Special Education Option
CEC Standard 4

Course #: SPED 5013

Title: Assessment of Children with Exceptional Learning Needs

Catalog Description:
A study of assessment as it pertains to individuals with exceptional learning needs. An overview of the legal and ethical issues involved in assessment. The course provides an examination of the uses of formal and informal assessment to identify the supports and adaptations needed by individuals with exceptional learning needs in order to participate in the general curriculum.

Textbook: Overton, T. (2012). *Assessing Learners with Special Needs: An Applied Approach,* 7th ed. Upper Saddle River: Merrill.

Bibliography:

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Alloway, T. P., Archibald, L., & Ragendran, G. (2009). Working memory in children with developmental disorders. *Journal of Learning Disabilities, 42* (4), 372-381.

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Furniss, G. (2008). Celebrating the art making of children with autism. *Art Education, 61* (5), 8-12.

Garran, D. (2008). Implementing project-based learning to create "authentic" sources: The Egyptological Excavation and Imperial Scrapbook projects at the Cape Cod Light Charter School. *The History Teacher, 41* (3), 379-389.

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1. Demonstrate that all human beings are able to grow, develop, and learn according to their characteristics, needs, and backgrounds by creating learning environments that are developmentally healthy, respectful, supportive, and challenging. (AR SS 1, 2, 3, 4; CEC 1, 2, 4, 5, 6, 7; TESS 1, 2)
2. Provide learning opportunities for all children and their families, including inclusion settings, which maximize growth, development and connect parents to community resources. (AR SS 3, 4, 5; CEC 2, 3, 5, 6, 7; TESS 1, 2, 4)
3. Provide systematic and coherent assessments that are appropriate for all children, including children who have disabilities and or cultural and linguistic diversities. (AR SS 2, 3, 4; CEC 4; TESS 1, 2; ACEI 3, 4, 5)
4. Demonstrate key educational processes including early childhood educational theories, research, content areas, technology, integrative approaches to curriculum, and communication with colleagues, children and parents. (AR SS 4, 5 CEC 1, 2, 3, 4, 5, 6, 7; TESS 1, 4)
 5. Demonstrate moral and ethical professional behavior as models and advocates for young children and who continually seek to grow professionally through reflective practices. (AR SS 1, 4, 5; CEC 6, 7; TESS 4; ACEI 4, 5)

ATS= Arkansas State Standards
CEC= Council for Exceptional Children Initial Special Educator Preparation Standards
TESS=Teacher Excellence Support Standards
BK= Early Childhood/SPED, B-K Competencies

NAEYC= National Association for the Education of Young Children

Course Objectives:
The Candidate will be able to:

1. use assessment results to identify exceptional learning needs and to develop and implement individualized learning program. (ATS 6g, 6l, 6o); (TESS 1b, 1f, 3d, 4a,4b, 4c, 4d, 4f); (CEC 4.1, 4.2.); (BK): 4.1(NAEYC 3a, 3b, 3c, 3d)
2. develop knowledge of legal policies and ethical principles of assessment as it relates to educational placement of individuals with exceptional learning needs. (ATS 6u, 6v, 6a, 6g); (TESS 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 4b, 4c, 4d, 4f); (CEC 6.1, 6.2, 6.3, 6.6; BK 4.1); (NAEYC 6a, 6b, 6d)
3. develop knowledge of measurement for addressing validity, reliability, norms, bias, and interpretation of assessment results.(ATS 6b, 6k); (TESS 1b, 1c, 1d, 1e, 1f, 3d, 4a, 4b, 4c, 4d, 4e, 4f); (CEC 4.2); (BK 4.2) (NAEYC 3a, 3b, 3c, 3d)
4. develop knowledge of the issues involved in assessment of individuals from culturally and linguistically diverse backgrounds.(ATS 6b, 6h, 6k,); (TESS 1b, 1e, 1f, 2a, 2b, 3a, 3d, 3e); (CEC 4.1, 5.1); (BK 4.2) (NAEYC 3a, 3b, 3c)
5. collaborate with families and colleagues to assure non-biased assessments and decision-making.(ATS 6b, 6h, 6k, 6p6u); (TESS 1f, 2a, 2b, 3a, 3d, 3e, 4a, 4b, 4c, 4d, 4f); (CEC 4.1); (BK 4.4); (NAEYC 3a, 3d,)
6. conduct formal and informal assessments of behavior, learning and environments.(ATS, 6a, 6g, 6t1); (TESS 1f, 3d, 4b); (CEC 4.1, 4.2, 4.3); (BK 4.7); (NAEYC 3a, 3b, 3c)
7. use assessment to identify supports and adaptations needed for individuals with exceptional learning needs to access and participate in general curriculum and assessment.(ATS 6h, 6l, 6p, 6u); (TESS 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4b); (CEC 4.1,4.2, 4.3, 4.4, 5.1, 5.2, 5.3); (BK 4.6) (NAEYC 3a, 3b, 3c)
8. regularly monitor the progress and needs of individual with exceptional learning needs in general and special settings. (ATS 6l, 6o, 6t); (TESS 1b, 1c, 1f, 2a, 2b, 2d, 2e, 3a, 3c, 3d, 4a, 4b, 4c, 4f); (CEC 4.1, 4.2, 4.4, 5.1, 5.2); (BK 4.8); (NAEYC 3a, 3b)
9. use appropriate technologies to support their assessments (ATS 6i); (TESS 1d, 1e, 2a, 2b, 2c, 2e, 3c, 3d, 3e, 4b, 4c, 4d, 4e); (CEC 5.2, 5.3); (BK 4.2); (NAEYC 3c, 4b)
10. develop knowledge of the uses and limitations of various assessments. (ATS 6v, 6a, 6b, 6g,6j, 6k, 6o); (TESS 1d, 1f, 3d, 3e, 4b, 4c, 4d, 4e, 4f); (CEC 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3.); (BK 4.5) (NAEYC 3a, 3b, 3c)

Methods of Instruction: The emphasis is on assessment of children with exceptional learning needs. Web based instruction, professional readings, case studies, class discussions via the internet, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.
1. Regular participation in discussions
2. Satisfactory performance on examinations
3. Required reading in textbook and other assigned activities
4. Satisfactory performance on written assignments
5. Case study emphasizing assessment

Grading:

Exams 2 @ 100 points each	200 points
Discussion boards—10 at 10 points each	100 points
Professional Readings—four at 25 each	100 points
*Case Study	200 points

Total   **600 points**

Artifact: *The Case Study is considered the major artifact for this class. Regardless of the number of points otherwise earned in the course, the course cannot be passed without passing the Case Study with at least a grade of D (120 points of 200).

Grading Scale:
540-600 = A
480-539 = B
420-479 = C
360-419 = D
359 and below = F

Administrative Requirements:

- All students are expected to participate throughout the course of the semester. Frequent discussion boards require participation and interaction with the instructor, fellow students, and the content. Students must post at least one meaningful (instructor's discretion, subjective) comment on each discussion board and within the time limits to receive ten points for each of the ten discussion boards.
- Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook.*
- Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors. Work that is handed in late may not be accepted or may incur grade penalties. **Students who take this course on line should be good "self-starters."**
- Assignments may be handed in early. In fact, early submission is encouraged.

Course Content:

This course addresses CEC Standard 4: Assessment.

Assessment of students with exceptional learning needs.

- Identify exceptional learning needs
- Develop and implement individualized instructional programs
- Adjust instruction
- Legal policies and ethical principles in assessment of children with exceptional learning needs
- Assessment as it relates to referral, eligibility, program planning, instruction, and placement of children with exceptional learning needs.

- Uses and limitations of various assessments
- Formal and informal assessment of behavior, learning, achievement and the environment
- Use of technology in assessment of individuals with exceptional learning needs
- Using assessment to monitor progress
- Using assessment to identify supports and adaptation for individuals with exceptional learning needs.

Guidelines for Assignments:

Case Study:
A written narrative of the findings from the case study.

Guidelines

a. Identify or accept the data of a child with exceptional learning needs. Usually an anonymous child's data will be provided.
b. Do not use the child's real name.
c. Discuss the child's background (family, race, culture, socioeconomic status, strengths, weaknesses, and interests).
d. Write a behavioral objective(s) to align with Common Core standards to address the child's area of difficulty. Make a clear connection between learning goals and assessments.
e. Develop an intervention plan for the child based on developmentally appropriate assessments.
f. Use developmentally appropriate assessments to show where the child was when tested. Use several including observation, authentic and performance –based. Use formal and informal assessments.
g. Interpret the assessment results and make a recommendation for future interventions/referrals, etc.
h. Include an in-depth reflection of what you learned and how it will help you.
i. Assistive technology should be used and demonstrate its use in assessment and/or record keeping.

Case Study Rubric

Section of the Case Study.	TESS, CEC, or other SPA standard being addressed in this section	Grade-Book points, of 20	Database points
I. Identify a child with exceptional learning needs. Do not use the child's real name. Tell what his placement (disability category) was at the time of his assessment. Discuss procedures used for documentation and confidentiality of student records. Discuss the ethical and legal bases of these procedures.	1. **Documentation of Assessments: Informal / Formal---** (ATS 9f, 9j, 9o); TESS 1b, 1f, 3d, 4a,4b, 4c, 4d, 4f; CEC 4.1, 4.2.	20	0-4
II. Discuss the child's background (family, race, culture, socioeconomic status, strengths, weaknesses, and interests). Cite evidence from his folder.	**Assessments Support: 1. Children's Development / Learning 2. Improve Outcomes for Young Children 3. Improve Outcomes for Families---** (ATS 1a,1e, 2d, 2e,2a); TESS 1f, 2a, 2b, 3a, 3d, 3e, 4a, 4b, 4c, 4d, 4f; CEC 4.1.	20 possible	0-4
III. Use developmentally appropriate assessments to show (1) the placement or apparent placement and (2) the location in the curriculum of the child at the time of data collection. Use several assessments including observation, authentic and performance –based. Use formal and informal assessments.	**Multiple Assessments Informal / Formal: 1. Observations, 2. Traditional, 3. Authentic, 4. Performance-based ---** (ATS); TESS 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 4b, 4c, 4d, 4f; CEC 6.1, 6.2, 6.3, 6.6.	40 possible	0-4
IV. Name which assessments ones you gave attention to the most and why they were developmentally appropriate, reliable, and valid for this use. Include a discussion of the language and culture-fairness of the assessments that were used. Label the assessments that were screening instruments.	**Assessments are Labeled: 1. Screening, 2. Diagnostic Assessment, 3. Standardized, Testing, 4. Accountability---** (ATS 6b, 6c, 6h, 6u); TESS 1b, 1e, 1f, 2a, 2b, 3a, 3d, 3e; CEC 4.1, 5.1.	30 possible	0-4
V. Interpret the assessment results and make a recommendation for future interventions/referrals. Include a discussion of the reliability, validity,	**Assessments are Non-Biased and Fair: 1. Reliability 2. Validity---** (ATS 6a, 6c, 6l, 6r.); TESS 1b, 1c, 1d, 1e, 1f, 3d, 4a,	20 possible	0-4

usability, and appropriateness of assessments already given.	4b, 4c, 4d, 4e, 4f; CEC 4.2.		
VI. Write a behavioral objective(s) aligned with Common Core standards to address the child's area of difficulty. Make a clear connection between learning goals and assessments. This objective or objectives must be beyond what any that might have been listed in the testing data provided.	**Assessments Connected to Appropriate Goals / Standards / Objectives---** (ATS 7a, 7g); ; TESS 1b, 1f, 3d, 4a,4b, 4c, 4d, 4f; CEC 4.1, 4.2.	20 possible	0-4
VII. Develop a teacher-made Curriculum-Based Assessment (CBA) that would be appropriate for this child in his immediate future.	**Teacher Made Professional Looking Assessments** (ATS6b, 6j); TESS 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4b; CEC4.1,4.2, 4.3, 4.4, 5.1, 5.2, 5.3.	20 possible	0-4 possible
VIII. Assistive technology should be used and demonstrate its use in assessment and/or record keeping. Tell how assistive technology either was used with the child you studied or how it could have been used.	**Specific Assessment Tools and Strategies: 1. Assistive technology, 2. Videotaping, 3. Electronic Record Keeping** (ATS6i); TESS 1d, 1e, 2a, 2b, 2c, 2e, 3c, 3d, 3e, 4b, 4c, 4d, 4e,; CEC 5.2, 5.3.	20 possible	0-4
IX. Include an in-depth reflection of what you learned and how it will help you.	**Assessments Support: 1. Children's Development / Learning 2. Improve Outcomes for Young Children 3. Improve Outcomes for Families---** (ATS 9a, 9b); TESS 1d, 1f, 3d, 3e, 4b, 4c, 4d, 4e, 4f';CEC 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3.	10 possible	0-4
Totals. _____ Comments:		200 possible	Overall rating 0-4

Professional Readings:
1. Complete four readings in professional journals/magazine or other media that discusses current issues in assessment of children with exceptional learning needs.
    a. One reading should be related to the use of Assistive Technology in the assessment process.
    b. One reading should focus on assessment of children with culture or language differences.
    c. One reading should focus on assessment of children from an impoverished background.
    d. One reading can be on any area of current assessment practices of children with exceptional learning needs

Activities and Schedule

Week of:

June 9   Begin reading Chapter One of Overton's *Assessing Learners with Special Needs*. Log in on Blackboard for the course to verify that you are taking it. Respond to Discussion Board #1 within the time allotted. The board is open from May 28 through June 13. See the class web page for the dates of other discussion boards. http://faculty.atu.edu/swomack/5013news.html .

Read Chapter Two in Overton on Laws, Ethics, and Issues. Table 2.3 on page 78 is especially definitive about differences Between IDEA and Section 504. This chapter is especially cogent in its treatments of minority over-representation and disproportionality. **First journal reading will be due** by email swomack@atu.edu no later than midnight June 12.

When the course is taught in five weeks or the 15 weeks of a long-term semester, there is usually information in the syllabus about which chapter should be read in each week. Given that this course will be done in three weeks, attempts to do that kind of day-by-day, chapter-by-chapter pacing are likely to be futile. Start reading at the first of the book and move as rapidly as you reasonably can towards the end.

By June 2—it is expected that data from a real but anonymous child will be posted on Blackboard for you to do a case study. Not all of the data will make sense at this point, but you should examine those data and begin to form ideas about which

disability this child has, what he now knows, and what he needs to learn next. Do not find another child to write about. Use the child whose data are included in Blackboard for Summer 1 to write about so that every participant will be writing about the same child, referencing the same data.

Second professional reading due June 17.

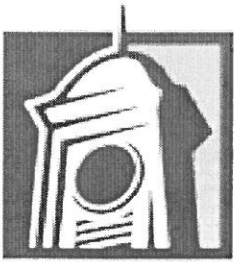June 16   **Third professional reading due June 19**.

Mid-term exam will be on-line June 18. Watch your email for more details about it. The exam will be available to each of you for a two-hour segment during the June 18 (12: 00 AM) time until the midnight June 19 time. The exam must be taken during those 48 hours.

Fourth professional reading due June 20.

Given some detailed information from a real but anonymous child, you are to write a case study, following the rubric shown above. Your emailed **case study**, following the rubric above, done in Microsoft Word, **is due to <u>swomack@atu.edu</u> no later than 10: 00 PM June 26.**

June 26   I will be grading your case studies over the weekend or during the day during this time.

June 27   The final exam will be available from 12:00 AM on Thursday, June 26, until midnight, Friday June 27. Final exams received

ARKANSAS TECH UNIVERSITY

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices — Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions — Strong Liberal Arts Background

Course : SPED 5033

Title: Working with Families of Children with Exceptionalities

Catalog Description:
Course is a brief examination of the impact of children with special needs on the roles within the family. Study will also briefly examine impact of specialized educational programs and their role in aiding and assisting families.

Textbooks:
Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust, 6/E Ann Turnbull, H. Rutherford Turnbull, Elizabeth J. Erwin, Leslie C. Soodak, Pace University Karrie A. Shogren, Publisher: Merrill

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.* Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems.* Pearson.

Course Objectives: Students will demonstrate the following objectives aligned with CEC and SS Standards and that support the focus of the Arkansas Tech University Conceptual Framework.

CEC-Council for Exceptional Children
ATS-Arkansas Teacher Standards
TESS- Teacher Excellence Support System
BK- Early Childhood/SPED, B-K Competencies
NAEYC- National Association for the Education of Young children

1. Involvement with parents and families in contending with the various legal matters along with serious professional and ethical considerations they confront when raising and living with a child with exceptionalities. (CEC 7.2, 7.3) (ATS 10[l]), (TESS 4b,4c, 4e,4f) (BK 5.1, 5.2, 6.2) (NAEYC 2b, 2c, 6a, 6b, 6c, 6e)
2. Taking on multiple roles in complex situations by working with parents and families through parent conferencing and family involvement designed to develop important parent- family- skills while modeling good language development and building relationships. Create objectives for families and children that effectively communicate the goals to be achieved. (CEC 7.2) (ATS 10[k]) (TESS 4b, 4c, 4d, 4e, 4f); (BK 2.1, 2.2, 5.3, 6.3) (NAEYC 2a, 2b, 2c)

3. Becoming an advocate for children by helping parents, family members and colleagues become familiar in the (a) use of assessments to help identify exceptional learning needs, treatments and (b) providing knowledge of agencies/services at the national, state, and local levels, using systematic coordination between agencies, and in developing positive attitudes and environments for families and children. (CEC 7.2, 7.3) (ATS 10 [f]) (TESS 4b, 4c, 4d, 4e, 4f, 2a, 2c, 1f) (BK 5.6, 5.7, 6.10, 6.11; BK 2.1, 2.2, 4.4, 6.11) (NAEYC 2a, 2b, 2c, 6b, 6c, 6e)

4. Efficacy in early intervention theories though involvement with parents and families of children with exceptionalities: a. locating children with special needs, b. listening to parents and family members, c. developing trust in the Family-Professional Relationship, d. developing professional knowledge and skills in a variety of areas related to working effectively with parents and families though early intervention. (CEC 7.3) (ATS 10 [q]) (TESS 4c, 4d, 4e, 4f) (NAEYC 2a, 2b, 2c, 6e)
5. Matching assistive technologies that support and enhance communication with families and individuals with exceptional needs as well as language proficiency and cultural and linguistic differences. (CEC 5.3) (ATS 10 [g]) (TESS 1d, 4c, 3a) (BK 5.1) (NAEYC 3b, 3c, 3d)
6. Quality and timeliness of work: All work is expected to be of professional quality,   neatly presented, grammatically correct and free of spelling/punctuation errors, free of negative dispositions, and meeting due dates. (CEC 6.1) (ATS 9) (TESS 4d, 4f) (BK 6.2) (NAEYC 6b, 6d)
7. Develop a knowledge and understanding of the Arkansas Home Visiting Network models. (CEC 6.6, 7.2, 7.3) (ATS 9a, 9b) (TESS 1d) (BK 5.4) (NAEYC 6a, 6b, 6e)

Rationale:
This course is designed to explore partnerships and community services available for families to benefit special education children with mild to severe learning and behavioral disabilities. Students will be provided with content in family systems theory and interaction, community resources, service coordination and transition for students with disabilities stressing legal and ethical issues. Information needed for effective collaborative consultation and interactive teaming in school, family and community settings will be explored to provide an emphasis on the role of the special educator as a professional facilitator to promote effective benefits for the all children.

Assessment:
This course fits well with Arkansas Tech University School of Education Conceptual Framework as well as the existing assessment process. This class will be evaluated annually by students, faculty, and the College of Education's Peer Review Committee. Any needed changes in the class will be made based on these inputs and approval of the Department of Curriculum and Instruction and the College of Education.

Evaluation:
Evaluation will be based upon 3 to 4 formal tests, a final exam, assigned practices with special needs families that are recorded in reflective journals and a case study conducted with a family who have an exceptional person.

Methods of Instruction: On-line discussion groups, video clips, power-point presentations, family involvement reports, and the presentation of research studies.

Administrative Requirements:
- All students are required to participate throughout the semester.
- Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*

- Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling/punctuation errors, free of negative dispositions, and meeting due dates.

Course Content:
A. Collaboration with families
B. Collaboration with professionals/agencies/services
C. Advocates for individuals with exceptional learning needs
D. Facilitation of successful transitions of individuals with exceptional learning needs across settings
E. Assessments and understanding their uses
F. Early Interventions and theories
G. Assistive technology

Assignment Demonstrating CEC Standards 7, 5, and 6

See Assignments Calendar page on blackboard for due dates.

Grading scale-
A= 90-100%
B= 80-89%
C= 70-79%
D=60-69%
F= Below 60%

SPED 5033
Working with Families of Children with Exceptional Learning Needs
Assignments

1. Discussion Boards- Complete the discussion boards in a timely manner. Boards are only open for a specific time, so make sure you stay current on the topics. Once the board closes it is closed for good. (50 pts)

2. Tests- there will be 4 tests (50 pts each for a total of 200 pts).

3. Support Plan-

Parents of children with ELN often do not know where to turn in order to find services and support for their child. Develop a plan of action to assist the parents of a child with Exceptional Learning Needs as they try to provide services and support for their child. If you have the opportunity to work with a family of a child with exceptional learning needs look at that situation and develop your plan based on the needs of the family. If you don't have access to that type of

situation I'll post a family situation that you can use. Remember; ***confidentiality***. Don't use anyone's real name.

Generally should be in the 20 page range. See Guidelines for details (100 pts) This will be submitted to TASKSTREAM.

4. Financial Assistance Paper- Parents of children with exceptional learning needs often face a variety of problems including excessive medical and/or treatment expenses which might be well beyond their ability to pay. Research the options that are available (excluding insurance) to the parents for help with these expenses. Include how the parent would be able to access the information. 2 to 3 pages in length. (10 pts)

5. Playground Paper- Parents of children with exceptional learning needs often face a variety of problems including finding recreational activities for their child. Develop a theoretical plan for a park/recreation area that would be available for children with exceptional learning needs. Discuss the types of activities available, how they would be beneficial to children with autism, physical delays, and developmental delays of all kinds. Also discuss the costs involved. In effect, develop a recreation area, develop a plan of what to include, costs and the intended audience. (10 pts).

6. CEC Smart brief Articles- subscribe to the CEC newsletter. Select three articles relating to parenting/families of children with exceptionalities and review those articles in one paper. DON'T use all three articles from one smart brief. (15 pts) Just follow the link below and sign up.
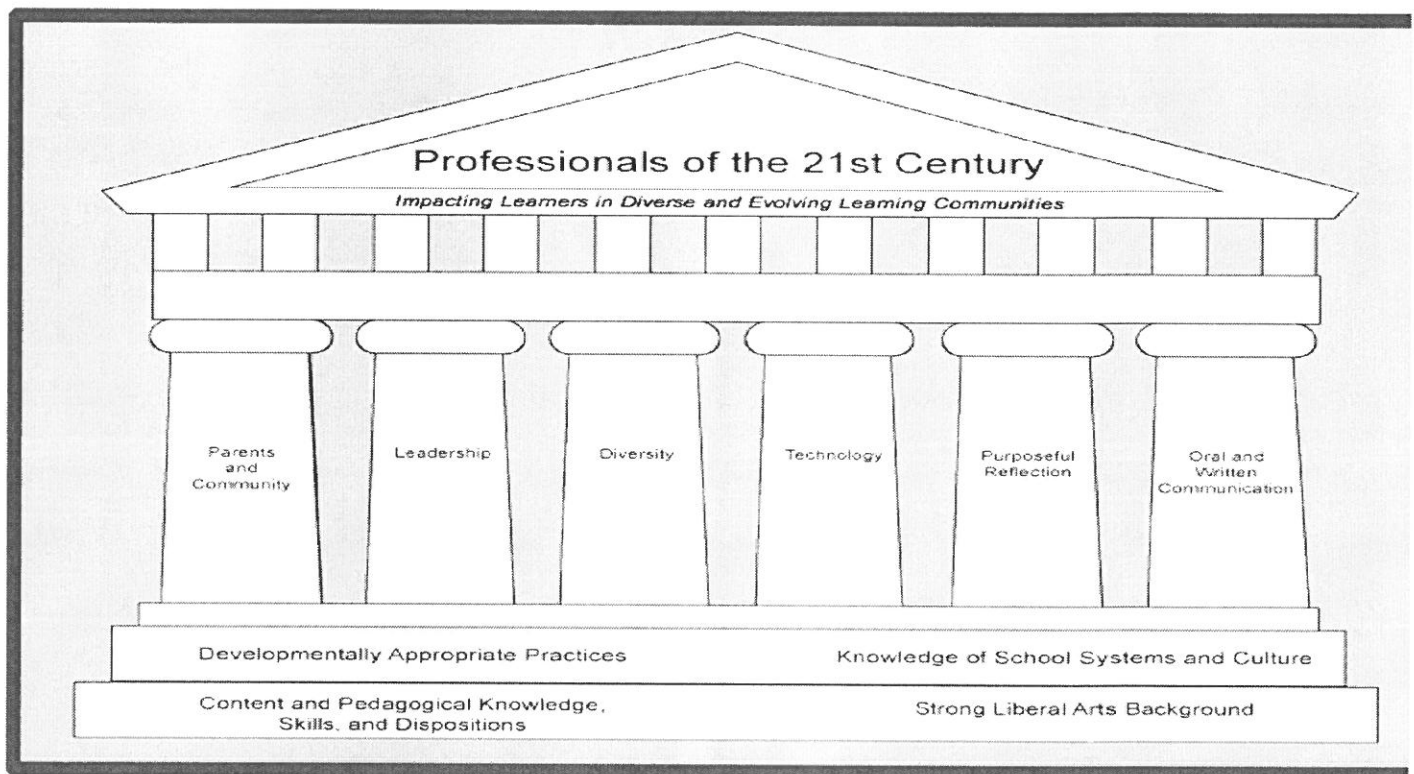
http://r.smartbrief.com/resp/eXzmCesOeEiTsHccfDcXgkfCbTOB

ARKANSAS TECH UNIVERSITY

SPED 5073
Planning Instruction in an Early Childhood Setting (3 credits)

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

Course Title/Subject/Number: Planning Instruction in an Early Childhood Setting

Course Description: This course is a hands-on course in planning developmentally appropriate instruction for all children with an emphasis on exceptionalities birth to K. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special need collaboration, planning, and implementation.

Course Requirements: As member of this on-line learning community students will engage in a variety of thought-provoking virtual interactions. Students will have the opportunity to share as well as receive ideas and feedback from fellow class members. Their active participation in all course related activities will directly influence not only their success but will also influence the growth and learning of their fellow participants. A field experience is required.

Textbook Required for Course: Gargiulo & Kilgo (2011). *An Introduction to Young Children with Special Needs: Birth through Age Eight*, 3rd Edition.

TaskStream Required for Course: Taskstream is an electronic service utilized in the School of Education here at Arkansas Tech University. **Students are required to pay for the use of Taskstream.** To access this service, pay on-line with a credit or debit card at the following address: http://www.taskstream.com.

Technological Expectations: Since this course utilizes Blackboard, there are inherent technological expectations that need to be considered. As part of this course students will need to create a wiki, post to discussion boards, write journal entries, make a blog and submit all assignments through Blackboard. Students who have never taken an online course and/or are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with your Instructor on campus to go over the basics.

Course Outcomes (knowledge, skills, and dispositions to be obtained from this course):

Upon completion of this course, students will be able to:

SPED 5073 Outcomes	Standards	Assignments
Demonstrate an understanding of the current issues, theories, laws, and policies for the education of young exceptional learners.	SS: 3 & 5 CEC: 6.2 TESS 4d, 4e, 4f BK 6.2, 6.6, 6.7 NAEYC 6a, 6b, 6c, 6d, 6e	Making Connections Chapter quizzes
Demonstrate an understanding of the importance of advocacy with parents, school administrators and the community in responding to the varying abilities and behaviors of exceptional learners.	SS: 3, 4; & 5 CEC: 2.1, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 TESS 4c, 4d, 4e, 4f BK 6.5, 6.10	IFSP/IEP Chapter quizzes Collaboration Wiki

	NAEYC 2a, 2b, 2c, 6e	
Demonstrate the development of an Individualized Family Service Plan (IFSP -Birth -2) and an Individualized Education Plan's (IEP- 3-21) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options.	SS: 2 & 3 CEC: 4.1, 4.2, 4.3, 4.4, 5.1, 5.5, 5.6 TESS 1a, 1b, 4b, 4d, 4f BK:1.7, 1.8,4.1, 4.2, 4.3, 4.4, 5.5 NAEYC 6a, 6b, 6c, 6d, 6e	IFSP/IEP Chapter quizzes
Demonstrate knowledge of a range of planning, teaching, assessment and accommodation strategies for improving the learning outcomes for young students with disabilities.	SS: 1, 2 & 4 CEC: 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 5.7 TESS 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e BK: 1.1, 1.5, 1.6, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 3.20, 3.11, 3.12 NAEYC 4a, 4b, 4c,3a, 3b	UDL Lesson Plan Blog Peer Feedback Chapter quizzes
Demonstrate knowledge of a range of strategies for improving social behavior, teaching all students to live harmoniously and productively in a culturally diverse world in inclusive and/or self-contained classrooms.	SS: 1 & 2 CEC: 2.1, 2.2, 2.3 TESS 1b, 1e, 2a, 2b, 2c, 2d, 2e BK: 1.3, 1.5, 16, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5 NAEYC 1a, 1b, 1c, 4a, 4b, 4c	IFSP/IEP Chapter quizzes
Demonstrate the importance of technology's role in	SS: 3	UDL Lesson Plan Blog
supporting and enhancing the learning process for individuals with exceptional needs.	CEC: 5.2 ISTE: I, II, III TESS: 1d, 3c BK:1.5, 3.7, 3.8 NAEYC 3b, 3c	Peer Feedback Chapter quizzes
Demonstrate knowledge of how to involve families and community in the child's learning and provide methods for developing supportive reciprocal relationships.	CEC 7.2, 7.3 SS 10a, 10d, 10m, 10q TESS 4c, 4d, 4f BK 5.1, 5.2, 5.3 NAEYC 3a, 3b, 3c, 3d	Collaboration wiki Helpful Resource

Council of Exceptional Children (CEC), [Arkansas] State Standards (SS – InTASC), Internet society for Technology in Education (ISTE) ; Competencies for ED/SPED B-K (BK) NAEYC- National Association for the Education of Young Children

Course Outline: Overview of SPED 5073 Assignments

Assignment rubrics and related documents can be found below. Note that there are several assignments for this course, so students please be cognizant of deadlines and expectations!

1. Chapter Quizzes – Due date:

Each day there will be a short, multiple-choice quiz on the chapter reading for that day. The quiz will post at 8 am on Blackboard, under the Quizzes Tab, and you will until 8 am the following morning to complete it. Since the quizzes are scheduled to post for a specific window, you will not be able to see them until their specific day/time, but they are there. Quizzes usually vary from 20-40 questions and you have approximately 1.5 minutes to answer them.

2. UDL Lesson Plan Blog (50 points) ARTIFACT_Due date:

Students are responsible for creating one UDL lesson plan following the UDL framework (framework is outlined below, along with an online module for further reference). Students will post their math lesson plan on blogs so that their fellow classmates may access them and make comments. Remember to include any relevant materials as hyperlink on the lesson plan blog: hyperlinks to graphic organizers used in the lesson, instructional videos, other web resources, hand-outs, etc. Here is a sample UDL lesson blog – http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Since this is the course artifact – the hyperlink for this lesson plan blog will be submitted to Taskstream to be reviewed by the instructor and used as evidence for the department as part of licensure review (CAEP). You will also post your hyperlink under the Blog tab on BB.

3. Peer Feedback on Lesson Plan Blogs (20 points) Due date:

Students are responsible for looking through **their partner's** lesson plan blog and providing meaningful, relevant, specific feedback, at least two complete paragraphs outlining the specific strengths and areas for possible improvement. **Please write the peer feedback comments on Blackboard where your partner's hyperlink is posted – not on the blog itself.**

4.   IFSP and IEP (30 points) Due date: Students will use assessment information provided to develop both an IFSP and an IEP. Use the new Arkansas

Department of Special Education Standards Based IEP forms (Student Profile [08-01-12] and Goal Page with Objectives [08-01-12]) (below) as well as the USDOE IEP guide (same site) as a reference. Students will submit this assignment under the Submit Assignment tab on Blackboard. Sample forms below.

IFSP versus IEP:
http://www.pacer.org/parent/php/PHP-c59.pdf

Overview of Standards Based IEP forms:
https://arksped.k12.ar.us/CurriculumAndAssessment/StandardsBasedIEPs.html

5. Collaboration Wiki (100) points Due:

Students will create a collaboration wiki which is a compilation of the various community resources that work together to support families and children with special needs. More information and a rubric will be provided.

6. Discussion Board Topics (50 points)   Due dates:

a) YouTube Introduction Video (10 points) – Due date:

Students will create a YouTube video (http://www.youtube.com/yt/advertise/make-a-video.html) to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are taking the class, and anything else they might like the class to know. Remember to select the "shared with link" option on YouTube so that only people in the class can see it and not everyone on the internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone can see them.

b) Helpful Resource (s) (10 points) Due date:

Students will post at least one idea (or more) that they think would be a beneficial resource to their fellow classmates. For example, a great list serve to join if you haven't already is the CEC Smartbrief, a great resource for up to date news in special education.

c) Making Connections (30 points) Due date:

For this assignment the student's tasks are to:

     1. Join the CEC list serve http://www.smartbrief.com/cec/

     2. Select a current article

     3. Finally, students will post the link of their article on the discussion board and then write at least two paragraphs which should include: a specific quote or two

from their selected article, their personal connection to topic of the article and finally, how these two things relate to the content in this course.

7. Journal Reflections (10 points each) Due date:

Based on the 6 objectives for this class outlined in the course syllabus, students will create a journal entry outlining their learning goals for this course in accordance to the content material that will be covered this semester. Journal entries should be at least 3 detailed paragraphs (6-7 detailed, specific sentences) and show direct correlations to the objectives. These reflections will be posted under the journal tab on blackboard, one at the beginning of the course and the final one at the end of the course.

8.**Field Experience:** The Candidate will complete a 30 hour field experience in an approved early child setting working with children with identified special needs. Your assignments will link back to this field experience. You will complete a Case Study with a child you work with during your Field Experience.

Directions to Candidates: *Choose a child (with legal permission) who has exceptional learning needs. Be sure to follow legal guidelines regarding confidentiality, etc. You will write and develop a case study based on a child with exceptional learning needs. This should include relevant background knowledge.*

1. Begin by explaining your personal philosophy regarding the education of children with exceptional learning needs.
2. Discuss the similarities and differences between children with and without exceptional learning needs. What similarities/differences have you observed?
3. Discuss the importance of social interaction in meeting the needs of the child with exceptional learning needs. How does the child interact socially? What can/did you do to enhance the social learning situation?
4. Examine how diversity can impact or influence families, cultures and schools. Relate this specifically to the child you are working with.
5. Discuss how support organizations can help meet the needs of the child with exceptional learning needs.
6. Discuss how the family, school and other organizations are working together for the child with exceptional learning needs.
7. Explain how current educational policy influences the way in which you work with the child.
8. Discuss the ways in which you are able to respond to the child's unique learning needs. In effect, how did you impact the child's learning?

Methods of Student Performance Assessment and Evaluation Method:

Assignments	Due Date	BB Tab
Chapter Quizzes		Quizzes Tab
UDL Lesson Plan Blog (Course Artifact)		UDL Blog Tab
Partner Feedback on Lesson Plan Blog		UDL Blog Tab
ISFP and IEP		Submit IEP & Wiki Tab
Collaboration Wiki		Submit IEP & Wiki Tab
Discussion Board Topics -Personal Introduction -Helpful Resources -Making Connections		Discussion Board Tab
Journal Reflections		Journal Entries Tab
Case Study		Field Experience

Grading: Course grades will be based on professional quality and accuracy as demonstrated through the evaluation of a variety of performance based assignments. Each assignment has been allocated a specific number of points and the point spread has already been rounded. So to fall within a specific grade range a student MUST have a cumulative score that falls in that pre-established range.

Grade Scale:

A   90-100%
B   80-89%
C   70-79%
D   60 – 69%
F   59% or less

Policy on Absences, Cheating, Plagiarism, Late Work, etc: Frequent late work will results in the lowering of the student's final grade. Student's active participation through discussion boards, blogs and wikis is vital to their growth and development as reflective practitioners and decision-makers and important to the collaborative culture of this particular course. **Please refer to the Arkansas Tech University Student Handbook policy concerning cheating, plagiarism, and misconduct in class if more information is required.**

Assignment List

UDL Lesson Pl and Blog Partners	

Assignment Rubrics and Related Documents

Peer Feedback Rubric (Lesson Plan Blogs) (20 Points Each)

Descriptions	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Comments	Peer feedback is unique, thoughtful, articulate and sites specific examples from the lesson plan blog, both strengths and weaknesses. Is comprised of at least three, very strong paragraphs, but not more than five.	Feedback is good, and lists several strengths and weaknesses, and is three paragraphs in length	Feedback is somewhat generic. Barely two paragraphs in length.	Little to no feedback is posted.
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments:				

Total Points on Feedback for (Lesson Plan) _____ / 20 points

Journal Rubric (10 points each)

Descriptions	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards

Comments +7	Reflection is thoughtful, articulate and gives personal and/or content based examples to support ideas/thoughts. Comments directly relate to all 6 objectives of the course as outlined in the instructions.	Feedback is good. Comments relate to some of the course objectives.	Feedback is generic. Comments relate to one or two of the course objectives	Little to no feedback is posted. Little to no mention is made of the course objectives.
Mechanics +1	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Length +2	Is at least three, strong, detailed paragraphs in length.	Is at least two strong, detailed paragraphs.	Barely two paragraphs, not terribly detailed.	Less than one full paragraph. Needs more work.
Comments:				

Total Points on Journals_____ / 10 points each

UDL Lesson Plan Rubric (50 points)

Sample: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Remember – this is a LA sample and yours must be a math UDL lesson

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), ESL needs and IEP classification(s)	/1

Lesson Goals – *Objectives*	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/1
6 UDL Phases	Methods	Points
1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/5
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/5
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	/5
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	/5
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	/5
6) Assessment of Student Learning – Formative 5-10 minutes	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	/5
Technology	Lesson incorporates various element(s) of technology in the instruction/practice (power point, Prezi, wiki, Elmo, smartboard, YouTube, etc)	/1
Differentiated-Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	/12

Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	/1
Graphic Elements	Blog contains a variety of graphic design elements: embedded videos, pictures, hyperlinks, clip art, etc.	/3
Materials	All materials are listed and clearly relate to the lesson.	/1

Total Points for UDL Lesson Plan _____ **/ 50 points**
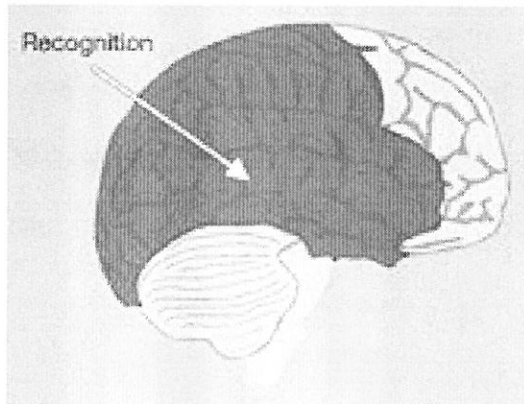
Universal Design for Learning

The UDL Guidelines are based on three overarching principles. Each of the principles is associated with one of the three brain networks. The three overarching principles guide educators in the development of lessons by making sure that all three brain networks are being supported.

UDL overview (online module: http://udlonline.cast.org/page/module1/l3/)

Brain Network   **UDL Principle**

> **I.   Multiple Means of Representation ensures that the Recognition networks of students are supported**

Recognition Networks "What"

Recognition

Specific UDL Accommodations (1.1 – 3.4)

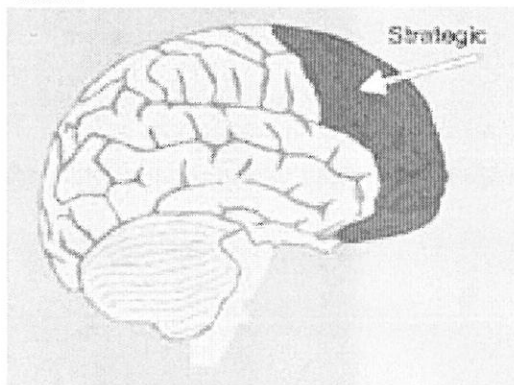| 1. Provide options for perception |
| --- |
| 1.1 Customize the display of information |
| 1.2 Provide alternatives for auditory information |
| 1.3 Provide alternatives for visual information |
| 2. Provide options for language and symbols |
| 2.1 Define vocabulary and symbols |
| 2.2 Clarify syntax and structure |
| 2.3 Decode text and mathematical notation |

Brain Network	UDL Principle

2.4 Promote cross-linguistic understanding
2.5 Illustrate key concepts non-linguistically
3. Provide options for comprehension
3.1 Provide or activate background knowledge
3.2 Highlight critical features, big ideas, and relationships
3.3 Guide information processing
3.4 Support memory and transfer

II.   Multiple Means of Action and Expression ensures that the Strategic networks of students are supported

Strategic Networks "How"

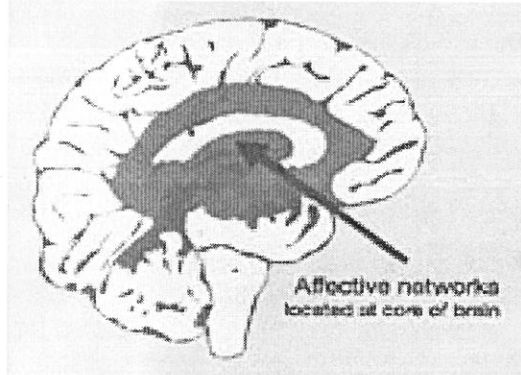| 4. Provide options for physical actions |
| --- |
| 4.1 Provide varied ways to respond |
| 4.2 Provide varied ways to interact with materials |
| 4.3 Integrate assistive technologies |
| 5. Provide options for expressive skills and fluency |
| 5.1 Allow choices of media for communication |
| 5.2 Provide appropriate tools for composition and problem solving |
| 5.3 Provide ways to scaffold practice and performance |
| 6. Provide options for executive functions |
| 6.1 Guide effective goal setting |
| 6.2 Support planning and strategy development |
| 6.3 Facilitate managing information and resources |
| 6.4 Enhance capacity for monitoring progress |

Specific UDL Accommodations (4.1 – 6.4)

III.   Multiple Means of Engagement ensures that the Affective Brain Network   UDL Principle

**Specific UDL
Accommodations (7.1 – 9.3)**

**Affective Networks
"Why"**

Affective networks
located at core of brain

7. Provide options for recruiting interest
7.1 Increase individual choice and autonomy
7.2 Enhance relevance, value, and authenticity
7.3 Reduce threats and distractions
8. Provide options for sustaining effort and persistence
8.1 Heighten salience of goals and objectives
8.2 Vary levels of challenge and support
8.3 Foster collaboration and communication
8.4 Increase mastery-oriented feedback
9. Provide options for self-regulation
9.1 Guide personal goal-setting and expectations
9.2 Scaffold coping skills and strategies
9.3 Develop self-assessment and reflection

UDL Lesson Plan Blog (Format Outline)

**Remember you must embed your UDL accommodations in your written plans as well as in the boxes – refer to the sample lesson plan:
http://udllessonplansample.blogspot.com/2014/07/a-porcupine-namedfluffy.html**

This assignment include:

Reviewing the following three resources:

    a. Video assignment:
https://docs.google.com/forms/d/1cCHb706Yf2MXSna2jPSyqMz4PCCNQ6Z58yxJDuMrwH0/viewform
?c=0&w=1

    b. UDL Learning Module: http://udlonline.cast.org/page/module1/l3/

    c. UDL Planning Wheel: http://udlwheel.mdonlinegrants.org (click on the arrows and suggestions and resources for teaching will pop up)

d. UDL Lesson Plan Blog Sample: http://kristykarielong.blogspot.com/2014/07/udl-math-lessonplan.html (this was a sample from a previous student)

Then design your own UDL lesson plan blog using the following framework:

UDL Lesson Plan (Sample Format) - Refer to Blog for Example

1. Title:
2. Author:
3. Subject:
4. Grade Level:
5. IEP classification(s):
6. Common Core Standard(s):
7. Lesson Goals 8. Lesson Materials:

Instructional Lesson Methods and Assessment

Anticipatory Set (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Introduce and Model New Knowledge (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Guided Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Independent Practice (Describe step by step what you and the students will be doing in this phase
of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Wrap-up (Describe step by step what you and the students will be doing in this phase
of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Assessment (Describe step by step what you and the students will be doing in this phase of the lesson) **Formative (Informal – must be a written assessment)**

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

With regards to UDL here in the state of Arkansas -

State of Arkansas

As of September 1, 2014 the Arkansas Department of Education in their new policies for governing programs for educator licensure offered by institution of higher education in Arkansas has listed UDL within their Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas (refer to 9.05.5)
http://www.uamont.edu/Education/PDFs/Rules%20Governing%20Programs%20for%20Educator%20Licensure.pdf

With regards to UDL and the Federal government:

US Department of Education

US Office of Special Education Recommendations:

https://www.osepideasthatwork.org/udl/instrpract.asp

UDL's role in common core: http://www.udlcenter.org/advocacy/faq_guides/common_core

IFSP and IEP (30 points)

Descriptions	Exceeds Standards 50-45 points	Meets Standards 44-40 points	Nearly Meets Standards 39-35 points	Does Not Meet Standards 34- points
Information	All information included on each page of the IEP is entered accurately, thoroughly and in the correct section.	There are only one or two mistakes in how the IEP was filled in. The descriptions are good and the information is correct.	There are more than a couple mistakes in how the IEP was filled in. Descriptions need to be more thorough, but the data is correct.	There are numerous mistakes in each of the sections. Not thorough.
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments				

Total Points for IEP _____ / 30 points

STATEMENT OF PARENTAL PARTICIPATION AND CONCERNS

_____

_____

_____

_____

Parent(s) participated via alternative means (describe):

_____

STUDENT PROFILE SUMMARY

I. Include general statements that describe the student's academic and functional needs based on most recent evaluations/assessments (include State or district-wide assessments). Address strengths/needs and changes in functioning since last IEP. Include achievement of annual goals, performance in related service areas, and a description of any significant lack of progress:

_____

_____

_____

_____

_____

_____

_____

II. Describe the strengths and needs of the student in relation to post-secondary goals (based on age-appropriate transition assessments). Consider how the student's disability will affect the student's ability to reach his/her post-secondary goals (what the student will do after high school):

_____

_____

_____

_____

_____

INDIVIDUALIZED EDUCATION PROGRAM

Name:	Date:	Page of......

Standard:

Present Level of Performance (include - *Strengths, Needs and Data Sources*):

Impact Statement:

Measurable Annual Goal:

Annual Goal Mastered: _____

(mm/dd/yy)

Objective/Benchmark:

1.	
2.	
3.	
4.	

Type(s) of Evaluation:

Curriculum Based Assessment	Observation Charts
Teacher/Text Test	Work Samples
Student Conferences	Grades
Portfolios	Checklists
Scoring Rubrics	Other (specify):

Progress Reports Completed Each Grading/Progress Period, As Scheduled By the District

No.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.

Measurable Annual Goal:

Annual Goal Mastered: _____

(mm/dd/yy)

Objective/Benchmark:

1.	
2.	
3.	

4.	

Type(s) of Evaluation:

	Curriculum Based Assessment	Observation Charts
	Teacher/Text Test	Work Samples
	Student Conferences	Grades
	Portfolios	Checklists
	Scoring Rubrics	Other (specify):

Progress Reports Completed Each Grading/Progress Period, As Scheduled By the District

No.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.	Date	Prog.	St.

Key for Status of Goals/Objectives:

C = Continued   D = Discontinued   M = Mastered   N = Not Initiated

Assessment – SPED 5073 Case Study

Criteria & Standards	Unacceptable-1	Acceptable-2	Target-3	Score
Personal Philosophy on educating children with exceptional learning needs CEC 6.1, 6.2, 6.3, 6.4,6.5, 6.6 ATS 9e, 9f, 9n, 9o TESS 4a, 4e, 4f NAEYC 6a, 6b, 6c, 6d, 6e	Candidates did not demonstrate a formulated philosophy regarding the education of children with exceptional learning needs.	Candidates demonstrate the development of a well thought out philosophy regarding the educational needs of children with exceptional learning needs.	Candidates demonstrate the development of a philosophy that incorporates outstanding and creative methods appropriate for children with exceptional learning needs.	
Recognizes the similarities and differences between children with and without exceptional learning needs CEC 1.1, 1.2 ATS 1d, 1e, 1f, 1g TESS 1b NAEYC 1a, 1b	Candidates demonstrated little or no recognition of the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate a proficient level of knowledge regarding the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate an advanced knowledge regarding the similarities and differences between children with and without exceptional learning needs.	
Importance of Social Interaction CEC 2.1, 2.2,2.3, 5.0 ATS 3b, 3j TESS 1d, 1e, 2a, 2b NAEYC 1c, 4a, 4b, 4c	Candidates did not demonstrate an understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge and understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	
Diversity's impact on families, cultures and schools. CEC 1.1 ATS 2d TESS 1b, 2a, NAEYC 1b,2a	Candidates did not demonstrate a clear understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate a proficient level of understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate and advanced knowledge of how diversity can impact families, cultures and schools.	
Support organizations and collaboration between family, school and other support organizations. CEC 7.1, 7.2, 7.3 ATS 10a, 10d, 10g, 10q TESS 4c, 4d, 4f NAEYC 2b, 2c, 6c	Candidates did not demonstrate a clear understanding of how school, family and support organizations and work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge of understanding of how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	
How current educational policy influences approaches to working with the child with exceptional learning needs. CEC 6.1, 6.2, 6.3, 6.4, 6.5 ATS 9j, 9o TESS 4d, 4e, 4f	Candidates did not demonstrate a clear understanding of how current educational policy influences approaches to working with the child with ELN	Candidates demonstrate a proficient level of understanding of how current educational policy influences approaches to working with the child with exceptional learning needs.	Candidates demonstrate an advanced level of understanding of how current educational policy influences approaches to working with the child with exceptional learning needs	

NAEYC 6a, 6b, 6c, 6d, 6e				
Responding to the child's unique needs. CEC 2.0, 3.05.0 ATS 1a,1e, 2f TESS 1b, 3c, 3e NAEYC 1c, 4a, 4b, 4c,	Candidates did not demonstrate a clear understanding of how to respond to the child's unique learning needs.	Candidates demonstrate a proficient level of understanding of how to respond to the child's unique learning needs.	Candidates demonstrate an advanced level of understanding of how to respond to the child's unique learning needs.	

ARKANSAS TECH UNIVERSITY

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

SPED 5083: Supervised Practicum, B-K
CEC Standards 1, 2, 3, 4, 5, 6, 7

Catalog Description: This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an early childhood special education setting. This course will provide a practical-hands-on application of teaching methods and ideas for children in the birth to kindergarten age range. Prerequisite: Completion of SPED 5003 (Characteristics), SPED 5013 (Assessment), SPED 5073 (Planning Instruction), SPED 5033 (Working with Families),

Textbook:

Taskstream online portfolio

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.* Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS= Teacher Excellence Support System
BK= Early Childhood/SPED, B-K Competencies
NAEYC=National Association for the Education of Young Children

Course Objectives: Students will be able to:

1. Plan a unit of instruction appropriate for children with exceptional learning needs in the B-4 age range.(CEC 5, 1, 3) (ATS 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7j, 7k, 7m, 8a, 8c, 8h) (TESS 1a, 1b, 1c, 1d, 1e, 1f) (BK 1.3, 1.5, 1.6) (NAEYC 4a, 4b, 4c, 5a, 5b, 5c)

2. Develop an appropriate assessment for children with exceptional learning needs. (CEC 4.) (ATS 6a, 6b, 6f, 6g, 6i, 6j, 6k) (TESS 1f) (BK 4.2, 4.3, 4.5, 4.6, 4.7) (NAEYC 3a, 3b, 3c)

3. Plan instruction based on knowledge of the learning abilities of the child with exceptional learning needs. (CEC 5, 1, 2) (ATS 1d, 1e, 1g, 2a, 2c, 7a, 7c) TESS 1a, 1b,

1c, 1d, 1e, 1f) (BK 1.3, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6) (NAEYC 1c, 4b, 4c, 4d, 5a, 5b, 5c)

4. Create meaningful learning experiences for students from diverse populations. (CEC 1, 2, 5) (ATS 7a, 7c, 7e) (TESS 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e) (BK 1.3, 1.5, 1.6, 3.3, 3.4, 3.7, 3.8, 3.11, 3.12) (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c)

5. Select, adapt, and uses instructional strategies to promote challenging learning results, and modify instruction for children with exceptional learning needs. (CEC 5) (ATS8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l, 8m, 8n, 8o, 8p) (TESS 1a, 1b, 1c, 1d, 1e, 1f) (BK 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 (NAEYC 1c, 4a, 4b, 4c)

6. Will develop an understanding of typical and atypical language development, including the uses of augmentative and assistive technologies. (CEC 5) (ATS 1a, 1e. 1g, 2e, 2i, 2o) (TESS 1b, 1d, 1e) (BK 1.1, 1.2, 1.8, 1.9, 5.3, 5.4) (NAEYC 1a, 1b, 1c)

7. Will collaborate with professionals and families in providing services for children with exceptional learning needs. (CEC 7) (ATS1a, 10b, 10c, 10d, 10e, 10f, 10g, 10i, 10j) (TESS 4c, 4d, 4e, 4f) (BK 2.2, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7) (NAEYC 2a, 2b, 2c)

8. Will develop a learning environment that emphasizes a positive setting for the child with exceptional learning needs. (CEC 2) (ATS 3a, 3b, 3c, 3d, 3e, 3f, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 3o, 3q, 3r) (TESS 2a, 2b, 2c, 2d, 2e) (BK 1.3, 1.6, 2.1, 2.3, 2.4)(NAEYC 1c, 4a)

9. Develop a personal philosophy of educating individuals with exceptional learning needs , including the role of the ethical and professional roles of the special educator.(CEC 1, 6) (ATS, 9b, 9d, 9f, 9h, 9i, 9k, 9j, 9m, 9n, 9o) (TESS 1b, 4d, 4e, 4f) (BK 1.1, 1.2, 1.7, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7) (NAEYC 6a, 6b, 6c, 6d, 6e)

Methods of Instruction: The emphasis is on working with children with exceptional learning needs. Field based experience, professional readings, case studies, class discussions, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.
1. Satisfactory completion of a Practicum
4. Satisfactory completion of a case study (as part of the exit portfolio)
5. Satisfactory completion of journal of experiences
6. Satisfactory completion of a Behavior Intervention Plan
7. Satisfactory completion of Exit portfolio

Grading:

Grading will be on the following:
Classroom observations
Journal
Professional Readings
Exit Portfolio

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.
2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Course Content:

This course addresses CEC Standards 1,2,3,4,5,6,7

To satisfactorily complete this course the Practicum student must have experience in CEC Standards:
1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Practice
7. Collaboration

Requirements for SPED 5083 Practicum

The Practicum will consist of 420 contact hours of field experience.

The Practicum will be at a site that deals with a large diverse population. Placement will be an early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher

program. Placement shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.

The Practicum student is required to work with children with exceptional learning needs in the B-4 age range. This would require experience with children with exceptional learning needs that could include, but is not limited to, children with learning difficulties, exceptionalities, as well as children with cultural, language and socioeconomic differences.

The Practicum student will keep a weekly journal of their experiences, which will allow for personal reflection on their work with children with exceptional learning needs.

The Practicum student will have three formal observations by a supervising instructor from Arkansas Tech University. One observation will be at the prekindergarten level, one observation at the Kindergarten level and one observation will be decided upon by the supervisor and the Candidate. Arkansas Tech University faculty certified in Special Education will supervise the Candidate.

The Practicum student will develop an Exit Portfolio, which will include at a minimum;
1. A case study on one or more students from the Practicum site.
2. As part of the case study the Practicum student will research the latest information regarding the specific needs of the student with exceptional learning needs.
3. Additionally, the Practicum student will develop a personal philosophy of educating individuals with exceptional learning needs.
4. Include the Unit developed and taught to a diverse population
5. Copies of formal observations
6. A video of three lessons taught (one at each level)
7. A professional development plan relating to future work with diverse populations.
8. Behavior Intervention Plan
9. The portfolio will be submitted to Taskstream
10. Complete an Exit Interview with a faculty panel. Present Portfolio at this time as well.

The Practicum will adhere to guidelines set forth by the Arkansas Tech University College of Education.

EXIT PORTFOLIO RUBRIC

Exit Portfolio Task 1 My Beliefs about Teaching and Learning Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides a good summary and clear foundation of his/her view of the teaching/learning process.				
Teacher views teaching as an important endeavor and exhibits a positive disposition toward various participants in and aspects of the profession.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 2 Case Study Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Appropriate and extensive information for the student is provided.				
Specific learning goals/objectives with adaptations that will guide your teaching are provided.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised

Exit Portfolio Task 3 Planning a Unit Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
A Rationale for the Unit explaining why the information or skills taught in the unit are important for students to know or be able to do.				
Graphic organizer(s) (e.g., alignment matrix, concept map, etc.) that demonstrates the interconnectedness of the different concepts/content to be taught in the unit and the connections to what was taught before the unit began.				
A variety of teaching methods and learning activities are utilized in the lessons, which encourage higher-level thinking.				
A Unit of Lesson Plans (5-10 Lessons) with all materials included such as tests, overheads, assignments, etc. is included.				
Evidence is provided in the unit that the teacher has considered the diversity of the learners in the classroom (e.g., ESL, IEP information, developmental levels, Multiple Intelligences, etc.).				
A variety of assessment tools (formal and/or informal) were utilized within the lesson plans in the unit.				
A well-designed formal assessment to measure the learning of the students at the end of the unit is included (traditional test and/or performance assessment).				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 4 Two Lessons Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Objectives, content, methods, and resources used in the lesson are aligned with the State Curriculum Standards chosen and the learning needs/diversity of the students.				
Teacher provides sufficient evidence to demonstrate that students' prior knowledge has been considered.				
The teaching demonstrated on the videotape reflects the prior planning.				
The teacher effectively manages the classroom.				
The teacher cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.				
Teacher's reflection upon the lessons contains highly reflective depth and much specificity (as noted in guidelines) including discussion of the lesson, the student learning and motivation, and the evaluation results provided by his/her supervisor.				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 5 Assessment of Student Learning Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides evaluated work samples of 3-4 typical students and one exceptional student (from Task 2) for pre-, mid-, and post-unit evaluation of learning.				
Teacher provides a 1 to 2 page specific and detailed analysis addressing the following: "Did the students learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?"				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.).				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Special Education Program Formative Observation and Intervention (Complete and return to Director Teacher Education Student Services)

Intern _____ Observer _____ School _____ Date _____

What is your supervisory role? ATU Campus-based Supervisor   Cohort Supervisor   ATU Content-area Supervisor **Which Observation is this?** 1   2   3   4 (*circle nee*)

Is this lesson the one the candidate will be including as his/her BEST LESSON **in the internship exit portfolio?** Yes (No) (*circle one*) Student T#:_____

***Key for rating performance:**

1 Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.

2 Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners' needs.

3 Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

*TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7)	Rating (Circle One)	Evidence Noted (PRE-OBSERVATION)
1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies) **UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT**	1 2 3	
1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences) **UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)**	1 2 3	
1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction) **PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS**	1 2 3	
1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction) **KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS**	1 2 3	
1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction) **ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED**	1 2 3	
1f. Designing Student Assessments (INTASC Standard 6 Assessment) **ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING**	1 2 3	

Revised fall 2014

2a. Creating an Environment of Respect & Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE & FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER & STUDENT(S) TO STUDENT(S)]	1 2 3	
2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED	1 2 3	
2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS & SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT	1 2 3	
2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXIBITIED BY LEARNERS	1 2 3	
2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY	1 2 3	

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.

*TESS DOMAIN 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, & 8)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES & DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANININGFUL ENGAGEMENTS, CONNECTIONS	1 2 3	
3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING	1 2 3	
3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS & RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED	1 2 3	
3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS	1 2 3	
3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING	1 2 3	

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.

*TESS Domains: Arkansas Teacher Excellence Support System, Danielson, C., *Enhancing professional practice: Framework for teaching*, Association for Supervision and Curriculum Development, Alexandria, VA, 2013.
**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

*TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)	Rating	Evidence Noted (POST-OBSERVATION)
4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice) ACCURATE EVALUATION OF LESSON EFFECTIVENESS; CONSIDERS RESEARCH IN TEACHING & LEARNING; CONSIDERS STUDENT SUCCESS IN FUTURE PLANNING; ADAPTS TO MEET NEEDS OF LEARNER(S)	1 2 3	
4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice) PROFESSIONAL ETHICS & CONDUCT GUIDES ACCURATE DATA COLLECTION OF STUDENTS' ASSIGNMENTS & PROGRESS; ACCURACY IN INSTRUCTIONAL AND NONINSTRUCTIONAL RECORDS	1 2 3	
4c. Communicating w/ Families (INTASC Standard 10 Leadership and Collaboration) VARIOUS FORMS (NEWSLETTERS, EMAILS, PHONE CALLS, ETC.); DESCRIBES SPECIFIC SITUATIONS, CONSIDERS STUDENT AND FAMILY BACKGROUND IN COMMUNICATION; INFORMS FAMILIES ABOUT INSTRUCTIONAL PROGRAM/PLANS	1 2 3	
4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration) SHARES, COORDINATES, COLLABORATES, VOLUNTEERS & ENGAGES IN SCHOOL, DISTRICT & COMMUNITY PROJECTS, INVOLVEMENT IN SCHOOL CULTURE OF PROFESSIONAL INQUIRY; PARTICIPATES IN VOLUNTEERISM	1 2 3	
4e. Growing and Developing Professionally (INTASC Standard 9) SEEKS PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ENHANCE CONTENT AND PEDAGOGICAL KNOWLEDGE; SEEKS & ACCEPTS CONSTRUCTIVE CRITICISM; MAKES CONTRIBUTIONS TO THE PROFESSION THROUGH COLLABORATION; CONTRIBUTES AS A FELLOW PROFESSIONAL	1 2 3	
4f. Showing Professionalism (INTASC Standard 9) INTEGRITY; ETHICAL BEHAVIOR; SERVES STUDENTS; PROMOTES FAIRNESS; PARTICIPATES IN DEPARTMENTAL DECISION MAKING; COMPLIES W/ DISTRICT REGULATIONS; ADVOCATE FOR STUDENTS AND SCHOOL; DRESSES APPROPTIATELY; PUNCTUAL; REGULAR ATTENDANCE	1 2 3	

Was the following STRAND exhibited during the observation?	Yes/ No	Was the following STRAND exhibited during the observation?	Yes/ No	For each STRAND noted to the left, please list any evidence observed.
1. High Expectations		5. Equity		
2. Cultural Competence		6. Developmental Appropriateness		
3. Appropriate Use of Technology		7. Attention to Individual Needs		
4. Student Assumption of Responsibility		8. Engagement of Students' Minds		

SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:

ASSESMENT #7 BEHAVIOR INTERVENTION PLAN- SPED 5083

Directions to the Candidates:

As part of your Practicum you will be required to develop a Behavior Intervention Plan for a child who has behavioral needs. At a minimum your Behavior Intervention Plan must include the following:

1. You will complete a student profile addressing how the following issues may impact the child's learning and behavior.

    a. Discuss the child's development; in what ways is it typical and atypical

    b. Discuss how the child is similar and different to peers with and without exceptional learning needs

    c. Discuss the effect the child's exceptionality could have on their life

    d. Are there medical issues involved

    e. Is the child receiving medication, if so, how does that impact the child)?

    f. Discuss any cultural issues that may impact the child's relationships with others.

    g. Are there specific interests the child has that could impact instruction? Explain

    h. Assess the child's learning modalities; how might these impact instruction, learning and behavior

    i. Does the child require augmentative or assistive communication strategies

    j. Does the child have a language difference that could impact communication with teachers and peer?

2. Identify a Target Behavior

    a. Identify the behavior and realistic expectations for the behavior in a variety of settings

3. Develop an Intervention Plan

    a. Use functional assessments in developing the intervention plan

    b. Select, adapt and implement strategies the meet the unique needs of the child

    c. Address how this intervention will utilize basic classroom management theory

      d.   Specify strategies available for crisis prevention/intervention

4. Environment's role in behavior

      a.   Was the learning environment modified to manage behavior

      b.   Were cultural factors integrated into the environment? If so, how?

      c.   Were the child's interests used as a motivator? If so, how?

      d.   What strategies were used to help increase the child's self-control/self-management and self-advocacy?

      e.   What strategies were used to encourage appropriate social skills?

      f.   What methods were used to establish rapport with the child

      g.   What system was in place to manage daily routines

5. Collaboration

      a.   How were paraeducators, tutors, etc. (if applicable) included in using the plan?

      b.   How was the child's family involved in developing the plan

6. Assessment

      a.   What measures did you use to assess baseline data and to monitor progress?

      b.   Use baseline data and ending assessment to evaluate progress

      c.   Communicate final results to stakeholders

7. Reflection

      a.   Did you make an impact on the child's behavior/learning?

      b.   Did you access researched based methods/materials to help improve or develop the intervention plan

      c.   Based on final results what would you have done differently?

8. Written work was of professional quality

      a.   Spelling, grammar were of professional quality

SPED 5083 Behavior Management Intervention- Rubric

	Unacceptable 1 The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Acceptable 2 Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Target 3 Demonstrates the knowledge and skills to meet the expectations of the standard.
Activity 1.a CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of typical and atypical development	Candidate demonstrated a **basic level of knowledge** of typical and atypical development	Candidate **demonstrated a high level of knowledge** of typical and atypical development
Activity 1.b CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a basic level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a high level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs
Activity 1.c CEC 1.1, 1.2 ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the effect the exceptionality may have on the child's life	Candidate **demonstrated a basic level of knowledge** of the effect the exceptionality may have on the child's life	Candidate **demonstrated a high level of knowledge** of the effect the exceptionality may have on the child's life
Activity 1.e CEC1.1, 1.2 ATS TESS 1b, 1d, 4f, 3d	Candidate did not address, or **demonstrated limited knowledge** of medication the child may be taking and effects of the medication	Candidate **demonstrated a basic level of knowledge** of medication the child may be taking and effects of the medication	Candidate **demonstrated a high level of knowledge** of medication the child may be taking and effects of the medication
Activity 1.f	Candidate did not address, or **demonstrated limited**	Candidate **demonstrated a basic level of knowledge** of	Candidate **demonstrated a high level of knowledge** of

CEC 1.1, 1.2, 5.1 ATS TESS 1b	**knowledge** of cultural issues that may impact the child's relationships with others	cultural issues that may impact the child's relationships with others	cultural issues that may impact the child's relationships with others
Activity 1.g CEC 5.1, ATS TESS 1b	Candidate did not address, or **demonstrated limited knowledge** of the specific interests of the child	Candidate **demonstrated a basic level of knowledge** of the specific interests of the child	Candidate **demonstrated a high level of knowledge** of the specific interests of the child
Activity 1.h CEC 1.1, 1.2, ATS 1d, 1e TESS 1b	Candidate did not address, or **demonstrated limited knowledge of** the child's learning modalities and how these might impact behavior	Candidate **demonstrated a basic level of knowledge** of the child's learning modalities and how these might impact behavior	Candidate **demonstrated a high level of knowledge** of the child's learning modalities and how these might impact behavior
Activity 1.i CEC 5.3 ATS 8g, 8h, 8m, 2i, 4g TESS 1b, 1d	Candidate did not address, or **demonstrated limited knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a basic level of knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a high level of knowledge** augmentative or assistive communication strategies
Activity 1.j CEC 1.1, 5.1 ATS 1g, 2d, 2e TESS 1a, 1b	Candidate did not address, or **demonstrated limited knowledge** of language differences that could impact communication	Candidate **demonstrated a basic level of knowledge** of language differences that could impact communication	Candidate **demonstrated a high level of knowledge** language differences that could impact communication
Activity 3.a CEC4.1, 4.2 ATS 6a, 6g, 6j, 6k TESS 1f	Candidate demonstrated a **lack of skill** in using functional assessments	Candidate demonstrated a **basic level of skill** in using functional assessments	Candidate demonstrated a **high level of skill** in using functional assessments
Activity 3.b CEC 2.1, 2.2, 2.3 ATS 8a 8f, ,8l, 8n, 8s TESS 1a, 1b, 1c, 1d, 1d, 1f, 3d	Candidate demonstrated a **lack of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **basic level of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **high level of skill** in selecting strategies to meet the unique need of the child
Activity 3.c CEC 2.2, 2.3 ATS 8a, 8l, 8s	Candidate demonstrated a **lack of skill** in addressing how the intervention will	Candidate demonstrated a **basic level of skill** in addressing how the	Candidate demonstrated a **high level of skill** in addressing how the

TESS 1a, 1b, 1c, 2c, 2d	utilize basic classroom management theory	intervention will utilize basic classroom management theory	intervention will utilize basic classroom management theory
Activity 4.a CEC 1.1, 2.2, 2.3 ATS 8k, 8l TESS 3e	Candidate demonstrated a **lack of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **basic level of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **high level of skill** in modifying the learning environment to manage behavior
Activity 4.b CEC 5.0 ATS 8k, 8l TESS 2c, 2d, 3e,1a	Candidate did not address, or **demonstrated limited knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a basic level of knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a high level of knowledge** of ways to modify the environment to manage behavior
Activity4.d CEC2.2, 5.0 ATS 7k, 8a TESS 1d, 1e,	Candidate demonstrated a **lack of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **basic level of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **high level of skill** in selecting strategies to help increase the child's self-control and self-management
Activity 4.e CEC 2.2 ATS 3b, 3j, 3k TESS 1e, 2a	Candidate demonstrated a **lack of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **basic level of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **high level of skill** in addressing appropriate social skills could be encouraged
Activity 4.f CEC 2.1 ATS 3a TESS 2a	Candidate demonstrated a **lack of skill** in establishing rapport with the child	Candidate demonstrated a **basic level of skill** in establishing rapport with the child	Candidate demonstrated a **high level of skill** in establishing rapport with the child
Activity 4.g CEC 5.0 ATS 8a, 8b, 8k, TESS 2c, 2d	Candidate demonstrated a **lack of skill** in developing a system to manage daily routines	Candidate demonstrated a **basic level of skill** in developing a system to manage daily routines	Candidate demonstrated a **high level of skill** in developing a system to manage daily routines
Activity 5.a CEC 7.2, 7.3 ATS 10b, 10r TESS 4d, 4e, 4f	Candidate demonstrated a **lack of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **basic level of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **high level of skill** in including paraeducators, tutors and volunteers in using the plan

Activity 5.b CEC 7.0, 7.1, 7.2, 7.3 ATS 10d, 10m TESS 4c, 4d, 4f	Candidate demonstrated a **lack of skill** of involving the child's family in developing the plan	Candidate demonstrated a **basic level of skill** of involving the child's family in developing the plan	Candidate demonstrated a **high level of skill** of involving the child's family in developing the plan
Activity 6.a CEC4.0, 4.1 ATS 6g, 6k TESS 1f, 3d	Candidate demonstrated a **lack of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **basic level of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **high level of skill** in using appropriate assessments to gather baseline data and monitor progress
Activity 6.b CEC 4.0, 4.2, 4.4 ATS 6a, 6c TESS 1f, 3d	Candidate demonstrated a **lack of skill** in using assessments to evaluate progress	Candidate demonstrated a **basic level of skill** in using assessments to evaluate progress	Candidate demonstrated a **high level of skill** in using assessments to evaluate progress
Activity 6.c CEC 7.0, 7.3 ATS 10d TESS 4c, 4d	Candidate demonstrated a **lack of skill** in communicating results to stakeholders	Candidate demonstrated a **basic level of skill** in communicating results to stakeholders	Candidate demonstrated a **high level of skill** in communicating results to stakeholders
Activity 7.a CEC 6.0 ATS 9e, 9c TESS4a, 4e	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to measure impact on student learning
Activity 7.c CEC 6.0, ATS 9e TESS 4a, 4e	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth
Activity 8.a CEC 6.0, 6.1 ATS 9o, TESS 4f	Candidate's written communication used in the lesson indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the lesson indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively	Candidate's written communication used in the lesson indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively

Technology Competencies expected of the Program:

Technology Competencies-

Candidates in the Program are expected to continually improve and refine their professional skills utilizing the latest technology.

Candidates are expected to stay up-to-date with the latest trends and innovations.

Candidates are expected to utilize technology to personalize learning activities for each child.

Candidates are expected to use technology to enrich student learning.

Candidates are expected to incorporate digital resources into learning activities.

Candidates are expected to utilize the latest technology available in assessment.

Candidates are expected to utilize their knowledge of technology develop and enhance student creativity and learning.

Candidates will use technology as a tool to reinforce concepts taught in other approaches.

Candidates will use technology to address a variety of learning styles.

Candidates are expected to research current professional practice as it relates to technology

Assessments used in the Program:

A variety of Assessments will be used to for collection of data that will be used to measure the quality of instruction, candidate performance and to plan or adapt future instruction as needed.

The following Assessments will be used:

EC/Special Ed, B-K Assessment	Name of Assessment	Type of Assessment	When is Assessment Administered
1	The Praxis II: Education of Young children (5024) and Praxis II: Interdisciplinary Early Childhood Education (5023).	State Licensure	Prior to Practicum or during Practicum
2	Case Study	Course Artifact	SPED 5073
3	UDL Lesson Plan	Course Artifact	SPED 5073
4	Practicum Observation	Practicum Experience	During Practicum Semester SPED 5083
5	Assessment Case Study	Course Artifact	SPED 5013
6	Behavior Intervention	Practicum	SPED 5003
7	Parent Support Plan	Course Artifact	Practicum Semester SPED 5083
8	Language Development	Course Artifact	SPED 5033

Assessment # 1. Praxis II- The Praxis II: Education of Young children (5024) and Praxis II: Interdisciplinary Early Childhood Education (5023).

Assessment #2: Case Study- SPED 5073

Directions to Candidates for Case Study: *Choose a child (with legal permission) who has exceptional learning needs. Be sure to follow legal guidelines regarding confidentiality, etc. You will write and develop a case study based on a child with exceptional learning needs. This should include relevant background knowledge.*

9. Begin by explaining your personal philosophy regarding the education of children with exceptional learning needs.
10. Discuss the similarities and differences between children with and without exceptional learning needs. What similarities/differences have you observed?
11. Discuss the importance of social interaction in meeting the needs of the child with exceptional learning needs. How does the child interact socially? What can/did you do to enhance the social learning situation?
12. Examine how diversity can impact or influence families, cultures and schools. Relate this specifically to the child you are working with.
13. Discuss how support organizations can help meet the needs of the child with exceptional learning needs.
14. Discuss how the family, school and other organizations are working together for the child with exceptional learning needs.
15. Explain how current educational policy influences the way in which you work with the child.
16. Discuss the ways in which you are able to respond to the child's unique learning needs. In effect, how did you impact the child's learning?

Criteria & Standards	Unacceptable-1	Acceptable-2	Target-3	Score
Personal Philosophy on educating children with exceptional learning needs CEC 6.1, 6.2, 6.3, 6.4,6.5, 6.6 ATS 9e, 9f, 9n, 9o TESS 4a, 4e, 4f NAEYC 6a, 6b, 6c, 6d, 6e	Candidates did not demonstrate a formulated philosophy regarding the education of children with exceptional learning needs.	Candidates demonstrate the development of a well thought out philosophy regarding the educational needs of children with exceptional learning needs.	Candidates demonstrate the development of a philosophy that incorporates outstanding and creative methods appropriate for children with exceptional learning needs.	
Recognizes the similarities and differences between children with and without exceptional learning needs CEC 1.1, 1.2 ATS 1d, 1e, 1f, 1g TESS 1b NAEYC 1a, 1b	Candidates demonstrated little or no recognition of the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate a proficient level of knowledge regarding the similarities and differences between children with and without exceptional learning needs.	Candidates demonstrate an advanced knowledge regarding the similarities and differences between children with and without exceptional learning needs.	
Importance of Social Interaction CEC 2.1, 2.2,2.3, 5.0 ATS 3b, 3j TESS 1d, 1e, 2a, 2b NAEYC 1c, 4a, 4b, 4c	Candidates did not demonstrate an understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge and understanding of the importance of social interaction in meeting the needs of the child with exceptional learning needs.	
Diversity's impact on families, cultures and schools. CEC 1.1 ATS 2d TESS 1b, 2a, NAEYC 1b,2a	Candidates did not demonstrate a clear understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate a proficient level of understanding of how diversity can impact families, cultures and schools.	Candidates demonstrate and advanced knowledge of how diversity can impact families, cultures and schools.	
Support organizations and collaboration between family, school and other support organizations. CEC 7.1, 7.2, 7.3 ATS 10a, 10d, 10g, 10q TESS 4c, 4d, 4f NAEYC 2b, 2c, 6c	Candidates did not demonstrate a clear understanding of how school, family and support organizations and work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate a proficient level of understanding how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	Candidates demonstrate an advanced knowledge of understanding of how school, family and support organizations work collaboratively and individually to meet the needs of the child with exceptional learning needs.	
How current educational policy influences approaches to working with the child with exceptional learning needs. CEC 6.1, 6.2, 6.3, 6.4, 6.5	Candidates did not demonstrate a clear understanding of how current educational policy influences approaches to working with the child with ELN	Candidates demonstrate a proficient level of understanding of how current educational policy influences approaches to working with the child with	Candidates demonstrate an advanced level of understanding of how current educational policy influences approaches to working with the child with	

		exceptional learning needs.	exceptional learning needs	
ATS 9j, 9o TESS 4d, 4e, 4f NAEYC 6a, 6b, 6c, 6d, 6e				
Responding to the child's unique needs. CEC 2.0, 3.05.0 ATS 1a,1e, 2f TESS 1b, 3c, 3e NAEYC 1c, 4a, 4b, 4c,	Candidates did not demonstrate a clear understanding of how to respond to the child's unique learning needs.	Candidates demonstrate a proficient level of understanding of how to respond to the child's unique learning needs.	Candidates demonstrate an advanced level of understanding of how to respond to the child's unique learning needs.	

Assessment #3 SPED 5073UDL Lesson Plan Blog (50 points) ARTIFACT Due date:

Students are responsible for creating one UDL lesson plan following the UDL framework (framework is outlined below, along with an online module for further reference). Students will post their math lesson plan on blogs so that their fellow classmates may access them and make comments. Remember to include any relevant materials as hyperlink on the lesson plan blog: hyperlinks to graphic organizers used in the lesson, instructional videos, other web resources, hand-outs, etc. Here is a sample UDL lesson blog – http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Since this is the course artifact – the hyperlink for this lesson plan blog will be submitted to Taskstream to be reviewed by the instructor and used as evidence for the department as part of licensure review (CAEP). You will also post your hyperlink under the Blog tab on BB.

UDL Lesson Plan Rubric (50 points)

Sample: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Remember – this is a LA sample and yours must be a math UDL lesson

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), ESL needs and IEP classification(s)	/1
Lesson Goals – *Objectives*	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/1
6 UDL Phases	Methods	Points

1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/5
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/5
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	/5
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	/5
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	/5
6) Assessment of Student Learning – Formative 5-10 minutes	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	/5
Technology	Lesson incorporates various element(s) of technology in the instruction/practice (power point, Prezi, wiki, Elmo, smartboard, YouTube, etc)	/1
Differentiated-Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample)	/12
Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	/1
Graphic Elements	Blog contains a variety of graphic design elements: embedded videos, pictures, hyperlinks, clip art, etc.	/3
Materials	All materials are listed and clearly relate to the lesson.	/1

Total Points for UDL Lesson Plan _____ / 50 points

ASSESSMENT # 4: Observation During Practicum

ATU Classroom Observation form-

ASSESSMENT# 5: Assessment Case Study

Case Study:
A written narrative of the findings from the case study.

Guidelines

j. Identify or accept the data of a child with exceptional learning needs. Usually an anonymous child's data will be provided.

k. Do not use the child's real name.

l. Discuss the child's background (family, race, culture, socioeconomic status, strengths, weaknesses, and interests).

m. Write a behavioral objective(s) to align with Common Core standards to address the child's area of difficulty. Make a clear connection between learning goals and assessments.

n. Develop an intervention plan for the child based on developmentally appropriate assessments.

o. Use developmentally appropriate assessments to show where the child was when tested. Use several including observation, authentic and performance –based. Use formal and informal assessments.

p. Interpret the assessment results and make a recommendation for future interventions/referrals, etc.

q. Include an in-depth reflection of what you learned and how it will help you.

r. Assistive technology should be used and demonstrate its use in assessment and/or record keeping.

Case Study Rubric

Section of the Case Study.	TESS, CEC, or other SPA standard being addressed in this section	Grade-Book points, of 20	Database points
I. Identify a child with exceptional learning needs. Do not use the child's real name. Tell what his placement (disability category) was at the time of his assessment. Discuss procedures used for documentation and confidentiality of student records. Discuss the ethical and legal bases of these procedures.	2. **Documentation of Assessments: Informal / Formal---** (ATS 9f, 9j, 9o); TESS 1b, 1f, 3d, 4a,4b, 4c, 4d, 4f; CEC 4.1, 4.2.	20	0-4
II. Discuss the child's background (family, race, culture, socioeconomic status, strengths, weaknesses, and interests). Cite evidence from his folder.	**Assessments Support: 1. Children's Development / Learning 2. Improve Outcomes for Young Children 3. Improve Outcomes for Families---** (ATS 1a,1e, 2d, 2e,2a); TESS 1f, 2a, 2b, 3a, 3d, 3e, 4a, 4b, 4c, 4d, 4f; CEC 4.1.	20 possible	0-4
III. Use developmentally appropriate assessments to show (1) the placement or apparent placement and (2) the location in the curriculum of the child at the time of data collection. Use several assessments including observation, authentic and performance –based. Use formal and informal assessments.	**Multiple Assessments Informal / Formal: 1. Observations, 2. Traditional, 3. Authentic, 4. Performance-based ---** (ATS); TESS 1b, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3d, 4b, 4c, 4d, 4f; CEC 6.1, 6.2, 6.3, 6.6.	40 possible	0-4

IV. Name which assessments ones you gave attention to the most and why they were developmentally appropriate, reliable, and valid for this use. Include a discussion of the language and culture-fairness of the assessments that were used. Label the assessments that were screening instruments.	Assessments are Labeled: 1. Screening, 2. Diagnostic Assessment, 3. Standardized, Testing, 4. Accountability--- (ATS 6b, 6c, 6h, 6u); TESS 1b, 1e, 1f, 2a, 2b, 3a, 3d, 3e; CEC 4.1, 5.1.	30 possible	0-4
V. Interpret the assessment results and make a recommendation for future interventions/referrals. Include a discussion of the reliability, validity, usability, and appropriateness of assessments already given.	Assessments are Non-Biased and Fair: 1. Reliability 2. Validity--- (ATS 6a, 6c, 6l, 6r.); TESS 1b, 1c, 1d, 1e, 1f, 3d, 4a, 4b, 4c, 4d, 4e, 4f; CEC 4.2.	20 possible	0-4
VI. Write a behavioral objective(s) aligned with Common Core standards to address the child's area of difficulty. Make a clear connection between learning goals and assessments. This objective or objectives must be beyond what any that might have been listed in the testing data provided.	Assessments Connected to Appropriate Goals / Standards / Objectives--- (ATS 7a, 7g); ; TESS 1b, 1f, 3d, 4a,4b, 4c, 4d, 4f; CEC 4.1, 4.2.	20 possible	0-4
VII. Develop a teacher-made Curriculum-Based Assessment (CBA) that would be appropriate for this child in his immediate future.	Teacher Made Professional Looking Assessments (ATS6b, 6j); TESS 1a, 1b, 1c, 1d, 1e, 1f, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4b; CEC4.1,4.2, 4.3, 4.4, 5.1, 5.2, 5.3.	20 possible	0-4 possible
VIII. Assistive technology should be used and demonstrate its use in assessment and/or record keeping. Tell how assistive technology either was used with the child you studied or how it could have been used.	Specific Assessment Tools and Strategies: 1. Assistive technology, 2. Videotaping, 3. Electronic Record Keeping (ATS6i); TESS 1d, 1e, 2a, 2b, 2c, 2e, 3c, 3d, 3e, 4b, 4c, 4d, 4e,; CEC 5.2, 5.3.	20 possible	0-4

IX. Include an in-depth reflection of what you learned and how it will help you.	Assessments Support: 1. Children's Development / Learning 2. Improve Outcomes for Young Children 3. Improve Outcomes for Families--- (ATS 9a, 9b); TESS 1d, 1f, 3d, 3e, 4b, 4c, 4d, 4e, 4f;CEC 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3.	10 possible	0-4
Totals. _____ Comments:		200 possible	Overall rating 0-4

ASSESMENT #6 BEHAVIOR INTERVENTION PLAN- SPED 5083

Directions to the Candidates:

As part of your Practicum you will be required to develop a Behavior Intervention Plan for a child who has behavioral needs. At a minimum your Behavior Intervention Plan must include the following:

1. You will complete a student profile addressing how the following issues may impact the child's learning and behavior.

   a. Discuss the child's development; in what ways is it typical and atypical

   b. Discuss how the child is similar and different to peers with and without exceptional learning needs

   c. Discuss the effect the child's exceptionality could have on their life

   d. Are there medical issues involved

   e. Is the child receiving medication, if so, how does that impact the child)?

   f. Discuss any cultural issues that may impact the child's relationships with others.

   g. Are there specific interests the child has that could impact instruction? Explain

   h. Assess the child's learning modalities; how might these impact instruction, learning and behavior

   i. Does the child require augmentative or assistive communication strategies

     j.   Does the child have a language difference that could impact communication with teachers and peers ?

2. Identify a Target Behavior

     a.   Identify the behavior and realistic expectations for the behavior in a variety of settings

3. Develop an Intervention Plan

     a.   Use functional assessments in developing the intervention plan

     b.   Select, adapt and implement strategies the meet the unique needs of the child

     c.   Address how this intervention will utilize basic classroom management theory

     d.   Specify strategies available for crisis prevention/intervention

4. Environment's role in behavior

     a.   Was the learning environment modified to manage behavior

     b.   Were cultural factors integrated into the environment? If so, how?

     c.   Were the child's interests used as a motivator? If so, how?

     d.   What strategies were used to help increase the child's self-control/self-management and self-advocacy?

     e.   What strategies were used to encourage appropriate social skills?

     f.   What methods were used to establish rapport with the child

     g.   What system was in place to manage daily routines

5. Collaboration

     a.   How were paraeducators, tutors, etc (if applicable) included in using the plan?

     b.   How was the child's family involved in developing the plan

6. Assessment

     a.   What measures did you use to assess baseline data and to monitor progress?

     b.   Use baseline data and ending assessment to evaluate progress

     c.   Communicate final results to stakeholders

7. Reflection

a. Did you make an impact on the child's behavior/learning?

b. Did you access researched based methods/materials to help improve or develop the intervention plan

c. Based on final results what would you have done differently?

8. Written work was of professional quality

a. Spelling, grammar were of professional quality

Assessment #6: SPED 5083 Behavior Management Intervention- Rubric

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
Activity 1.a CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of typical and atypical development	Candidate demonstrated a **basic level of knowledge** of typical and atypical development	Candidate **demonstrated a high level of knowledge** of typical and atypical development
Activity 1.b CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a basic level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs	Candidate **demonstrated a high level of knowledge** of the similarities and differences between the ELN child and peers with and without exceptional learning needs
Activity 1.c CEC	Candidate did not address, or **demonstrated limited knowledge** of the	Candidate **demonstrated a basic level of knowledge** of the effect the	Candidate **demonstrated a high level of knowledge** of the effect the

ATS TESS	effect the exceptionality may have on the child's life	exceptionality may have on the child's life	exceptionality may have on the child's life
Activity 1.e CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of medication the child may be taking and effects of the medication	Candidate **demonstrated a basic level of knowledge** of medication the child may be taking and effects of the medication	Candidate **demonstrated a high level of knowledge** of medication the child may be taking and effects of the medication
Activity 1.f CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of cultural issues that may impact the child's relationships with others	Candidate **demonstrated a basic level of knowledge** of cultural issues that may impact the child's relationships with others	Candidate **demonstrated a high level of knowledge** of cultural issues that may impact the child's relationships with others
Activity 1.g CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of the specific interests of the child	Candidate **demonstrated a basic level of knowledge** of the specific interests of the child	Candidate **demonstrated a high level of knowledge** of the specific interests of the child
Activity 1.h CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge of** the child's learning modalities and how these might impact behavior	Candidate **demonstrated a basic level of knowledge** of the child's learning modalities and how these might impact behavior	Candidate **demonstrated a high level of knowledge** of the child's learning modalities and how these might impact behavior
Activity 1.i CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a basic level of knowledge** of augmentative or assistive communication strategies	Candidate **demonstrated a high level of knowledge** augmentative or assistive communication strategies
Activity 1.j CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of language differences that could impact communication	Candidate **demonstrated a basic level of knowledge** of language differences that could impact communication	Candidate **demonstrated a high level of knowledge** language differences that could impact communication

Activity 3.a CEC ATS TESS	Candidate demonstrated a **lack of skill** in using functional assessments	Candidate demonstrated a **basic level of skill** in using functional assessments	Candidate demonstrated a **high level of skill** in using functional assessments
Activity 3.b CEC ATS TESS	Candidate demonstrated a **lack of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **basic level of skill** in selecting strategies to meet the unique need of the child	Candidate demonstrated a **high level of skill** in selecting strategies to meet the unique need of the child
Activity 3.c CEC ATS TESS	Candidate demonstrated a **lack of skill** in addressing how the intervention will utilize basic classroom management theory	Candidate demonstrated a **basic level of skill** in addressing how the intervention will utilize basic classroom management theory	Candidate demonstrated a **high level of skill** in addressing how the intervention will utilize basic classroom management theory
Activity 4.a CEC ATS TESS	Candidate demonstrated a **lack of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **basic level of skill** in modifying the learning environment to manage behavior	Candidate demonstrated a **high level of skill** in modifying the learning environment to manage behavior
Activity 4.b CEC ATS TESS	Candidate did not address, or **demonstrated limited knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a basic level of knowledge** of ways to modify the environment to manage behavior	Candidate **demonstrated a high level of knowledge** of ways to modify the environment to manage behavior
Activity4.d CEC ATS TESS	Candidate demonstrated a **lack of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **basic level of skill** in selecting strategies to help increase the child's self-control and self-management	Candidate demonstrated a **high level of skill** in selecting strategies to help increase the child's self-control and self-management
Activity 4.e CEC ATS TESS	Candidate demonstrated a **lack of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **basic level of skill** in addressing how appropriate social skills could be encouraged	Candidate demonstrated a **high level of skill** in addressing appropriate social skills could be encouraged
Activity 4.f	Candidate demonstrated a **lack of**	Candidate demonstrated a **basic**	Candidate demonstrated a **high**

CEC ATS TESS	**skill** in establishing rapport with the child	**level of skill** in establishing rapport with the child	**level of skill** in establishing rapport with the child
Activity 4.g CEC ATS TESS	Candidate demonstrated a **lack of skill** in developing a system to manage daily routines	Candidate demonstrated a **basic level of skill** in developing a system to manage daily routines	Candidate demonstrated a **high level of skill** in developing a system to manage daily routines
Activity 5.a CEC ATS TESS	Candidate demonstrated a **lack of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **basic level of skill** in including paraeducators, tutors and volunteers in using the plan	Candidate demonstrated a **high level of skill** in including paraeducators, tutors and volunteers in using the plan
Activity 5.b CEC ATS TESS	Candidate demonstrated a **lack of skill** of involving the child's family in developing the plan	Candidate demonstrated a **basic level of skill** of involving the child's family in developing the plan	Candidate demonstrated a **high level of skill** of involving the child's family in developing the plan
Activity 6.a CEC ATS TESS	Candidate demonstrated a **lack of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **basic level of skill** in using appropriate assessments to gather baseline data and monitor progress	Candidate demonstrated a **high level of skill** in using appropriate assessments to gather baseline data and monitor progress
Activity 6.b CEC ATS TESS	Candidate demonstrated a **lack of skill** in using assessments to evaluate progress	Candidate demonstrated a **basic level of skill** in using assessments to evaluate progress	Candidate demonstrated a **high level of skill** in using assessments to evaluate progress
Activity 6.c CEC ATS TESS	Candidate demonstrated a **lack of skill** in communicating results to stakeholders	Candidate demonstrated a **basic level of skill** in communicating results to stakeholders	Candidate demonstrated a **high level of skill** in communicating results to stakeholders
Activity 7.a CEC ATS TESS	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to measure impact on student learning	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to measure impact on student learning

Activity 7.c CEC ATS TESS	Candidate demonstrated a **lack of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **basic level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth	Candidate demonstrated a **high level of ability** to reflect on his /her own practice in order to improve instruction and guide professional growth
Activity 8.a CEC ATS TESS	Candidate's written communication used in the lesson indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the lesson indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively	Candidate's written communication used in the lesson indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively

ASSESSMENT # 7: PARENT SUPPORT PLAN

Directions to Candidates:

You are to explore the concerns of families of individuals with ELN and develop strategies to help address those concerns. You will define the roles of the various groups involved in planning an individualized program to meet the needs of the ELN/family. This would involve parents, school and various community personnel. Explain the culturally responsive factors that could enhance communication and collaboration among ELN individuals, their families, community groups and school personnel. Discuss the various models of collaboration and consultation that could make a positive impact on this situation. In effect, develop a plan of action that identifies the needs of the ELN child and family and collaborate with the family, school and community resources to meet those needs.

In your plan include the following:

1. Give background on the family situation, including parents, siblings, and extended family.

    a. Discuss the child's individual learning needs

    b. Does language or culture impact the child's learning?

    c. Discuss how the child with ELN impact's the family as a whole. Identify concerns/needs of families of individuals with exceptional learning needs and develop strategies/approaches to address those needs.

    d. What procedures are in place for insuring confidentiality about the child with ELN?

2. What community organizations (such as the Downs society, Autism Society, etc.) are available to help the parents?

    a. What is the role and scope of services provided by the organization(s)?

    b. How can the parents contact this group?

    c. Are there local or state chapters of the organization?

    d. Is there an opportunity for the parents to receive emotional support from this organization?

    e. How were you able to bring about a collaborative effort between family, school and community to access these services?

    f. How did these various groups working together develop a plan of action?

3. Research and explain what financial supports might be available from community organizations to help the parents in meeting the monetary costs that sometimes become overwhelming.

    a. Look at federal/state/local government, private agencies, and institutions, e.g Arkansas Children's Hospital. How can the parents access these resources?

    b. How were you able to bring about a collaborative effort between family, school and community to access these services?

    c. How did these various groups working together develop a plan of action?

4. Explain the educational components involved in meeting the child's needs.

    a. How did you assist individuals with ELN and their families in becoming active participants in the educational process?

    b. How were educational issues effectively communicated to families of individuals with ELN?

    c. Explain the level/type of communication between school personnel in regards to the need of the family with ELN?

5. How did/can you model techniques or coach parents in the use of appropriate behavioral interventions for use at home if needed?

   a. How did you model techniques or coach the parents in the use of instructional methods for use at home if needed?

   b. What supports are available in helping the parents deal with discipline issues at home?

   c. How can you help from the teachers' perspective?

   d. Are there other options available that you could suggest to the parent? Suggest positive motivational strategies. Provide suggestions to help the parents if this is an issue.

6. Summarize the level of support needed and address the issues of adequacy of support available to the parents.

   a. Are the needs of the ELN child/family being met?

   b. If not, what suggestions could you make for improving the support levels?

7. Discuss how you were able to make an impact on the child and/or their family.

   a. What models of consultation did you use/find most effective in this process?

   b. How were you able to communicate information about the child's progress to their family?

   c. Were there culturally responsive factors used to promote collaboration among the various individuals involved ?

   d. How were respectful, collaborative relationships encouraged between family and professionals?

   e. Reflect on the results of the parent support plan and determine what you would/could have done differently in that particular situation to make an impact on the child/family with ELN.

8. Written Communication/Mechanics.

   a. Should adhere to APA guidelines, 12-point font, and be of professional quality.

Assessment: SPED 5033 Parent Support Plan Rubric –

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 1			
CEC 1.2 TESS 1.b ATS 1h, 1k **Parent Support Plan Activity 1.a**	Candidate's Parent Support Plan indicates that the candidate **does not have clear understanding or awareness** of students, parents, teachers and other professionals and schools related to exceptional learning needs.	Candidate's Parent Support Plan demonstrated **basic of awareness** of rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.	Candidate's Parent Support Plan demonstrated **high level of awareness** of rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.
CEC Standard 3			
CEC1.2 TESS 1.b ATS 1e, 1g, 2f **Parent Support Plan Activity 1.a**	Candidate's inability to discuss the child's individual learning needs indicates that the **candidate does not have clear understanding** regarding the effects that exceptional conditions have on individuals learning	Candidate's ability to discuss the child's individual learning needs indicates a **basic understanding** regarding the effects that exceptional conditions have on individuals learning	Candidate's ability to discuss the child's individual learning needs indicates a **high level of understanding** regarding the effects that exceptional conditions have on individuals learning.
CEC 1.1 TESS 1.b ATS 2i, 2o **Parent Support Plan Activity 1.b**	Candidate's inability to discuss ways in which language and culture impact	Candidate's ability to discuss ways in which language and culture impact the child's learning	Candidate's ability to discuss ways in which language and culture impact the child's

	the child's learning indicates that the **candidate does not have clear understanding** regarding how cultural diversity interacts with exceptional conditions	indicates a **basic understanding** regarding how cultural diversity interacts with exceptional conditions	learning indicates a **high level of understanding** regarding how cultural diversity interacts with exceptional conditions
	Unacceptable 1 The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable 2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target 3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 6			
CEC6.1 TESS .c, 4.f, ATS 9.0 **Parent Support Plan** **Activity 8.a**	Candidate's written communication used in the Parent Support Plan indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Parent Support Plan indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Parent Support Plan indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.
CEC6.2 TESS 4.e, 4.f ATS 9.0 **Parent Support Plan** **Activity 7.e**	Candidate's reflection on the Parent Support Plan indicates a **basic inability** to reflect on one's practice and guide professional growth.	Candidate's reflection on the Parent Support Plan indicates a **basic level of professionalism** regarding the ability to reflect on one's practice and guide professional growth.	Candidate's reflection on the Parent Support Plan indicates a **high level of professionalism** regarding the ability to reflect on one's practice and guide professional growth.
	Unacceptable 1	**Acceptable 2**	**Target 3**

	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 7			
CEC7.2 TESS 4.c, 4.d Parent Support Plan Activity 7.a	Candidate's response indicates a **lack of basic knowledge and skills** regarding models and strategies of family collaboration.	Candidate demonstrates a **basic level of knowledge and skills** regarding models and strategies of family collaboration.	Candidate demonstrates a **high level of knowledge and skills** regarding models and strategies of family collaboration.
CEC7.3 TESS 4.c, 4.d Parent Support Plan Activity 7.1	Candidate's Parent Support Plan indicates a **lack of basic knowledge** regarding roles of individuals with exceptional learning needs in planning of an individualized program	Candidate's Parent Support Plan demonstrates a **basic level of knowledge** regarding roles of individuals with exceptional learning needs in planning of an individualized program	Candidate's Parent Support Plan demonstrates a **high level of knowledge** regarding roles of individuals with exceptional learning needs in planning of an individualized program
CEC 7.2 TESS 4.b Parent Support Plan Activity 4.a	. Parent Support Plan indicates a **lack of basic knowledge** regarding roles of parents in planning an individualized program	Candidate's Parent Support Plan demonstrates a **basic level of knowledge** regarding roles of parents in planning an individualized program	Candidate's Parent Support Plan demonstrates a **high level of knowledge** regarding roles of parents in planning an individualized program
CEC7.1 TESS 4.c, 4.d Parent Support Plan Activity 2.e	. Parent Support Plan indicates a **lack of basic knowledge** regarding roles of school and community personnel in planning an	Parent Support Plan indicates a **basic level of knowledge** regarding roles of school and community personnel in planning an individualized program	Parent Support Plan indicates a **high level of knowledge** regarding roles of school and community personnel in planning an

	individualized program		individualized program
CEC 7.3 TESS 4.c, 4.d, ATS 10.m **Parent Support Plan Activity 1.c**	Candidate's response indicates a **lack of basic knowledge** regarding concerns of families of individuals with ELN and strategies to help address these concerns.	Candidate demonstrates **a basic level of knowledge** regarding concerns of families of individuals with ELN and strategies to help address these concerns.	Candidate demonstrates a **high level of knowledge** regarding concerns of families of individuals with ELN and strategies to help address these concerns.
CEC 7.1 TESS 4.c, 4.d, ATS 10n, 10q **Parent Support Plan Activity 7.c**	Candidate's response indicates a **lack of basic knowledge** regarding factors that promote effective communication and collaboration with individuals with ELN and their families in order to positively impact both	Candidate demonstrates a **basic level of knowledge** regarding factors that promote effective communication and collaboration with individuals with ELN and their families in order to positively impact both	Candidate demonstrates a **high level of knowledge** regarding factors that promote effective communication and collaboration with individuals with ELN and their families in order to positively impact both
CEC 6.1 TESS 4.b, ATS 9f **Parent Support Plan Activity 1.d**	Candidate's response indicates **an inability** to develop and maintain procedures to insure confidentiality	Candidate's response indicates a **basic level of skill** in developing and maintaining procedures to insure confidentiality	Candidate's response indicates a **high level of skill** in developing and maintaining procedures to insure confidentiality
CEC 7.2 TESS 4.c, ATS 9e, 10m, 10q **Parent Support Plan Activity 7.d**	Candidate's response indicates **an inability to** develop respectful and beneficial relationships with families of individuals with ELN.	Candidate's response indicates a **basic level of skill** in developing respectful and beneficial relationships with families of individuals with ELN.	Candidate's response indicates **a high level of skill** in developing respectful and beneficial relationships with families of

			individuals with ELN.
CEC7.2 TESS 4.c, 4.d, 4f, ATS 10a, 10b, 10c, 10m, 10q **Parent Support Plan Activity 4.1**	Candidate's response indicates an **inability to assist** individuals with ELN and their families in becoming active participants in the educational process.	Candidate's response indicates a **basic level of skill** in assisting individuals with ELN and their families in becoming active participants in the educational process.	Candidate's response indicates a **high level of skill** in assisting individuals with ELN and their families in becoming active participants in the educational process.
CEC 7.1 TESS 4.d, 4.f, ATS 10a, 10q **Parent Support Plan Activity 2.e** **Parent Support Plan Activity 3.b**	Candidate's responses indicate **an inability to** develop a collaborative effort to access community resources for emotional and financial support.	Candidate's responses indicate a **basic level of skill in** developing a collaborative effort to access community resources for emotional and financial support.	Candidate's responses indicate a **high level of skill** in developing a collaborative effort to access community resources for emotional and financial support.
CEC7.3 TESS 4.d, ATS 10a, 10q **Parent Support Plan Activity 2.f** **Parent Support Plan Activity 3.c**	Candidate's responses indicate **an inability** to use group problem –solving to develop, implement, and evaluate collaborative activities.	Candidate's responses indicate a **basic level of skill in** using group problem –solving to develop, implement, and evaluate collaborative activities.	Candidate's responses indicate a **high level of skill** in using group problem – solving to develop, implement, and evaluate collaborative activities.
CEC 7.2 TESS 1.a, 4.d, ATS 8.1 **Parent Support Plan Activity 5.a**	Candidate's response indicates **an inability** to model techniques and coach parents in the use of instructional methods and accommodations	Candidate's response indicates a **basic level of skill** in modeling techniques and coaching parents in the use of instructional methods and accommodations	Candidate's response indicates a **high level of skill** in modeling techniques and coaching parents in the use of instructional methods and accommodations.

CEC7.3 TESS 4.c, ATS 10d **Parent Support Plan Activity 4.c**	Candidate's response indicates **a lack of ability** to effectively communicate with school personnel about the needs of the individual with ELN and the family.	Candidate's response indicates a **basic level of skill** in communicating with school personnel about the needs of the individual with ELN and the family.	Candidate's response indicates a **high level of skill** in communicating with school personnel about the needs of the individual with ELN and the family.
CEC 7.1 TESS 4.c ATS 10d, 10m **Parent Support Plan Activity 4.b.**	Candidate's response indicates a **lack of ability** to effectively communicate with families of individuals with ELN from diverse backgrounds.	Candidate's response indicates a **basic level of skill** in effectively communicating with families of individuals with ELN from diverse backgrounds.	Candidate's response indicates a **high level of skill** in effectively communicating with families of individuals with ELN from diverse backgrounds.
CEC 7.2 TESS 4.c, ATS 10d, 10m **Parent Support Plan Activity 7.b**	Candidate's response indicates a **lack of ability to** communicate effectively with families about curriculum and their child's progress.	Candidate's response indicates a **basic level of skill** in communicating effectively with families about curriculum and their child's progress.	Candidate's response indicates a **high level of skill** in communicating effectively with families about curriculum and their child's progress.
CEC 7.1 TESS 4.d, ATS 7.0, 7.e, 7.m **Parent Support Plan Activity 7.a**	Candidate demonstrates a **lack of ability** to apply various models of consultation in early childhood settings.	Candidate demonstrates a **basic level of ability** to apply various models of consultation in early childhood settings.	Candidate demonstrates a **high level of ability** to apply various models of consultation in early childhood settings.
CEC 7.3 TESS 4.c, 4.d, ATS 10d **Parent Support Plan Activity 3.b**	Candidate's response indicates a **lack of ability** to establish and maintain positive collaborative relationships	Candidate's response indicates a **basic level of ability** to establish and maintain positive collaborative relationships between	Candidate's response indicates a **high level of ability** to establish and maintain positive collaborative

	between family, school and community.	family, school and community.	relationships between family, school and community.
CEC 7.1 TESS 4.d, ATS 10q **Parent Support Plan** **Activity 7.a**	Candidate's response indicates a **lack of ability** to provide consultation and instruction specific to services for children and families.	Candidate's response indicates a **basic level of ability** to provide consultation and instruction specific to services for children and families.	Candidate's response indicates a **high level of ability** to provide consultation and instruction specific to services for children and families.

Assessment # 8: SPED 5003 Language Development Project:

Assessment: SPED 5003 Language Development Paper Rubric

	Unacceptable 1 The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Acceptable 2 Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Target 3 Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 1			
Language Development Project Activity 1.a CEC 1.2 ATS 1.g, 2.d, 2.e, TESS 1b	Candidate **does not demonstrate basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrate high level of knowledge** regarding cultural and linguistic differences on growth and development.
Language Development Project Activity 2.a CEC 1.1	Candidate **does not demonstrate basic level of knowledge** regarding typical and	Candidate demonstrates **basic level of knowledge** regarding typical and	Candidate demonstrates **high level of knowledge** regarding typical and

ATS 2.e TESS 1a	atypical language development.	atypical language development.	atypical language development.
CEC Standard 2			
Language Development Project **Activity 4.a** **CEC 2.1** **ATS 2.1** **TESS 1c, 1d, 1e**	Candidate **lacks ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English	Candidate **demonstrates basic ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English	Candidate **a high level of ability** in selecting, adapting, and use of communication models, strategies and resources that could be encourage understanding of subject matter for students whose primary language is not English
Language Development Project **Activity 4.b** **CEC 2.1** **ATS 5.a, 5.l** **TESS 1e**	Candidate did not provide examples of how to implement these models for a child with ELN	Candidate provides 1 or 2 examples of how to implement the models for the child with ELN.	Candidate provided 3 or more examples of how to implement the models for the child with ELN.
	Unacceptable **1** The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable** **2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target** **3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 5			
Language Development Project **Activity 6.a** **CEC 5.3** **ATS 3.g** **TESS 1d**	Candidate **failed to demonstrate knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a basic level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a high level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.

Language Development Project Activity 7.a CEC 5.4 ATS 2.1 TESS 1a, 1d, 1e	Candidate's response indicated **an inability to use** strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated a **basic level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated a **high level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.
	Unacceptable **1** The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable** **2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target** **3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 6			
Language Development Project Activity 8 CEC 6.1 ATS 9.0 TESS 4e	Candidate's written communication used in the Language Development Project indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.
CEC Standard 7			
Language Development Project Activity 5 CEC 7.3 ATS 10.a, 10.d, 10.g TESS 4c, 4d	Candidate's response indicated a **lack of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning	Candidate's response indicated a **basic level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning	Candidate's response indicated a **high level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.

CEC= Council for Exceptional Children
ATS= Arkansas Teaching Standards
TESS= Teacher Excellence Support System

Field Experiences:

Two of the five courses within the Program require field experiences. SPED 5073 Planning Instruction in an Early Childhood Setting has a 30 hour field experience is a B-K setting. The Candidate will work with children with identified special needs.

SPED 5083 Special Education Practicum, B-K requires and extensive hands-on opportunity to work with children with identified special needs in an early childhood setting. The Practicum will consist of 420 hours of actual classroom experience.

The Practicum will be at a site that deals with a large diverse population. Placement will be an early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program. Placement shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.

The Practicum student is required to work with children with exceptional learning needs in the B-4 age range. This would require experience with children with exceptional learning needs that could include, but is not limited to, children with learning difficulties, exceptionalities, as well as children with cultural, language and socioeconomic differences.

Admission Requirements:

- The Candidate must be admitted to the Arkansas Tech University Graduate College and meet all requirements for Graduate study which include:

1. Applicants must pay a $25.00 nonrefundable application fee directly to the Graduate College.
2. Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
3. Applicants must have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
4. Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College. Mail all materials to: Graduate College, 1507 North Boulder Avenue Tomlinson 113, Russellville, AR 72801.
5. Applicants must meet additional admission requirements specified by programs in the graduate catalog (GRE, writing samples, etc.).

- Candidate must hold a current, standard Arkansas Educator License in Early Childhood P-4, Elementary Education K-6 or 1-6, P-4 Special Education (Special Ed Instructional Specialist), or Special Education K-12 (other licensure areas may be acceptable with additional coursework).

- Candidates should have at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure. If the Candidate does not have the 6 hours of required reading they will need to complete the required hours before completion of the program.

Retention Procedures:

- After the completion of 12 hours of Graduate study the Candidate must submit a Candidacy form developed in conjunction the Program Advisor to show a projected graduation date including grades earned in each course. At this point the Candidate meets with the Program Advisor to discuss progress within the program and to ensure they are on track to complete the program in a timely manner.
- All students who receive one letter grade of "C" will be cautioned by the Graduate College. A student who receives a second "C" in their graduate curriculum must meet with the Director of Graduate Support Services prior to registering for the subsequent semester. A student who has a semester grade point average below 3.0 must meet with the Graduate College Dean prior to registering for the following semester. If a student earns a letter grade of "C" or lower they must also meet with the Program Advisor to determine if closer mentoring by the Advisor is needed.

Exit Requirements:

As requirement for all students in the Program must develop a portfolio during the SPED 5083 Practicum, B-K semester. The portfolio will be submitted online to Taskstream where information about Candidate performance can be tracked for use in evaluating Candidate and Program performance. This information will be used to improve and shape future instruction. In addition, at the end of the semester the Candidate will also present the Portfolio information to a

panel of faculty members. At the same Panel Interview faculty and Candidate will discuss the overall experience within the Program and look at strengths and concerns of the program from the Candidate perspective.

Candidate Follow-up Procedures:

Candidates in this program will be followed and tracked the same as all other Candidates who complete programs within the Arkansas Tech University College of Education and the Arkansas Tech University Graduate College. This includes: employer surveys and follow-up completer surveys.

Faculty:

Jackie Lee Paxton, Ed.D.
Professor of Curriculum & Instruction
College of Education

Year of Appointment: 2005
Tenure Status: Tenured
Highest Degree Earned: Ed.D.
Degree granting institution: University of Arkansas
Area of specialization: Special Education, Child Development

Education:
Ed.D.   University of Arkansas   Special Education   1990
MSE   University of Central Arkansas Special Education 1979
BSE   Univ. Central Ark.   Social Studies/Special Ed 1978
AA   Westark Community College, History   1976

Graduate coursework in Educational Administration and in Business Management.

Certification (Arkansas Teaching Certificate):
Special Education Instructional Specialist, P-4
Special Education Instructional Specialist, 4th-12th
Teaching Social Studies- Secondary
Administrative- Special Education Supervisor

Areas of Specialization:
Special Education
Child Development
Classroom Management

Professional Experience
2005-Present   Arkansas Tech University, Professor of Curriculum & Instruction
2002- 2005   University of Arkansas-Fort Smith, Associate Professor of Education
1991-2002   Arkansas Tech University, Associate/Assistant Professor of Curriculum and Instruction

1985-1991   Western Arkansas Education Service Cooperative, Branch, AR.

              Consultant for Children with Emotional and Behavioral Problems

1983-1984   Darby Junior High School, Ft. Smith, AR., Teacher of Self-Contained
              Class for Children with Emotional Problems

1979-1983   Ramsey Junior High School, Ft. Smith, AR., Teacher of Resource Class

              for Children with Learning and Emotional Problems

Administrative Experience:
              Coordinator of ATU Elementary Education Program at the Westark University Center.

Coordinator of the SED Program Western Ark Cooperative
Crawford County Quorum Court for six years. Budget in excess of $4 million.
Van Buren School Board of Directors, 2003 to 2012

Graduate Classes Taught

SPED 5003 Characteristics of Children with Exceptional Learning Needs
SPED 5033 Working with Families of children with Exceptionalities
SPED 5043 Special Education Practicum, P-4
SPED 5053 Planning Instruction, 4-12
SPED 5063 Special Education Practicum, 4-12
ELED 6803 Teaching the Exceptional Child
MLED 5043 Diversity in the Middle Classroom
ECED 6603 Psychosocial Development
MAEC 6163 Instruction/Assessment of Diverse Learners
MAEC 6033 Child Dev/Classroom Mgmt

Undergraduate Courses Taught:
ECED 3033 Child Development
ECED 3053 Children & Families in a Diverse Society
MLED 3072 Diversity in the Middle Level Class

Current Professional and Academic Memberships

ACEI
Arkansas Learning Disabilities Association
Arkansas Association of Teacher Educators
National School Board Association
Arkansas School Board Association
Arkansas Writers Association
Oklahoma Writers Federation

Professional Assignments and Activities
Promotion & Tenure Committee, 2014-2015
Peer Review Committee, 2014-2015
Peer Review Committee, 2013-2014
Peer Review Committee, 2012-2013
Member-Faculty Salary, Benefits, & Awards Committee 2011/2012
Chair- Faculty Salary, Benefits, & Awards Committee 2011/2012
Member-Admissions, Academic Standards, & Student Honors Committee 2011/2012
Member-Admissions, Academic Standards, & Student Honors Committee 2010/2011
Curriculum Committee-2009-2010
Curriculum Committee-2008-2009
Admissions, Academic Standards & Student Honors Committee-2007-2008
Member Convocations Committee (3 years)
Program Advisor-Masters in Special Education Program
Member- NCATE C & I Evaluation Committee
Member Special Ed Master's Proposal Committee

Member of the Elementary Education Master's Revision Committee
Chair- Internship Committee
Member, Internship committee
Chair, Faculty Election Committee
Member, Faculty Election Committee
Placed students in Practicum/Intern Sites
Member Mid-Level SPA Committee
Member-Teacher Education Council- ATU
Chair of Diversity Committee for NCATE
Faculty Advisor to Phi Mu-2007-2011
Faculty Advisor to the Future Educators-1991-2003
Faculty Advisor to the College Republicans-1991-2003
Member of the Peer Review Committee
Chair of the Peer Review Committee
Member of the Department Head Search Committee
Member of Faculty Search Committees
Advisor to approximately 165 students
Faculty Advisor- Senior Honors Paper- 2012
Commencement Marshal- Graduation 2003

Presentations:
The Strong-Willed Child: I Want Everything to be My Way! Leggett, Timothy, Kevin Costley, Jackie Paxton, and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 10, 2014.

I have the Courage of the Lion in the Wizard of Oz: Developing Courage in Young Children. Leggett, Timothy, Kevin Costley, Jackie Paxton, and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 10, 2014.

Do Not Touch Me! Sensory Integration Disorder in Children. Leggett, Timothy, Kevin Costley, Jackie Paxton, Debra Murphy and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 10, 2014.

Making Sense of Sensory Issues. T. Leggett, K. Costley, A. Watts, D. Bell and J. Paxton. Arkansas Early Childhood Association State Conference, October, 2013. Hot Springs, Arkansas.

Come to Your Senses: Sensory Issues in the Classroom. Leggett, Timothy, Kevin Costley, Jackie Paxton, Sammie Stephenson, Stephanie Pepper and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 18, 2012.

Shake, Rattle and Ring. Leggett, Timothy, Kevin Costley, Jackie Paxton, Sammie Stephenson, Stephanie Pepper and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 14, 2011.

ADD/ADHD: Boys Verses Girls. Leggett, Timothy, Kevin Costley, Jackie Paxton, Sammie Stephenson, Stephanie Pepper and David Bell. Arkansas Early Childhood Association Conference, Hot Springs, Arkansas, October 14, 2011.

Learning Every Day in Every Way. Leggett, Timothy, Kevin Costley, Jackie Paxton, Stephanie Pepper, Sammie Stephenson and David Bell. 14th Annual North Central Arkansas Child Care Conference, Batesville, Arkansas, September 24, 2011.

Girls Gone Wild in the Classroom. Leggett, Timothy, Kevin Costley, Jackie Paxton, Sammie Stephenson, Stephanie Pepper and David Bell. 14th Annual North Central Arkansas Child Care Conference, Batesville, Arkansas, September 24, 2011.

Are Boys Being Boys or Are They Aggressive! Association of Childhood Education Arkansas. State Conference. Hot Springs, AR. Oct. 9, 2009.

Boys! Association of Childhood Education Arkansas. State Conference. Hot Springs, AR. Oct. 10, 2009.

Boys will be Boys! Twelfth Annual North Central Arkansas Fall Child Care Conference. Batesville, AR. Sept. 26, 2009.

Boys in the Classroom: A Blessing or a Curse, the Same or Different. Association of Childhood Education Arkansas State Conference. Hot Springs, AR Oct. 20, 2007.

Fun Ways to Increase Children's Attention Span. ACEI International Conference. Tampa, Florida. May 3-5, 2007.

Positive Teacher-Parent Communication and its Influence on Student Performance and Behavior. ACEI International Conference, San Antonio, TX. April 15, 2006.

Preventive Discipline. International Conference of the Learning Disabilities Association. Atlanta, GA. February 27, 1999.

Lesson Plans for ADD/ADHD Children. International Conference of the Learning Disabilities Association. Washington, D.C. March, 1998.

Developing Classrooms for Children with Attention Deficit Disorder. International Conference of the Learning Disabilities Association. Chicago, IL. Feb. 21, 1997.

Teaching Academics to Children with Attention Deficit Disorder. International Conference of the Learning Disabilities Association. Washington, D.C. March, 1994.

The Paxton-Love Form for Observing Hearing Impaired Students. National Convention of Educators of the Deaf. New Orleans, LA, June, 1991.

Publications:

Books:
31 Fun Ways to Increase Your Child's Attention Span. (2014). eTreasures Publishing, Co. Marianna Florida.

The Handy Dandy Teacher Quick Reference Guide to Learning and Behavior Problems. (2014). eTreasures Publishing, Marianna, Florida.

Learning Every Day in Every Way. (2009). eTreasures Publishing. Newnan, Georgia.

Articles:

Methods to Increase Attention Span. Early Childhood Parents. March 2010

A New Bully on the Playground. Jackie Paxton & Timothy Leggett. Home Educator Family Times: March/April 2010, no. 95.

Cyberbully. Western New York Family. Sept. 2009.

Taming the Dragons in the Darkness. Wyoming Father. Feb. 2009.

Winning the Battle with the Monster Under the Bed. Jan. 2008. Parenting Humor.

Taming the Dragons in the Darkness. Fatherville. Jan. 2008.

Positive Teacher-Parent Communication and its Effect on Student Performance. Jackie Paxton & Teresa Shoemake. Journal of Early Childhood Development, Vol. 3, Tribhuvan University, Katmandu, Nepal. December, 2006.

Three Fun Ways to Increase Your Child's Attention Span. Home Educator's Family Times, Brunswick, Maine. September/October 2006.

Fun Ways to Increase Your Child's Attention Span. Garden & Hearth Magazine. August, 2006.

Dealing With Attention Deficit Disorder. (2002). Rjs-ebooks.com. Paperback, CD, Email.

When A Child Is Missing. Learning. May/June 1997. Vol. 25, Number 6.

A Parent's Guide to Attention Deficit Disorder. Center on ADD. 1993.

ADD: At Home and At School. Ozark Publications. 1991

Research used:

Research on Attention Deficit Disorder cited for a Journal article, A Gamified Learning Tool for Sri Lankan Primary Schools by Ranathunga, et al- PNCTM; Vol. 3, Jan. 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Glenwood Kids' Attention Spans. August 19, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Lafayette Kids' Attention Spans. March 21, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Murrieta Kids' Attention Spans. March19, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Mesa Kids' Attention Spans. January 17, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Jacksonville Kids' Attention Spans. January 16, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Pendleton Kids' Attention Spans. January 16, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving La Quinta Kids' Attention Spans. January 17, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Springhill Kids' Attention Spans. January 17, 2014.

Research on Attention Deficit Disorder cited for an article, 3 Tips for Improving Delta Kids' Attention Spans. January 16, 2014.

Research on Attention Deficit Disorder cited for an article in *ehow.com*, Dec. 20, 2010.

Research on Attention Deficit Disorder cited for an article in *The View*, summer, 2008.

Personal Information

Served on the Crawford County Quorum Court for six years.
Served as a member of the Van Buren School Board of Directors for 9 years
Has also served as President, Vice-President and Secretary of the Van Buren School Board
Has written several non-fiction works as well as several works of fiction.

Dr. Aileen J. Watts

College of Education

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Russellville, AR 72801

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awatts4@atu.edu

Educational Background

(June 2010)

EdD Human and Organizational Learning
The George Washington University, Washington D.C.
Graduate School of Education and Human Development

(July 2003)

MA Curriculum and Instruction: Bilingual Special Education
The George Washington University, Washington, D.C.
Graduate School of Education and Human Development

BS Elementary Education   (November 1996)
Southern Utah University, Cedar City, UT
Minors: Spanish and Fine Arts

Professional Licensure/Certifications: Current Utah Teaching Certifications in:
Elementary K-6th
Spanish K-12th
ESL K-12th
Special Education K-12th, Non-Categorical (Mild/Moderate)

Areas of Research Interest

Effective Instructional Models in Inclusive, Diverse Classrooms (UDL/RTI)
Generative Learning and Leadership (Sustainability)
Preparing Teacher Education Candidates for 21st Century Classrooms (Flexibility and
Resilience) Educational Technology for Learning (Innovation and Improvement)

Professional Work Experience

June 2013 – Present

Assistant Professor   Arkansas Tech University – Russellville, AR
Currently working as an Assistant Professor of Education teaching graduate and undergraduate level teacher training
courses in a variety of subject and grade (K-12) levels.

April 2012 – May 2013

Education Consultant - Curriculum and Pedagogy   Second Language Testing, Inc (SLTI) Rockville, MD

Worked as an education consultant with SLTI on a contract through the Bureau of Indian Affairs to create a language revitalization program for the Miccosukee Tribal School in Miami, Florida for the 2012-2013 school year

- Collaborated with a team of Miccosukee tribal leaders, school administrators, teachers and fellow SLTI colleagues to develop Language Arts standards and pre and post assessments for the revitalization program
- Developed grade level curriculum maps based on the Miccosukee language arts standards
- Provided teaching training on various topics related to working with second language students in the general education classroom

January – March 2013

Education Consultant – Second Language Learning   Berlitz, Princeton, NJ
Analyzed and Restructured Berlitz's Kid's and Teens Language Scale for pedagogical appropriateness and

August 2012

Grant Panel Reviewer   The U.S. Department of Education Bureau of Indian Affairs – Washington D.C.
Served as a grant reviewer and panel participant for the US Department of Education's new State Tribal Education Project (STEP) grant.

February – April 2011

Training Consultant – Praxis II – Special Education Pedagogy   Windward School District, Honolulu, HI
Provided licensed teachers from a variety of education settings (elem/secondary inclusive classrooms, self-contained, detention centers) training in Special Education pedagogy in preparation for taking their Praxis II exams.

July 2010 – July 2011

Assistant Professor   Brigham Young University - Hawaii, Laie, Hawaii
Worked as an Assistant Professor of Education for BYU-Hawaii teaching undergraduate education courses as well as supervising student teachers and working in a variety of other professional capacities.

- Created content courses for wide range of culturally, linguistically, and socioeconomically diverse students (Hong Kong, Australia, Fiji, Korea, Canada, Samoa, U.S., etc).
- Participated in multiple team-taught student teaching courses for pre-service field service placements (EDU 491A, 491 B, 492 & 493)
- Participated in departmental interview and applicant acceptance process
- Collaborated with professors from other departments (science, art, business) to provide feedback on their course work and instructional delivery methodology.
- Worked with the BYUH School of Education Special Education Program Director to evaluate and align the special education courses with the upcoming NCATE accreditation process
- Served as a resource for the School of Education regarding current inclusionary practice for diverse students and related accountability systems (UDL/RTI/Professional Learning Communities)
- Helped develop training materials and other supervisory materials used with student teachers
- Advised and mentored students in both their academic studies and in their pre-service field placements
- Collaborated to enhance the department's field placement programs consistency, clarity, communication and accountability.
- Developed a resource library for elementary and special education students to utilize at the university in their course work and with their own students in their various field placements.

August 2006 – June 2009

Full-time 6th Grade Classroom Teacher   Fairfax County Public Schools, Fairfax County, VA
Worked as a fully certified entirely inclusive classroom teacher (SPED, ELL and GT students) for Halley Elementary in Fairfax
Station, VA. For the 2006-2007 we followed a traditional classroom model where I taught all core classes (LA, Math, SS, and
Science) and then had specials – I taught the advanced math group – the following year we started a compacted math course. The 2007-2008 school year I was trained in the Compacted Math (accelerated 7th math program) and taught 3 sections to all 6th graders in a rotating block schedule. The 2008-2009 year I was the Reading block teacher and then taught the remaining subjects (science, writing, health, etc in the afternoon.) Participated in a weekly PLC meeting with fellow team members and related specialists and administrators and served on the Child Find Study Committee (RTI) for the school.

August 2004 – May 2007

Adjunct Professor   The George Washington University, Washington DC Developed and taught a variety of courses for M.Ed students (both Elementary and Secondary students)

- TRED 208: Development and Diversity (ESOL/SPED/At-Risk Populations)
- TRED 207: Teaching and Learning II (Models of Learning and Teaching)
- TRED 234: Professional Internship in Secondary Education (Methodology)
- TRED/SPED 276: Academic and Psychosocial Assessment of Culturally and Linguistically Diverse Students

September 2005 – May 2006

Program Director   The George Washington University, Washington, DC
Managed the Fairfax Transition to Teaching Partnership (FTT), a year-long clinical teacher preparation partnership between Fairfax County Public Schools (middle and high schools) and George Washington University coordinating issues related to preparing individuals transitioning from other professions to become highly qualified secondary education teachers:
- Developed curriculum and taught internship course (TRED 234), and other content related courses (TRED 207 and TRED 208) effectively facilitating the connections between theory and practice
- Coordinated support services for graduate students in their various year-long internship placements
- Collaborated with GWU faculty and university supervisors and FCPS county and school administrators and teachers to measure, evaluate and support student progress
- Provided training and support to university supervisors assigned to student interns as well as their cooperating teachers and administrators (supervisors handbook)
- Managed partnership's budget and grant related documentation
- Collaborated as an active member on the University's Secondary Education Committee
- Helped coordinate the department's NCATE accreditation process
- Conducted regular school site visits providing instructional support and guidance to student interns, cooperating teachers and school administrators throughout the year-long clinical internship placement
- Coordinated new student recruiting sessions
- Participated in the department's monthly interview and applicant acceptance process

September – December 2005

Online Course Instructor/Mentor   The George Washington University, Washington DC
Provided feedback and guidance for in-service teachers participating in TRED 309, a new on-line course that was piloted Fall semester with 25+ Jewish educators from a variety of private elementary and secondary schools in the Rockville, Maryland area. Feedback was provided through blackboard discussions as well as four, face-to-face class sessions held over the course of the semester (Both elementary and secondary class teachers and administrators were in this course). Lead course instructor was Dr. Patricia Tate.

September 2004 – August 2005

Teaching Assistant   The George Washington University, Washington DC
Worked as a teaching assistant for a variety of professors during my doctoral studies
- TRED 207: Teaching and Learning II (Dr. Janet Schiavonni)
- TRED 227: Teaching Reading and Writing to ELL Students (Dr. Jill Robbins)
- TRED 251: Second Language Instruction (Dr. Anna Chamot)
- TRED 234: Professional Internship in Secondary Education (Anita Ramsey, ABD)
- SPED 220: Federal Policy Institute course: Emphasis on ELL Students (Dr. Carol Kochhar and Dr. Robert Ianacone)

August 20004 – June 2005

Part-time K-6 ESL Teacher   Fairfax County Public Schools, Fairfax County, VA
Worked as a part-time ESL teacher for Halley Elementary in Fairfax Station, VA. Supported L2 children in grades 1-6 who required literacy instruction (reading, writing, listening, and speaking). Administered pre/post assessments, quarterly assessment, collaborated with classroom teachers and administers and helped to develop a systemic framework for determining ESL students who may need addition testing/support (CLDE/SPED)

September 2003 – June 2006

University Clinical Supervisor   The George Washington University, Washington DC
Supervised pre-service secondary, middle and elementary teachers in a variety of schools/districts and in a range of endorsement areas (ESOL, English, SPED, etc) for The George Washington University overseen by it's Office of Laboratory Experiences.
- Acted as a liaison between the GWU and the various internship placement schools/districts
- Conducted orientation meetings with the assistant principals, department chairs and cooperating teachers
- Visited interns on a regular basis, reviewed their daily and long-range plans; assisted in the improvement of their instructional skills through frequent observations and conferences (Praxis III)
- Provided e-folio support and feedback
- Completed mid-year and final evaluation reports, assessing the interns strengths and areas for future growth
- Provided letters of recommendation for teaching application

September 2003 – September 2005 (Full-time) and May 2006 – July 2007 (Evenings/Weekends)

Research Associate   The George Washington University, Washington, DC
Coordinated the internal processes, progress, and documentation for The Fairfax Transition to Teaching Cohort:
- Participated in the planning, design and implementation involved in supporting and advancing the goals and objectives of the partnership (recruiting, course analysis and improvement, communication infrastructures, professional development workshops, record keeping, etc)
- Developed online resources for academic, professional and social networking for student, teachers, administrators and faculty

- Communicated with related stake-holders involved with the grant (ie: faculty, school district, university supervisors, and students)
- Developed curriculum and co-taught graduate courses
- Maintained a graduate student database for reporting: enrollment trends, service hours rendered, supervisory observation records, new applicant information, and internship placement contact information
- Generated quarterly financial records for stipends and tuition awards

December 2001 – June 2002

Full-time Reading Specialist   Lowell Elementary, SLC, UT
Provided reading support (assessment and instruction) to students and teachers in grades K-6 who needed additional literacy instruction/re-enforcement.

September 2001 – December 2001

Executive Assistant to Utah's Deputy of Education   Salt Lake City, Utah
Worked as the executive assistant for Dr. Rich Kendall, Governor Leavitt's Deputy for Education on a variety of projects and initiatives. Managed political interns, monitored educational trends, provided research and recommendations on related projects and policies. Communicated with constituents, prepared agendas, report, and presentation materials for meetings with state superintendents and related education leaders.

July 1999– June 2001

Full-Time Classroom Teacher   Rose Park Elementary, SLC, UT
Worked in a full-time sheltered classroom for bilingual and monolingual 1st graders for three years. Served on various professional communities such as the Bilingual and Balanced Literacy Committees.

August 1997 – June 1999

Full-Time Classroom Teacher   Jackson Elementary, SLC, UT
Worked as a full-time ESL teacher K-3 and the second year as a full-time 1st grade teacher and served on various committees: Fine Arts Chair, Community of Caring committee,

February 1997 – June 1997

Part Time Classroom Teacher   Monte Vista Elem, South Jordan, UT
Worked as a part-time 6th grade Language Arts/Spanish teacher for a large elementary school in South Jordan, UT.

Publications

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Submitted for Publication:

Watts, A. (2014). "Using Innovative Technological Tools in Flipped Classrooms."

Watts, A. (2014). "Using Flipped Classrooms to Improve Pre-Service Teachers' Metacognitive and Knowledge
Application Capabilities."

Watts, A. (2014). "Creating Generative, Sustainable Institutional Infrastructures: Mastering the 5 C's."

Watts, A. (2014). "Utilizing the Action Learning Model to Challenge, Capture, Convert & Communicate New Ideas."

Watts, A. (2014) "The Role of Professional Learning Communities in Managing School Based Change."

Watts, A. (2014). "Preparing Pre-Service Teachers to Creating Effective Inclusive Classroom for All Children."

Ibrahim, M., Watts, A., (2014). *Examining the Effect of Using Voicethread and Educreations on Pre-service Teachers' Self Efficacy and Learning Outcomes in Online Courses.*

Published Articles:

Ibrahim, M., Watts, A., (2014). *Examining the Effect of Using Voicethread and Educreations on Pre-service Teachers' Self Efficacy and Learning Outcomes in Online Courses.* In M. Searson & M. Ochoa (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2014 (pp. 506-512). Chesapeake, VA: AACE.

Teaching

Graduate

- o   MAEC 5043 Special Education Practicum P-4
- o   MAEC 5053 Planning Instruction for Children with Exceptional Learning Needs 4-12 o   MAEC 5333 Teaching Literacy in the Content Area o MAEC 6163 Instruction and Assessment for Diverse Learners

Undergraduate

- o   ECED 3113 Integrated Curriculum o   ECED 3183 Language and Literacy I o   ECED 3283 Language and Literacy II o   ECED 4915 ECE Internship o   SEED 4909 Teaching in the Secondary School o   MAMS 6806 Middle School Internship o TECH 1001 Orientation to the University

Conference Presentations & Professional Workshops

2014   Watts, A. "Using Innovative Technological Tools in Flipped Classrooms." Southeast Regional Association of Teacher Educators, Charleston, South Carolina, October 2014.

2014   Watts, A., "Using Flipped Classrooms to Improve Pre-Service Teachers' Metacognitive and Knowledge Application Capabilities." Paper presented at the Arkansas Association of Teacher Educators, Russellville, AR, September 2014.

2014 Watts, A., "Employing Flipped Classrooms to Empower, Inspire and Ensure Equitable Education for All Children." Paper presented at the Association of Teacher Educators, Niagara Falls, NY, August 2014.

2014 Walsh, L., Ibrahim, M., Watts, A. "Effects of Flipped Classrooms Teaching Strategy on Student Learning Outcomes." Paper presented at the Arkansas Association of Colleges for Teacher Education, Little Rock, Arkansas, April 2014.

2014 Bell, D., Watts, A. "Guidelines for Determining Cultural Diversity in Children's Books." Paper presented at the Association of Childhood Education International ACEI, Vancouver, British Columbia, Canada, April 2014.

2014 Watts, A. "Transforming Diverse Classrooms." Paper presented at the Association for Childhood Education International, Vancouver, BC, Canada, April 2014.

2014 Ibrahim, M. and Watts, A. "Examining the Effect of Using Voicethread and Educreations on Pre-service Teachers' Self Efficacy and Learning Outcome in Online Course. Paper presented at the Society for Information Technology and Teacher Education, Jacksonville, FL, March 2014.

2014 Watts, A. "Creating Generative, Sustainable Institutional Infrastructures: Mastering the 5 C's." Paper presented at the National Association of Teacher Educators, St. Louis, MS, February 2014.

2013 Paxton, J., Costley, K., Leggett, T., Watts, A. "Making Sense of Sensory Issues." Paper presented at the Arkansas Early Childhood Association, Hot Springs, AR, October 2013.

2013 Watts, A. "Utilizing the Action Learning Model to Challenge, Capture, Convert & Communicate New Ideas." Paper presented at the Arkansas Association of Teacher Educators, Conway, AR, September 2013.

2013 Watts, A. "Creating Effective Inclusive Classroom for All Children. Presentation for the Farleigh Dickinson University Education faculty, Hackensack, NJ, March 2013.

2012 Stansfield, C., Robbins, J., Watts, A. "Strengthening the Miccosukee Language Revitalization Program." Paper presented at the National Indian Education Association, Oklahoma City, OK, October 2012.

2011 Watts, A. "RTI and IEP's: Supporting CLDE Students." Presentation for the The Awsaj Academy Education faculty, Education City, Doha, Qatar, May 2011.

2011 Watts, A. "Induction Practices for New Professors." Presentation for the Brigham Young University-Hawaii Education faculty, Laie, HI, January 2011.

2010 Watts, A. "UDL and RTI: Improving Education for ALL Students." BYU-Hawaii, Laie, HI, September 2010.

2010 Watts, A. "Technology as an Instructional Tool." Presentation for the Alaska Pacific University Education Faculty, Anchorage, AK. May 2010.

2010   Watts, A. "Creating Effective Teaching/Learning Cultures College of Charleston, Charleston, South Carolina, May 2010.

2010   Watts, A. "ESL Methodology." Presentation for the Washburn University Education faculty, Topeka, KS, April 2010.

2010   Watts, A. "TESOL/EIL: A New Learning Praxis." Presentation for the Brigham Young University-Hawaii Education Faculty, Laie, HI April 2010.

2010   Watts, A. "Effective Teaching for Diverse Learners." Ft Hays State Univ., Hays, KS and   Shawnee State Univ., Portsmouth, OH, March 2010.

2010   Watts, A. "Job Embedded Professional Development." Presentation for the District of Columbia Public Schools, Washington, DC, March 2010.

2010   Watts, A. "Metacognition: Empowering L2 Learners." Presentation for the Monmouth College Education faculty, Monmouth, IL, January 2010.

2009   Watts, A. "Setting up a Teacher Residency Program." Presentation for the Columbia University Education faculty, Teachers College, New York, New York, November 2009.

2009   Watts, A. "Working Effectively with ESL Learners." Southern Utah University, Cedar City, UT, August 2009.

2009   Watts, A. "Multiple Intelligences Presentation." Presentation for Halley Elementary Faculty, Fairfax County Public Schools, Falls Church, VA, Mar 2009

2009   Watts, A. "Setting up Your VGLA Binder." Presentation for Halley Elementary Faculty, Fairfax County Public Schools, Falls Church, VA, Jan 2009.

2006   Robbins, J., Watts, A. "CALLA." Workshop for Pennslyvania Bilingual and ESL Teachers, Sponsored at the Immaculata University, Immaculata, PA, July 2006

2005   Chamot, A., Robbins, J., Watts, A. "CALLA." Workshop(s) presented to New York City Public bilingual school teachers, New York, District 10, May 2005 – July 2005.

2005   Watts, A. "Praxis III." Workshop(s) for clinical supervisors for the The George Washington University Graduate School of Education and Human Development, Washington DC, Oct 2005, Nov 2005, & Mar 2006.

2005   Watts, A. "Efolios." Workshop(s) presented to graduate level students in the TRED 207 course, The George
       Washington University, Washington DC, April 2004 and April 2005

2005 Watts, A. "Supporting Diversity in our Classrooms." Presentation for Halley Elementary Faculty, Fairfax Station, VA, April 2005.

Related Professional Experiences

FEDERAL LEVEL

Graduate Research Project with The U.S. Department of Education, Office of English Language
Acquisition (Summer 2006) – Washington, D.C.

Worked with Kathleen Leos, the Deputy Secretary of Education and Director of OELA, to gather data on the
systemic evolution within OELA since her appointment by Margret Spelling and her role as change agent for the
process. Conducted multiple interviews with key administrative leaders on her council, attended various meetings
both within OELA as well as the Department of Education.

PRIVATE SECTOR LEVEL

Graduate Research Project with Dr. Michael Marquart and the World Institute of Action
Learning (June-December 2004) – Washington, D.C.

Worked with Dr. Mike Marquardt to prepare a white paper, "Action Learning: A Powerful Tool for the Future,"
comprised of multiple interviews with key business leaders from Booz, Allen and Hamilton, DuPont, The U.S
Department of Agriculture, and others in preparation for the October 2004 Action Learning Summit.

STATE LEVEL

Executive Assistant to Utah's Deputy of Education
(Sept – Dec 2001) – Salt Lake City, UT

Worked as the executive assistant for Dr. Rich Kendall, Governor Leavitt's Deputy for Education on a variety of
projects and initiatives. Managed political interns, monitored educational trends, provided research and
recommendations on related projects and policies. Communicated with constituents, prepared agendas, reports, and
presentations materials for meetings with state superintendents and related education leaders

DISTRICT/COUNTY LEVEL

Education Consultant   Miami, Hawaii, Virginia, Washington DC, New
York and PA (May 2004 - November 2012)

Conducted multiple workshops and presentations on Praxis II (SPED), III (Observational Survey), Language
Revitalization and CALLA (Content Academic Language Learning Approach) for certified teachers and
administrators in various districts and states across the country.

Professional Service

Executive Secretary for Arkansas Association of Teacher Educators (ArATE), Fall 2014 - Present
Assessment Committee, ATU College of Education, Fall 2014 - Present
Social Justice and Access to Equitable Education in the Global Community Commission, ATE, Spring
2014 - Present Technology Committee, ATE, Spring 2014 - Present
Standards Taskforce Committee, ATE, Spring 2014 - Present
ACEI/CAEP Spa Reviewer, Spring 2014 – Present

Academic Appeals Committee, Arkansas Tech University, Fall 2013-Spring 2014
Elementary Education Curriculum Planning Committee, ATU College of Education, Fall 2013-Spring 2014
Special Education Curriculum Planning Committee, ATU College of Education, Fall 2013-Spring 2014
Middle School Curriculum Planning Committee, ATU College of Education, Fall 2013-Spring 2014
ArATE Manuscript Reviewer – Fall 2014
NCATE Planning Committee, BYU-Hawaii College of Education July 2010 – July 2011
Secondary Education Recruitment Committee, The George Washington University, GSEHD, Summer 2003 – Spring 2006

Professional Affiliations

Member, Association for Childhood Education International (ACEI), 2013 - Present
Member, Association of Teacher Educators (ATE), 2013 - Present
Member, American Educational Research Association (AERA), 2014 - Present
Member, National Association for Bilingual Educators (NABE), 2002
Member, National Association for Multicultural Education (NAME), 2014 - Present
Member, Southeastern Regional Association of Teacher Education (SRATE), 2014 -
Present Member, Arkansas Association of Teacher Educators (ArATE), 2013 -
Present

Institutional Resources:

Current existing resources will be sufficient to support the program. The Program will utilize existing faculty to teach the courses. No new faculty will need to be added. No additional costs are expected to be incurred to support the program. Blackboard will be a major component in the delivery of services. ATU currently has a well-developed Blackboard Support Service that is available 24 hours a day, seven days a week. Current Library resources are sufficient to support the program.

Implementation Plan:

As the current P-4, and 4-12 endorsement programs are being phased out Arkansas Tech University has committed to offering all of the required classes to complete the current programs during Summer I, Summer II and the Fall semester in order to assure everyone the opportunity to complete their desired programs of study.

Distance Learning Technology Program

Curriculum and Instruction
List of Courses using Distance Technology

SPED 5003 Characteristics provides an overview to the development of children including typical and atypical development. Additionally, this course addresses the learning abilities of the individual with exceptional learning needs.

SPED 5033 Working with Families of Children with Exceptional Learning Needs examines the impact of children with special needs on their family. The role of the educator in collaborating with families, colleagues and other entities within the community in working to meet the needs of the child are addressed.

SPED 5013 focuses on assessment and its uses in educating the child with exceptional learning needs. It provides an overview of the legal and ethical issues in assessment as well as the uses of multiple assessments including formal and informal assessments to identify supports, adaptations needed by children with exceptional learning needs, to collaborate with colleagues and families in guiding educational decisions and practices.

SPED 5073 Planning Instruction in an Early Childhood Setting provides hands on opportunities for planning, designing, implementing and evaluating developmentally appropriate learning opportunities. Consideration of each child's unique learning abilities and the ability to modify and individualize instruction is part of the class.

The syllabi were designed with the online delivery process considered. Blackboard, our online platform, is mentioned on the syllabi for the courses for both assignments and interaction purposes. In addition, assessments will be submitted in Taskstream. This is also denoted on the syllabi.

The faculty teaching the courses are noted beginning on page 106 of this document. The faculty members have each designed, revised, and conducted courses in Blackboard previously with the guidance of the College of eTech. They have also participated in university trainings on the effective use of the Blackboard platform in instructional planning and practice.

Methods of Delivery and Faculty/Student Interaction
Description of the delivery method for the distance learning technology courses:
The courses will be delivered using the Blackboard online platform. In addition, candidates will submit assessments in the Taskstream e-portfolio tool for assessment and evaluation purposes. The courses will be delivered, almost entirely and exclusively, in a web-based, asynchronous learning environment.

Description of method(s) for instructor-to-student and student-to-student interaction (electronic bulletin boards, e-mail, phone, fax, chat room, etc.):
The design of the program has considered the need for social and interactive opportunities for student learning in mind. Students will participate in tools such as discussion boards with their peers and instructors, will engage in peer feedback, blog postings, presentations, wikis, discussion briefs, web quests, and complete real-world assignments to be shared and discussed with peers and other professionals. Students will also have the opportunity to interact with the instructor through tools such as e-mail, videoconferencing, phone communication, and messaging contingent upon the instructor's and student's preference.

Institutional Readiness and Commitment
At Arkansas Tech University, one of our colleges is the College of eTech. This college is responsible for assisting in the online delivery of courses at ATU. The College of eTech staff works with university faculty in the development of the online courses at both the undergraduate and graduate levels. A link to this college is found at: http://www.atu.edu/etech/index.php. On this site is included information for students who are learning online and for instructors who are teaching online. The College of eTech provides assistance to faculty who follow a rubric of course development in Blackboard.

The Office of Information Systems ensures that the university remains current in our Blackboard platform and accompanying applications connected to the Blackboard platform. The Department of Information Security reports to the Director of the Office of Information Systems in order to provide information security of the faculty, staff, and students at Arkansas Tech. A description of this role may be found at the following: https://ois.atu.edu/?s=security.

There are no services that will be outsourced to other organizations. Assessment artifacts for the program are stored and evaluated in the Taskstream e-portfolio tool. However, instructors evaluate these artifacts.

Instructional and Technical Support
Through the College of eTech, faculty in the College of Education are provided opportunities to work with developers as they are designing online courses. Courses are vetted through the College of eTech following an "eTech Course Checklist" (This checklist is found at: http://www.atu.edu/etech/developer-resources.php). Teaching faculty receive opportunities to

participate in both online and face-to-face trainings, as well as one-on-one technologist assistance when designing eTech courses. eTech also provides a course for faculty where faculty may receive an online teaching certificate after successful completion of the course.

In addition, resources are provided to assist instructors in their course delivery. Examples of these tools may be found at: http://www.atu.edu/etech/teaching_online.php.
In addition through the Office of Information Systems, students, faculty, and staff may access 24-hour technical support. This support may be accessed in via phone or email.

Student Support
Students may find information about programs that are offered online, including this new program, in the respective catalog. In addition, the College of eTech provides students with information concerning technical aspects of learning online at ATU. This information may be found at the following link: http://www.atu.edu/etech/learning_online.php.

Students have access to the library resources. Each aspect of the library resources are connected to the student's email and password to provide easy access to materials. The library resources in the area of dyslexia include those listed on the attached document.

In addition to these resources, Arkansas Tech University provides a 24-hour helpline for students who need technical assistance. The Office of Information Systems provides online support for students at the following link: https://ois.atu.edu/.

Advising of students in the program is provided by graduate faculty via email, phone, and other communication means. Students' access to financial aid information, program information, and so forth are delineated in the graduate catalog and are also communicated by instructors within the courses. In addition, Arkansas Tech University provides university announcements using the OneTech system to communicate necessary information to students. The Office of Financial Aid provides important information to students via their website at: http://www.atu.edu/finaid/.

Evaluation and Assessment
The College of eTech, in reviewing online coursework, utilizes a customized version of the Blackboard Catalyst Award Rubric. The instructional design and multimedia staff ensure that courses meet the C-RAC Guidelines concerning interaction from both student-to-faculty and student-to-student.

Courses follow a review and continued renewal process to provide the latest course content and multimedia for students pursuing online coursework. All activities and assessments must align with learning objectives presented and discussed as part of the course review process.

As an EPP, Arkansas Tech University is accredited by NCATE, and the College of Education follows the accreditation review process encouraged by NCATE and subsequently by CAEP. Data provided from evaluated artifacts, licensure testing, surveys, and student evaluations are all examined to determine program or endorsement effectiveness. These data are reviewed at faculty meetings and formally through the Peer Review process. Faculty members, who provide instruction within the program, also examine data in program meetings to determine changes that
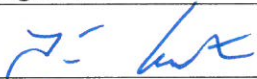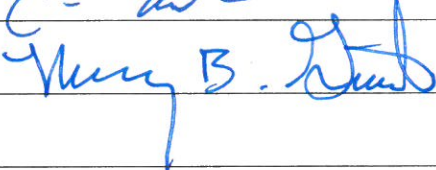
need to occur to improve the effectiveness of the program candidates. Data recorded and analyzed through Taskstream, QuestionPro, Google Forms, and the Praxis Data Management System are stored on a secure drive on the Arkansas Tech University campus. Faculty are provided these data for their respective programs.

Student artifacts are stored and scored in Taskstream and aligned to appropriate standards. Standards reports are produced each semester to determine whether or not students are achieving at appropriate levels. Proctoring is not used in the program.

Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO:	Select Appropriate Committee: Teacher Education Council, and Graduate Council
FROM (Initiating Department):	**Curriculum and Instruction**
DATE SUBMITTED:	July 13, 2016

Title	Signature	Date
Department Head Dr. Tim Carter	*[signature]*	7/13/16
Dean Dr. Mary Gunter	*Mary B. Gunter*	8/28/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar	*[signature]*	8/5/16
Vice President for Academic Affairs		

Program Title: Special Education Resource, K-6, 7-12 Endorsemer	CIP Code: 13.1001
Contact Person: Name Dr. Tim Carter Institution Name ATU Address 1310 North El Paso Ave, Rsvl. AR 72801 E-mail Address tcarter@atu.edu Phone Number 479-968-0420	Proposed Date: Spring 2017

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

This Program is designed to prepare already licensed teachers in ELA, Math, and Science K-6, 4-8, or 7-12 to teach students with exceptionalities in an inclusion setting and co-taught and/or resource settings and indirect services. The Program is comprised of 12 semester hours of Graduate course work. SPED 5003 Characteristics of Children with Exceptional Learning Needs serves as an **Introduction** to the field of Special Education and the needs of children served in this area. SPED 5023 is designed to develop practice and skill in designing/planning Instruction for K-6 Children with

Special Needs. SPED 5053 is designed to serve the same purpose for Children with Exceptional Needs in grades 7-12. SPED 5063 Practicum, K-12 is designed to provide a full semester of field work with children with exceptional learning needs. This would meet the needs **for the Special Education Academy 101 course.**

The program will not require additional courses or modifications. The program will not require new faculty or physical resources. The program's coursework is included in the present Special Education K-12 endorsement. Candidates will complete a smaller number of courses for a specialized endorsement.

List existing degree programs that support the proposed program:
Master's in Special Education K-12 and Licensure Endorsement in Special Education K-12.
The endorsement option provides 21 hours toward the Master's in Special Education K-12, and the Special Education K-12 endorsement option provides the opportunity for licensure (after testing) in Special Education K-12.

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs. As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.) Since the passage of Public Law 94-142, the Education for All Handicapped Children's Act in November of 1974, and numerous reauthorizations as IDEA, Individuals with Disabilities Act there has been an ongoing demand for certified special education teachers in the public schools. This remains true today as Special Education remains a shortage area in the public schools in Arkansas and the entire United States as well. There has been an ongoing demand in the public schools for certified special education teachers. In the previous school year over 400 special education positions in the State of Arkansas were filled by teachers not certified in Special Education. Special Education has been identified as a critical shortage area for the State of Arkansas for the 2016-2017 school year.

Curriculum Outline by Semester The curriculum includes 4 courses: SPED 5003 offered in the fall semester SPED 5023 offered in the summer semester SPED 5053 offered in the summer semester SPED 5063 offered in fall and spring semesters

Total number of Semester Hours Required for Graduation: The endorsement for Special Education Resource K-6, 7-12 requires 12 hours.	Can the program be completed in 8 semesters? ◉ Yes ○ No If not, provide justification.

List New Courses (Please attach New Course Proposals): NA

Identify General Education Courses, Core Courses, and Major Courses: NA

Courses currently offered via distance technology: (moved from above section) SPED 5003 offered in the fall semester SPED 5023 offered in the summer semester SPED 5053 offered in the summer semester SPED 5063 offered in fall and spring semesters (This practicum will be completed at a school site.)

Program Admission Requirements: Candidates must hold a current and valid Arkansas Teaching License in ELA, Math, or science.

Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/

List the names and credentials of all faculty teaching course in the proposed program. **Jackie Lee Paxton, Ed.D.**

Professor of Curriculum & Instruction
College of Education
Year of Appointment: 2005
Tenure Status: Tenured
Highest Degree Earned: Ed.D.
Degree granting institution: University of Arkansas
Area of specialization: Special Education, Child Development

Certification (Arkansas Teaching Certificate):
Special Education Instructional Specialist, P-4
Special Education Instructional Specialist, 4th-12th
Teaching Social Studies- Secondary
Administrative- Special Education Supervisor

Areas of Specialization:
Special Education
Child Development
Classroom Management

2005-Present	Arkansas Tech University, Professor of Curriculum & Instruction
2002- 2005	University of Arkansas-Fort Smith, Associate Professor of Education
1991-2002	Arkansas Tech University, Associate/Assistant Professor of Curriculum and Instruction
1985-1991	Western Arkansas Education Service Cooperative, Branch, AR. Consultant for Children with Emotional and Behavioral Problems
1983-1984	Darby Junior High School, Ft. Smith, AR., Teacher of Self-Contained Class for Children with Emotional Problems
1979-1983	Ramsey Junior High School, Ft. Smith, AR., Teacher of Resource Class for Children with Learning and Emotional Problems

Administrative Experience:
     Coordinator of ATU Elementary Education Program at the Westark University Center.
     Coordinator of the SED Program Western Ark Cooperative
     Crawford County Quorum Court for six years. Budget in excess of $4 million.
     Van Buren School Board of Directors, 2003 to 2012

Dr. Aileen J. Watts
Educational Background

EdD Human and Organizational Learning	(June 2010)

The George Washington University, Washington D.C.
Graduate School of Education and Human Development

MA Curriculum and Instruction: Bilingual Special Education	(July 2003)

The George Washington University, Washington, D.C.
Graduate School of Education and Human Development

BS Elementary Education   (November 1996)
Southern Utah University, Cedar City, UT
Minors: Spanish and Fine Arts

Professional Licensure/Certifications: Current Utah Teaching Certifications in:
Elementary K-6th
Spanish K-12th
ESL K-12th
Special Education K-12th, Non-Categorical (Mild/Moderate)

Areas of Research Interest

Effective Instructional Models in Inclusive, Diverse Classrooms (UDL/RTI)
Generative Learning and Leadership (Sustainability)
Preparing Teacher Education Candidates for 21st Century Classrooms (Flexibility and Resilience)
Educational Technology for Learning (Innovation and Improvement)

June 2013 – Present

Assistant Professor   Arkansas Tech University – Russellville, AR
Currently working as an Assistant Professor of Education teaching graduate and undergraduate level
teacher training courses in a variety of subject and grade (K-12) levels.

April 2012 – May 2013

Education Consultant - Curriculum and Pedagogy   Second Language Testing, Inc (SLTI)
Rockville, MD
Worked as an education consultant with SLTI on a contract through the Bureau of Indian Affairs to
create a language revitalization program for the Miccosukee Tribal School in Miami, Florida for the
2012-2013 school year
•   Collaborated with a team of Miccosukee tribal leaders, school administrators, teachers and
fellow SLTI colleagues to develop Language Arts standards and pre and post assessments for the
revitalization program
•   Developed grade level curriculum maps based on the Miccosukee language arts standards
•   Provided teaching training on various topics related to working with second language
students in the general education classroom

Total number of faculty required (existing and new) 2-3
For new faculty members include expected credentials/experience and hire date
For new faculty members include expected credentials/experience and hire date
Master's in SPED or related field with SPED course background and/or experience in SPED
instruction.
Public school teaching experience with preference in SPED instruction.

For proposed graduate programs attach curricula vitae for the faculty teaching the program
See attached proposal for ADE pages 54-55

Description of Resources

Current existing resources will be sufficient to support the program. The Program will utilize existing faculty to teach the courses. No new faculty will need to be added. No additional costs are expected to be incurred to support the program. Blackboard will be a major component in the delivery of services. ATU currently has a well-developed Blackboard Support Service that is available 24 hours a day, seven days a week. The courses are already in place as are the resources (e.g., Blackboard, links to library resources, 24-hour helpline for technology assistance, advising, etc.)

Assessment artifacts for the program are stored and evaluated in the Taskstream e-portfolio tool. This is part of the program/course requirements for students.

Current Library and instructional facilities

Current Library resources are sufficient to support the program.

New Resources Required (include costs and acquisition plan):

NA. The courses are already being offered within the SPED K-12 endorsement and Master's program.

New Program Costs (Expenditures for first three years of program operation)

Include:

New administrative costs
New faculty
New library resources and costs
New/renovated facilities and costs
New instructional equipment and costs
Distance delivery costs
Other new costs

NA. The courses are already being offered within the SPED K-12 endorsement and Master's program.

Detail Marketing Plan and Costs

The program will be marketed via the ATU College of Education website as a new online endorsement opportunity. There is no anticipated cost to this approach except for minimal time of faculty members or administrative specialists to update the website.

The program will be marketed through the area Educational Cooperatives via the Cooperative directors. There is no anticipated cost to this approach since it occurs almost entirely through digital communication media already available via Google Drive documents, QR codes, and shortened URLs.

The program will be marketed to local schools via digital communication. There is no anticipated cost to this approach since it occurs almost entirely through digital communication media already available via Google Drive documents, QR codes, and shortened URLs.

A brochure will be designed for the Curriculum and Instruction Graduate Programs and Endorsements. The cost of the brochure will be determined, but in the past, it has ranged from $70-150 per year contingent upon the numbers of copies created.

The program will be "advertised" to undergraduate education students exiting the program during their exit interview process from the undergraduate programs. This is a current practice, and this program will be added.

Arkansas Tech University

Proposal for New Program Assessment Form

Endorsement: Special Education Resource, K-6, 7-12

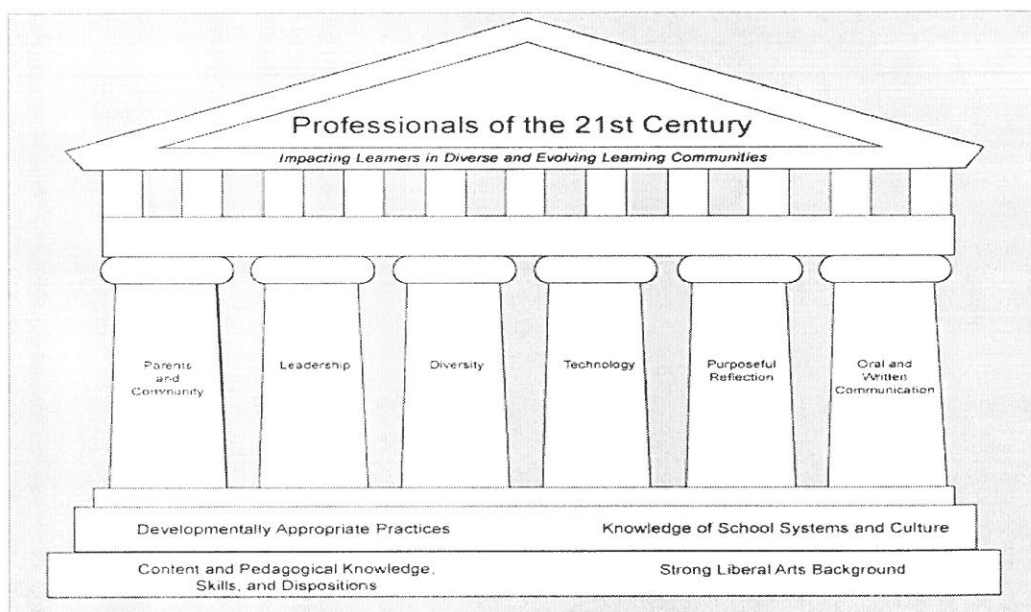| **Our Mission** |
|---|
| Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners. |

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this proposal for the new program fit with the university mission? Since the passage of Public Law 94-142, the Education for All Handicapped Children's Act in November of 1974, and numerous reauthorizations as IDEA, Individuals with Disabilities Act there has been an ongoing demand for certified special education teachers in the public schools. This remains true today as Special Education remains a shortage area in the public schools in Arkansas and the entire United States as well. The endorsement for Special Education Resource K-6, 7-12 Endorsement fits within the university mission by preparing candidates who can positively impact learning of individuals knowledgeably, professionally, and with integrity and who are part of a diverse community of learners.
b. How will this new program enhance learning for students enrolled in the program? This endorsement will allow students to continue to be effectively prepared to impact the learning of their students and will allow Arkansas Tech University to continue to recommend students for a special education endorsement licensure in Arkansas in a new area of specialization.
c. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program? In addition to course traditional assessments and assignments completed via Blackboard with discussion boards, assignments, etc.; candidates are required to complete program assessments demonstrating their learning and attainment of CEC Standards, Arkansas Teaching Standards, and Teacher Excellence Support System Criteria as well as the Praxis II assessment(s).
d. Provide an example or examples of assessment evidence which supports adding this new program. In the program currently, students plan lessons to positively impact student learning, they reflect on the learning of their students based upon assessment results, they develop plans to meet the needs of learners with exceptional learning needs, they design modified assessments for these learners, and so forth. The attached program proposal delineates the assessments used in the program. These include assessments aligned to Arkansas Teaching Standards, TESS Standards, and Council for Exceptional Children Standards as required by the CEC SPA. Details of the assessments, including rubrics, are included within the ADE Proposal document within the syllabi on pages 8-53. Assessments

	included assessments of student learning, unit planning, lesson planning, case studies, IEP development, UDL lessons and assessment, journal reflections, portfolios, and audit folders.
e.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. Currently, Harding, Henderson State, John Brown, UA-Fayetteville, UA-Fort Smith, and UA-Monticello all have initiated similar programs in Arkansas.
f.	Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) All courses are aligned to Council for Exceptional Children Standards, Arkansas Teacher Standards, and Teacher Excellence Support System Criteria. Assessments are included in the program proposal document created for the Arkansas Department of Education that delineate the alignment of the program assessment artifacts with these required standards. This information is included beginning on page 8-53 of the document proposal.

ARKANSAS TECH UNIVERSITY

Professionals of the 21st Century

Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices | Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions | Strong Liberal Arts Background

CEC Standards 1 & 2, 5, 6, 7

Course #: SPED 5003

Title: Characteristics of Children with Exceptional Learning Needs

Catalog Description:
Provides an overview of individuals with exceptional learning needs. A historical overview is presented in order to understand influences on special education from a legal, school and societal perspective. An emphasis is on characteristics of individuals with exceptional learning needs as it applies to school, family and society.

Textbook:
Exceptional Children & Youth by Hunt & Marshall. 5th edition. Wadsworth/Cengage Learning. (2012).

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.*
Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* 5th ed. Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS= Teacher Excellence Support System

Course Objectives: Students will be able to demonstrate:

1. The similarities and differences between children with and without exceptional learning needs.(CEC, 1.2) (ATS1,2,) (TESS 1b)
2. how experiences of individuals with exceptional learning needs can impact families.(CEC 1.1, 1.2) (ATS 9, 10) (TESS 1b, 4c)
3. a knowledge of the learning abilities of the individual with exceptional learning needs.(CEC 1.2) (ATS 2) (TESS 1b)
4. the importance of social interaction for the individual with exceptional learning needs. (CEC 2.1, 2.2) (ATS 2) (TESS 1b, 2a)
5. respect for their students as human beings (CEC 2, 6.3) (ATS 3a) (TESS 2a)
6. how to use knowledge of the individual with exceptional learning needs to respond to the varying skills, abilities, and behaviors of these individuals.(CEC 2.2, 2.3) (ATS 1, 2) (TESS 1b)
7. a knowledge of the current and historical influences on the field of special education (CEC 6.2) (ATS 4, 9) (TESS 4e, 4f)

8. a knowledge of how issues of diversity can influence families, cultures, and schools (CEC 1.1, 1.2) (ATS 2) (TESS 1b)
9. a knowledge of organizations and how organizations function to meet the needs of the individual with exceptional learning needs. (CEC 7.1, 7.2, 7.3) (ATS 10) (TESS 4c, 4d, 4f)
10. a personal philosophy of educating individuals with exceptional learning needs (CEC 6.1) (ATS 1, 9) (TESS 1b, 4a)

Methods of Instruction: The emphasis is on understanding and working with children with exceptional learning needs. Web based instruction, professional readings, case studies, class discussions via the internet, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.

Assignments
SEE ASSIGNMENT CALENDAR ON BLACKBOARD FOR SPECIFIC DUE DATES.

SPED 5003-Assignments

1. Exams- 4- Exams will be taken from material in the book as well as other sources of information covered in class. 4@ 50pts= 200 pts.
2. Language Development Paper- See guidelines for details.(50 pts) This assignment will be submitted to Taskstream. This will be a CEC Assessment for the Program.
3. Exceptionality Paper- You will research an exceptionality; either genetic or organic. This is Graduate level research and your paper should reflect that. You should have a Title page and a reference page. The main body of your paper should meet or exceed 20 pages. See guidelines for specific information. (100 pts.)
4. Legal case- research a court case that has had an impact on the education of children with special needs. See guidelines for specific details. (25 pts)
5. Mini Writes- You will complete 2 Mini Writes. See Assignments for more details.
6. Discussion Board- There will be several discussion boards you will need to respond to. These will only be open for a specific time. Once they have closed they cannot be reopened.

Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.

2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.
4. *Work turned in late may receive only partial credit or no credit* based on prerogative of the instructor.

Course Content:

This course addresses CEC Standard 2: Development and Characteristics of Learners and CEC Standard 1: Foundations.

Characteristics of students with exceptional learning needs.

A. Respect for all children
B. Impact on families of children with exceptional learning needs
C. The importance of social interaction
D. Similarities and differences in individuals with and without exceptional learning needs
E. The importance of culture
F. Language differences
G. The influences of poverty
H. Learning differences
I. Behavior differences
J. Working together for the child

Foundations
K. Current and Historical influences on Special Education
L. Diversity and its influence on family, culture and schools
M. Development of a personal philosophy
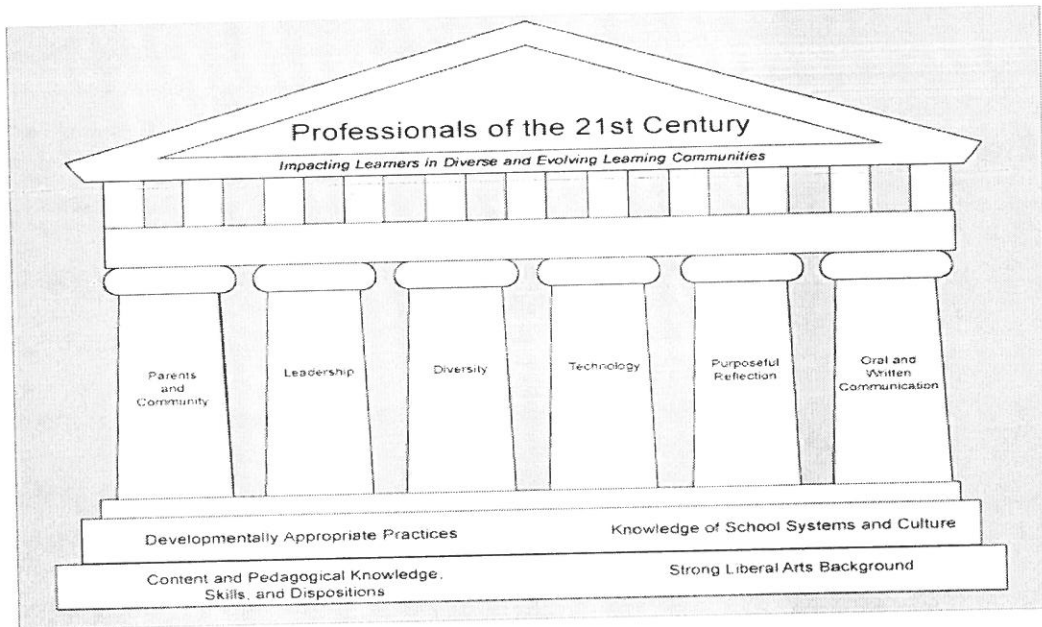N. Knowledge of organizations and their role in working with individuals with exceptional learning needs.

SPED 5003 Language Development Paper Rubric

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 1			
Language Development Project Activity 1.a CEC 1.2	Candidate **does not demonstrate basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates high level of knowledge** regarding cultural and linguistic differences on growth and development.
Language Development Project Activity 2.a CEC 1.1	Candidate **does not demonstrate basic level of knowledge** regarding typical and atypical language development.	Candidate **demonstrates basic level of knowledge** regarding typical and atypical language development.	Candidate **demonstrates high level of knowledge** regarding typical and atypical language development.
CEC Standard 2			
Language Development Project Activity 4.1 CEC 2.1	Candidate **lacks ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.	Candidate **demonstrates basic ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.	Candidate **demonstrates a high level of ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.
Language Development Project Activity 4.b CEC 2.1	Candidate did not provide examples of how to implement these models for a child with ELN.	Candidate provides 1 or 2 examples of how to implement the models for the child with ELN.	Candidate provided 3 or more examples of how to implement the models for the child with ELN.
	Unacceptable 1	**Acceptable 2**	**Target 3**
	The candidate does not exhibit knowledge and skills needed to meet	Demonstrates the basic knowledge and skills needed to meet the	Demonstrates the knowledge and skills to

12

	the standard. The candidate needs further development.	nominal expectations for standard.	meet the expectations of the standard.
CEC Standard 5			
Language Development Project Activity 6.a CEC 5.3	Candidate **failed to demonstrate knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a basic level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a high level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.
Language Development Project Activity 7.a CEC 5.4	Candidate's response indicated **an inability to use** strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated **a basic level of still** regarding the use of strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated **a high level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.
	Unacceptable 1 The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable 2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target 3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 6			
Language Development Project Activity 8	Candidate's written communication used in the Language Development Project indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.
CEC Standard 7			
Language Development Project Activity 5 CEC 7.3	Candidate's response indicated a **lack of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.	Candidate's response indicated a **basic level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.	Candidate's response indicated a **high level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.

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Content and Pedagogical Knowledge, Skills, and Dispositions | Strong Liberal Arts Background

SPED 5023 Planning Instruction for Children with Exceptionalities
CEC: 4 & 7

Course: SPED 5023

Title: Planning Instruction for Children with Exceptionalities

Credit: 3 Semester Hours

Major Artifact: Audit folder including IEP for an anonymous but real special education student.

Catalog Description: This course is a hands-on course in planning for the instruction of children, particularly children in grades K-6, with disabilities. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs collaboration, planning, and implementation.

Texts Required for Course:

Council for Exceptional Children (2005). Survival Guide for the First-Year Special Education
    Teacher. Prentice Hall. ISBN: 0-13-170156-8

Arkansas Department of Education (2007). Rules and Regulations. Online at
    http://arksped.k12.ar.us/sections/rulesandregulations.html

Supplemental Reading List:

Adelson, R. (2004). Instruction versus exploration in science learning. *Monitor on Psychology*,
    35(6) 34-36.

Alberto, P.A. & Toroutman, A.C. (2003). *Applied behavior analysis* for teachers (7th ed.).
    Columbus, OH: Prentice Hall.

Allsopp, D.H. Santos, K.E., & Linn, R. (2000). Collaboration to teach prosocial skills.
    Intervention in School and Clinic, 35, 141-46.

American Association of Colleges for Teacher Education, Commission on Multicultural
    Education. (1973) No one model American. *Journal of Teacher Education, 24, 264-265.*
        American Psychiatric Association. (2000). Diagnostic and statistical manual of mental
            disorders (4th ed.), Washington, DC: Williams & Wilkins.
            Arkansas Department of Education (2000). *State regulations for special
    education.* ADE.

Bergan, J.R., & Kratochwill, T.R. (1990). *Behavioral consulting in applied settings.* New York:
    Plenum Press.

Bauwens, J. & Hourcade, J. J. (1995). *Cooperative teaching: Rebuilding the schoolhouse for all
    students.* Austin, TX: ProEd.

Bradley-Johnson, S., & Lesiak, J. L. (1989). *Problems in written expression.* New York:
    Guilford.

Cegelka, P.T. (1995). *Effective instruction for students with learning difficulties.* Boston, MA:
    Allyn & Bacon.

Council for Exceptional Children (1998). CEC policy on inclusive schools and community
    settings. *Teaching Exceptional children,* 25(4) supplement.

Coleman, L.J., & Cross, T.L. (2001). *Being gifted in school: An introduction to development,
    guidance, and teaching.* Waco, TX: Prufrock Press.

Cook, B.G. (2001). A comparison of teachers' attitudes toward their included students with mild
    and severe disabilities. *Journal of Special Education,* 34, 203-213.

Cramer, S. F. (1998). *Collaboration: A success strategy for special educators.* Boston: Allyn and
    Bacon.

Dettmer, P., Dyck, N. & Thurston, L.P. (2002). *Consultation, collaboration and teamwork for
    students with special needs.* (4th ed.) Boston: Allyn & Bacon.

Dyhes, T.T. , & Burrow, E. (2004) Using children's books with characters with disabilities. *CEC
    Today*, 10(6), 13.

Edyburn, D. L. (2000). Assistive technology and students with mild disabilities. *Focus on
    Exceptional Children, 32(9), 1-24.*

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals.* (4th
    ed.). New York: Longman.

Heilman, A. W. (1988). *Phonic in proper perspective* (6th Ed.). Columbus, OH: Charles E. Merrill Publishing.

Heron, T.E., & Harris, K.C. (2001). *The educational consultant: Helping professionals, parents, and mainstreamed students in inclusive classrooms.* (4th ed.). Austin, TX: Pro-Ed.

Idol, L., & West, J.F. (1992). *Effective instruction of difficult to teach students.* Austin, TX: Institute for Learning and Development.

Meyers, M. J., & Burton, G. M. (1989). Yes you can plan appropriate instruction for learning disabled students. *Arithmetic Teacher, 36*(7), 46-50.

Pugach, M. C. & Johnson, L. J. (2002). *Collaborative practitioners, collaborative schools* (2nd ed). Denver: Love.

O'Shea, D.J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (2001). *Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices.* Boston: Allyn & Bacon.

Slade, J. C., & Conoloy, C. W. (1990). Multicultural experiences for special educators. *Teaching Exceptional Children, 22*(1), 60-64.

Sloane, E. (1989). Technology - the equalizer. *Instructor,* 34-36.

Walther-Thomas, C., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000). *Collaboration for inclusive education: Developing successful programs.* Boston: Allyn & Bacon.

West, J. F. (1990). Educational collaboration in the restructuring of schools. *Journal of Educational and Psychological Consultation, 1,* (1), 23-40.

Justification/Rationale:

To effectively meet exceptional learner needs (ELN), special educators must plan and implement curriculum for inclusive and self-contained settings, act as advocates for learns, and successfully collaborate with administrators, teachers, parents, and the community.

Course Objectives and Standards:

Council of Exceptional Children (CEC)
Arkansas Teaching Standards (ATS)
    Teacher Excellence Support System (TESS)

Upon completion of this course, special educators will be able to:

1. Demonstrate an application of the current theories, laws, and policies for the education of exceptional learners. (ATS: 9; CEC: 6.1, 6.2; TESS 4b, 4f, 4d)

2. Demonstrate advocacy with parents and the community in responding to the varying abilities and behaviors of exceptional learners. (ATS: 10; CEC: 7.1, 7.2, 7.3; TESS 4d, 4c, 4e, 4f)

3. Demonstrate the use of Individual Family Service Plans (IFSP) and (Individualized Education Plans) (IEP) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options. (ATS: 9&10; CEC: 3.1, 3.2, 3.3; TESS 1a, 1b, 1c, 4d)

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4. Demonstrate knowledge of a range of teaching strategies for improving reading, mathematics, spelling and written language skills for students with disabilities. (ATS:4, 7 & 8; CEC: 5.4, 5.5, 5.6, 5.7; TESS 1e, 1a, 1c)

5. Demonstrate knowledge of a range of behaviors strategies for improving social behavior at school, teaching all students to live harmoniously and productively in a culturally diverse world in inclusive and/or self-contained classrooms. (ATS: 7 & 8; CEC: 1.1, 1.2, 2.1, 2.2, 2.3; TESS 1a, 1b, 1c)

6. Demonstrate augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. (ATS: 8; CEC: 5.2, 5.3; TESS 1d)

7. Develop lesson plans that are appropriate for use with the collaborative consultative model using multiple assessments. (ATS: 7,8, 10; CEC: 4.1, 4.2, 4.3; TESS 1a, 1d,1f, 4d)

8. Demonstrate the development and implementation of individualized instructional programs following legal policies and ethical principles. (ATS: 9, 1, 2, 3; CEC: 3.1, 3.2, 3.3, 6.1, 6.2, 2.1, 2.2, 2.3; TESS 4b, 4f)

9. Demonstrate knowledge of current issues in special education and the applications of those issues. (ATS: 9; CEC6.1, 6.2; TESS 4d, 4e, 4f)

10. Demonstrate the role of the special educator in working with administrators to facilitate the successful transition and maintenance for exceptional learning needs in inclusive and self-contained classrooms. (ATS: 9 & 10; CEC: 7.1, 7.2, 7.3; TESS 4d, 4f)

Methods of Instruction:
A variety of instructional strategies will be used such as direct instruction, modeling and demonstrations, focused observations, guided class discussions, printed materials with textbooks that are both electronic and hard copies, supplemental materials for professional reading and reflection, and application exercises using technology.

Assessment Methods:
Written examinations and assignments will be given with a rubric in TaskStream for the major artifact. Assessments will serve as formative and summative evaluations to determine the extent to which a student can demonstrate what he/she knows and is able to do. Course and program changes will be based on the assessment findings. Students will submit four targeted journal readings on the dates given in the syllabus.

Grading:
Course grades will be based on dispositions, accuracy, and professional quality as demonstrated in examinations and assignments. **This is a performance-based program.**
Scale:
A = 810-900 points
B = 720-809
C = 630-719
D = 540-629
F = below 540

Assignments:
1. **Written Examinations**: (3) for 100, 100, and 200 points, respectively.
2. **Presentation on Special Methods or Materials:** An individual report or demonstration of a method or material that shows adaptations for one or more exceptionalities. 100 points.
3. **Journal Reports:** Four on targeted topics at 25 points each
4. **Audit Folders:** Extensive data on two actual but anonymous public school students will be given. Candidates will complete the paperwork on those students including IEPS that reflect data-based decision making and current policy/law. The first case (audit folder) will be assigned in about week ten and the second in week thirteen. The first audit folder will be worth 100 points and the second will be worth 200. The second audit folder will be the major artifact for the course. The audit folder will cover all 10 CEC Standards with an emphasis on Standards 4 and 7. **The second audit folder must be assessed by rubric at no less than 140 of 200 available points in order to receive credit for the course.**

Administrative Requirements:

Policy on Absences, Cheating, Plagiarism, Late Work, etc: Frequent late work will results in the lowering of the student's final grade. Your active participation through discussion board is vital to your growth and development as reflective practitioners and decision-makers. **<u>Please refer to the Arkansas Tech University Student Handbook policy concerning cheating, plagiarism, and misconduct in class.</u>**

Course Content:
I. State Plan for Special Education
   a. Regulations and Policies
   b. Required assurances, planning, documentation
II. Exceptional Learning Needs (ELN)
   a. IFSPs and IEPs
   b. Family
   c. Community
   d. Culture
III. Planning for Individual Learning Differences
   a. Social/Emotional
   b. Academics
   c. Background
   d. Assistive Technology
   e. As embodied in the IEP/IFSP
IV. Assessment/Instruction
   a. Individualized
   b. Group
   c. Environments

      i. Inclusion
     ii. Self-Contained

Schedule:

Week One   Policies and procedures of the course. Introduction to the State Plan for Special Education. Point of Departure: All activities in special education, including planning, must proceed according to the *Arkansas Plan for Special Education*. These are submitted every five years to the Secretary of Education of the United States for approval and constitute State Policy for the education of students with disabilities. Find those at http://arksped.k12.ar.us/sections/rulesandregulations.html and be ready to discuss those sections as they appear each week in the syllabus. "Don't leave home without them." One section is being referred to here as *The State Plan* and the other is the *Appendices*. In order for you to plan instruction in accordance with the *State Plan*, and avoid difficulties with a State Monitor who will be coming to check your school's paper work, you need to know both *The Plan* and its *Appendices*.

          State Plan, Section 1, Applicability. Part 2, Definitions as they apply to the planning process. Handout on the commonly used tests in Arkansas. Please read the *State Plan* sections one through seven before next week.

          State forms from the *Appendices* to view and discuss: Appendix E List of Acronyms, Record of Access, Referral Form, Notice of Conference, Conference Notice Enclosure.

Week Two   Theme for this segment: Planning for identification of special needs students.

          State Plan sections four and five on Referral and Free Appropriate Public Education. Planning includes placement and Section Five is heavy on that. Section Six is on eligibility for each of the Federal categories. Seven is about re-evaluations.

          Discussion of the *Oberti* decision and its impact on placement. Deno's *Cascade System*. Inclusion and full inclusion.

          Cut-off scores for each category. Discussion of the Standard Error of Measurement and its implications for measurements obtained from intellectual, achievement, process, hearing, and vision tests. See *Appendix* D, SLD Eligibility: Method for Determining Discrepancy Analysis, SLD Eligibility: Team Override Of Regression Analysis Results. Appendix 1, Autism; Deaf-Blindness; Hearing Impairment.

          Forms to view and discuss: Documentation of Receipt of Rights under The

Individuals with Disabilities Education Act, Referral Conference Decision Form, Information Regarding Consent, Informed Consent, Temporary Placement Consent.

Week Three   More on the federally-designated categories and the criteria for each. Please bring with you these parts of the *Appendix* that have to do with criteria: Emotional Disturbance, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health impairment, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment (Including Blindness), Autism-Early Childhood Special Education, Deaf-Blindness (Early Childhood Special Education), Hearing Impairment (including deafness) Early Childhood Special Education.

Please read sections 8, 9, and 10, IEPs, Due Process, and Hearings, before next week. Before we start talking about writing IEPs for students, we need to know what choices are available.

Reading number one on assessment and identification issues due on the first class day of the week.

Week Four   More on criteria for inclusion to categories especially for early childhood. This level of planning for a child has to do with finding the category in which Services can best be brought to the child. In the *Appendices* of the State Plan: Multiple Disabilities for Early Childhood Special Education, Noncategorical (for Early childhood). Orthopedic Impairment (Early Childhood Special Education), Other Health Impairment (Early Childhood Special Education), Speech or Language Impairment (Early Childhood), Traumatic Brain Injury (Early Childhood Special Education), Visual Impairment Eaarly Childhood special Education).

Extensive review of Section Eight, Individualized EducationPrograms (pp. 1-13). These policies are germane to the writing of any IEP or IFSP in the state of Arkansas. How should we conduct an IEP meeting? Who attends? Who is specifically barred?

Week Five   **Test One during the first class session of the week.** Afterwards . . .

Theme for this segment of instruction: <u>Planning for parental involvement</u>

Ensuring parent attendance and participation. What kinds of information are appropriate for the audit folder? Including regular education teachers in IEP planning? Modifications of assessments or of discipline plans. Transition plans.

Due process: Or, what do we do if the school and the parents do not agree on placement? Independent evaluators. Procedural safeguards including "stay put" (Oberti). "Notice in understandable language," *Plan* plus *Lau v. Nichols* (1974).

Continuing now, these things that begin with capital letters are titles of special forms mandated by the State Department of Education:
Impartial Due Process Hearing Forms Request For Hearing, Notice of Hearing Request, Mediation Process, Request for an Expedited Hearing, Request for Hearing, Notice of Hearing Request.

Hearings, expedited, the "pre-hearing mediation conference," and formal hearing.

Please read State Plan sections 11 on Student Discipline (thoroughly), 12 (briefly), 13 (Least Restrictive Environment—read thoroughly). These will impact how the IEP will be written.

Week Six   Theme for this segment of instruction: <u>Planning for student learning</u>.

Making IEPs that anticipate student behavior and which increase the likelihood of student learning. Please read *Plan* sections 16 and 17 on Confidentiality and Program Standards.

Appendices to review and discuss: Notice of Conference Decision, Systematic Observation of Student performance, Committee Report on Specific Learning Disability, Evaluation/Reevaluation Decision Forms, Evaluation/Programming Conference Decision Form, Ages 5-21, Existing Data Review, Decision Form and Notice of Decision, Parent Consent for Initial Placement.

Reading number two on parents and special education due on the first class day of this week

Week Seven Confidentiality and Program Standards. Continuum of Alternative placements. For next week, please read *Plan* sections 19 (Extended School Year), 20 (Time-Out Seclusion Room), and 21 (Transition).

State forms to be reviewed and discussed this week: Annual Review Form, Letter of notification for Inviting Agency Personnel to IEP Team Meetings,

And more specific to early childhood: Early Childhood Special Education (ages 3 to 5 years), section 30 of *The Plan*. From the Appendices: Early Childhood Special Education Screening Report Form, Social History, Early Childhood Special Education Evaluation/Programming Conference Decision Form. The planning isn't done until the paperwork is finished!

Week Eight **Midterm exam first class day of the week.**

Planning for an extended school year for a student who has shown propensity for academic regression. Using time out effectively. Writing transition plans for early childhood. Please read Section 23 on ACTAAP before next week.

Appendices to be reviewed: Existing Data Review, Early Childhood Special

Education Nonparticipation form, IEP Schedule Form, Parental Participation Form, Consideration of Special Factors, Goals & Objectives, Instructional Modifications, Criteria for Determining Least Restrictive Environment, LRE Continuum form, Transition Service forms, Employment/Post Secondary Education Outcomes, Domestic Skills forms, Community Functioning Outcomes forms, Post Secondary Transportation Outcomes .

Just when you think you have been "formed" to death, remember that you as the instructional specialist will be leading a team of other professionals through this planning and documentation process. We would rather you see the forms for the first time during this point in your program than to meet them just before your first IEP meeting!

Reading number two on parents and special education due on the first class day of this week

Week Nine   Planning for the participation of special education students in the Arkansas Comprehensive Testing, Assessment, and Accountability Program.   Please read Section 23 on ACTAAP. Please read part 28 on Rules and Regulations Uniform grading Scales for Public Secondary schools and for optional Use in Public Elementary Schools before next week. Also please read section 30, Early Childhood Special Education, in the *Plan*.

Presentation on Special Methods or Materials due tonight.

Week Ten   Overall theme: Planning for the occasions when the school and the parent do not agree about what is best for the child.

Please read sections 8, 9, and 10, IEPs, Due Process, and Hearings, before class.

What to do when the parents and the school disagree about the planning for a particular child. Continuing now, these things that begin with capital letters are titles of special forms mandated by the State Department of Education: Impartial Due Process Hearing Forms, Request For Hearing, Notice of Hearing Request, Mediation Process, Request for An Expedited Hearing, Request for Hearing, Notice of Hearing Request

Data on the first anonymous but real special ed student will be given you tonight. Your first audit folder report (100 points) is due in the first class session of week twelve. You will be given feedback on this audit folder in time for you to prepare for the second audit folder, week thirteen.

Week Eleven Overall theme: Planning to confront real problem behavior.

Early Childhood Special Education (ages 3 to 5 years), section 30.

Process for Functional Assessment of Behavior, Process for Functional Assessment of Behavior, Functional Assessment Analysis of Problem Behavior,

Manifestation Determination Review.

Reading number three on modifying problem behavior will be due on the first class day of the week.

Week Twelve   Confronting problem behavior from students. Process for Functional Assessment Of Behavior, Process for Functional Assessment of Behavior, Functional Assessment   Analysis of Problem Behavior, Manifestation Determination Review.   Please re-read State Plan sections 11 on Student Discipline (thoroughly), 12 , 13.

First audit folder due in the first class meeting of this week.

Week Thirteen Overall theme: <u>Planning for working with private schools and surrogate parents for the benefit of the child.</u>

Relations with private schools and/or surrogate parents. State Plan parts 14 and 15 on private schools and surrogate parents, respectively.

Forms: Payment for Education of Children Enrolled in Private School Without consent of or Referral By the Public Agency, Form SP-1, Form SP-2, SP-3 for Surrogate Parents, SP-4, Surrogate Parent Sample Letter, Notification to Parents of Transfer of Rights Under the individuals with Disabilities Education Act, Notification to Student of Parental Rights Under the individuals With Disabilities Education Act.

You should get feedback on your first audit folder during this week. You will also get data on your second student towards the end of this week.

Week Fourteen Overall Theme: <u>Planning for SPED students to either work within or return to the regular education system.</u>

Historical notes: Least Restrictive Environment, "mainstreaming," the Regular Education Initiative, Inclusion, and Full Inclusion—what they have meant and what they mean today.

Planning for SPED students as participants in a regular ed system. Appendix F, Arkansas Performance Goals and Indictors for Students with Disabilities. Appendix B: Student Participation in Statewide Assessment: Guidelines for IEP Team Decision-Making. Appendix C: IEPs and Other Selected Implementation Issues. Sections B and C will further clarify planning and documentation issues And serve as a re-capitulation of many FAPE and LRE issues already visited.

Reading number four on special education students' participation in the

regular education curriculum will be due on the first class day of the week.
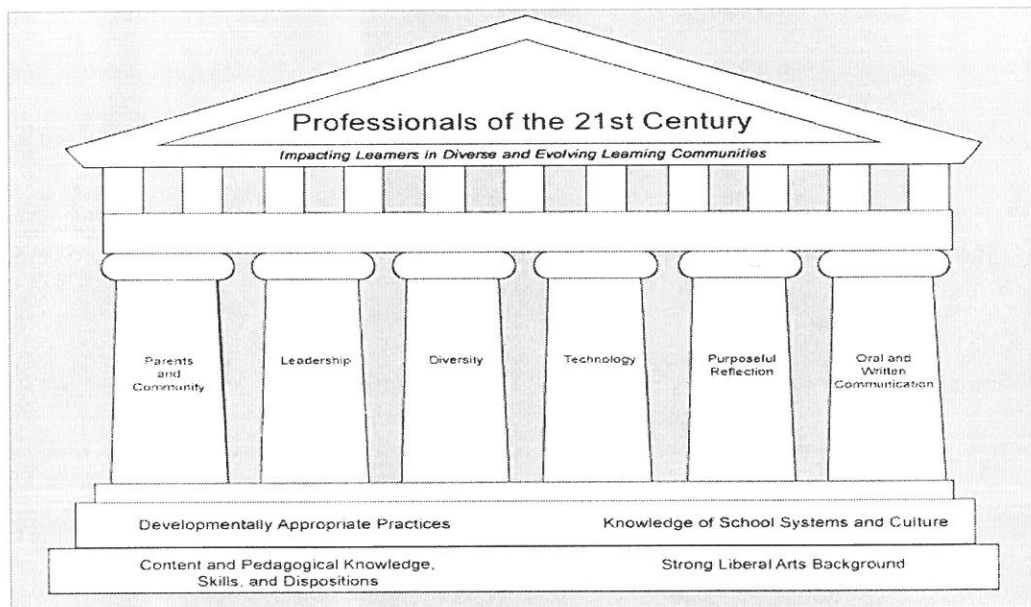
Week Fifteen   **Audit folder number two, the major artifact for the course, is due on the first class day of this week.**

Other activities: Review or catch-up from earlier activities not yet done.
Week Sixteen Comprehensive Final Examination

ARKANSAS TECH UNIVERSITY

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

| Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication |

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

SPED 5053 Planning Instruction for Children with Exceptional Needs, Grades 7-12

Catalog Description: This course is a hands-on course in planning for the instruction of children with exceptionalities in the Middle and Secondary schools. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs collaboration, planning, and implementation.

Course Requirements: As member of this on-line learning community students will engage in a variety of thought-provoking virtual interactions. Students will have the opportunity to share as well as receive ideas and feedback from fellow class members. Their active participation in all course related activities will directly influence not only their success but will also influence the growth and learning of their fellow participants.

Textbook Required for Course: Mastropieri, M. and Scruggs, T. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*, 5th Edition.

Course Objectives/Outcomes:

Upon completion of this course, students will be able to:

SPED 5053 Outcomes	Standards	Assignments
Demonstrate an understanding of the current issues, theories, laws, and policies for the education of exceptional learners.	SS: 3 & 5 CEC: 6.2 TESS 9j, 9o	Making Connections Chapter quizzes
Demonstrate an understanding of the importance of advocacy with parents, school administrators and the community in responding to the varying abilities and behaviors of exceptional learners.	SS: 3, 4; & 5 CEC: 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 TESS	IEP Chapter quizzes
Demonstrate the development of an Individualized Education Plan's (IEP) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options.	SS: 2 & 3 CEC: 4.1, 4.2, 4.3, 4.4, 5.1, 5.5, 5.6 TESS	IEP Chapter quizzes
Demonstrate knowledge of a range of planning, teaching, assessment and accommodation strategies for improving the learning outcomes for students with disabilities.	SS: 1, 2 & 4 CEC: 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.7 TESS	UDL Lesson Plan Blog Peer Feedback Alternative Portfolio Chapter quizzes
Demonstrate knowledge of a range of strategies for improving social behavior at school, teaching all students to live harmoniously and productively	SS: 1 & 2 CEC: 2.1, 2.2 TESS 3a, 3h, 3o, 3p, 3q	IEP Chapter quizzes

in a culturally diverse world in inclusive and/or self-contained classrooms.		
Demonstrate the importance of technology's role in supporting and enhancing the learning process for individuals with exceptional needs.	SS: 3 CEC: 5.2 TESS 5l, 8n	UDL Lesson Plan Blog Peer Feedback Chapter quizzes

Council of Exceptional Children (CEC), [Arkansas] State Standards (SS), Teacher Excellence Support System (TESS)

Course Outline: Overview of SPED 5053 Assignments

Assignment rubrics and related documents can be found below. Note that there are several assignments for this course, so students please be cognizant of deadlines and expectations!

1. Chapter Quizzes – <u>Due date</u>: *Each day for 24 hours beginning at 8 am (i.e. the 1st quiz will post on Tuesday the 8th and remain open until Wednesday the 9th at 8 am)*

Each day there will be a short, multiple-choice quiz on the chapter reading for that day. The quiz will post at 8 am on Blackboard, under the Quizzes Tab, and you will until 8 am the following morning to complete it. Since the quizzes are scheduled to post for a specific window, you will not be able to see them until their specific day/time, but they are there. Quizzes usually vary from 20-40 questions and you have approximately 1.5 minutes to answer them.

2. UDL Math Lesson Plan Blog (50 points) ARTIFACT. <u>Due date</u>: *LA lesson plan Wednesday, July 16th*

Students are responsible for creating one math lesson plan (grade 4-12) following the <u>UDL framework</u> (framework is outlined below, along with an online module for further reference). Students will post their math lesson plan (grade 4-12) on blogs so that their fellow classmates may access them and make comments. The lesson plan must be for a Language Arts lesson geared for students in grades 4 through 12th. The course text has specific chapters written for the four main content areas: LA (Chapter 14), Math (Chapter 15), SS and Science (Chapter 16) and student will need to include relevant components from **the Math chapter (15)** in their lesson plan. Remember to include any relevant materials as hyperlink on the lesson plan blog: hyperlinks to graphic organizers used in the lesson, instructional videos, other web resources, hand-outs, etc. Here is a sample UDL lesson blog – it's a LA lesson though and for the intent of this assignment this one is to be a math lesson: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Since this is the course artifact – the hyperlink for this lesson plan blog will be submitted to Taskstream to be reviewed by the instructor and used as evidence for the department as

part of licensure review (CAEP). You will also post your hyperlink under the Blog tab on BB.

3. Peer Feedback on Math Lesson Plan Blogs (20 points) <u>Due date</u>: *Friday, July 18th*

Students are responsible for looking through **their partner's** lesson plan blog and providing meaningful, relevant, specific feedback, at least two complete paragraphs outlining the specific strengths and areas for possible improvement. **Please write the peer feedback comments on Blackboard where your partner's hyperlink is posted – not on the blog itself.**

4. IEP (30 points) <u>Due date:</u> *Tuesday, July 22nd*

Students will use the assessment information provided below for Johnny B. Good to develop an IEP. Use the new Arkansas Department of Special Education Standards Based IEP forms (Student Profile [08-01-12] and Goal Page with Objectives [08-01-12]) (below) as well as the USDOE IEP guide (same site) as a reference. Students will submit this assignment under the Submit Assignment tab on Blackboard. Sample forms below.

Overview of Standards Based IEP forms:
https://arksped.k12.ar.us/CurriculumAndAssessment/StandardsBasedIEPs.html

5. Alternative Portfolio Assessment (Language Arts Assessment) (30 points) <u>Due date</u>: *Thursday, Just 24th*

Many special education students are exempted from traditional standardized tests and instead are assessed using an alternative portfolio assessment. As such, each student in this course will be responsible for creating one sample alternative assessment, which might be contained within such a portfolio. Students will also provide a brief description (no more than 5 paragraphs + sample assessment + references) of the following:

a. Arkansas requirements for the alternative portfolio assessment
b. Basic components of a portfolio assessment
c. Rationale for using a portfolio instead of traditional standardized tests for special needs students
d. Validity/Reliability of this method of data collection
e. An explanation of the sample language arts assessment created for this assignment and why it was chosen
f. References

<u>Please label each of the 6 sections outlined above with a specific heading</u>. Remember to paraphrase this information in your own words. Do not copy and pasted from the ADE website. Some resources that might be useful:

The Arkansas Department of Education's overview of what should be included in a portfolio.

http://www.arkansased.org/divisions/learning-services/student-assessment/assessments-for-students-with-disabilities

Administrative Manuel for Creating Portfolios

http://www.arkansased.org/divisions/learning-services/student-assessment/assessments-for-students-with-disabilities/alternate-portfolio-assessment-ancillary-materials-for-students-with-disabilities

6. Discussion Board Topics (50 points)   Due dates: *vary, refer to table/dates below*

a) YouTube Introduction Video (10 points) – Due date: *Monday, July 7th by 11:59 pm*

Students will create a YouTube video (http://www.youtube.com/yt/advertise/make-a-video.html)to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are taking the class, and anything else they might like the class to know. Remember to select the "shared with link" option on YouTube so that only people in the class can see it and not everyone on the internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone can see them.

b) Helpful Resource(s) (10 points) Due date: *Thursday, July 10th*

Students will post at least one idea (or more) that they think would be a beneficial resource to their fellow classmates. For example, a great list serve to join if you haven't already is the CEC Smartbrief, a great resource for up to date news in special education.

c) Making Connections (30 points) Due date: varies – refer to chart below

For this assignment the student's tasks are to:

1. Join the CEC list serve http://www.smartbrief.com/cec/

2. Select a current article

3. Finally, students will post the link of their article on the discussion board and then write at least two paragraphs which should include: a specific quote or two from their selected article, their personal connection to topic of the article and finally, how these two things relate to the content in this course.

7. Journal Reflections (10 points each) Due date: *1st one due by July 9th, last one due by July 25th*

Based on the 6 objectives for this class outlined in the course syllabus, students will create a journal entry outlining their learning goals for this course in accordance to the content material that will be covered this semester. Journal entries should be at least 3 detailed paragraphs (6-

7 detailed, specific sentences) and show direct correlations to the objectives. These reflections will be posted under the journal tab on blackboard, one at the beginning of the course (no later than *Wednesday, July 9th*) and the final one at the end of the course (*no later than Friday, July 25th*).

Assignment Rubrics and Related Documents
Peer Feedback Rubric (Lesson Plan Blogs) (20 Points Each)

Description	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Comments	Peer feedback is unique, thoughtful, articulate and sites specific examples from the lesson plan blog, both strengths and weaknesses. Is comprised of at least three, very strong paragraphs, but not more than five.	Feedback is good, and lists several strengths and weaknesses, and is three paragraphs in length.	Feedback is somewhat generic. Barely two paragraphs in length.	Little to no feedback is posted.
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments				

Total Points on Feedback for (Lesson Plan) _____ / 20 points

Journal Rubric (10 points each)

Description	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Comments +7	Reflection is thoughtful, articulate and gives personal and/or content based examples to support ideas/thoughts. **Comments directly relate to all 6 objectives of the course as**	Feedback is good. **Comments relate to some of the course objectives.**	Feedback is generic. **Comments relate to one or two of the course objectives.**	Little to no feedback is posted. **Little to no mention of the course objectives.**

	outlined in the instructions.			
Mechanics +1	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Length +2	Is at least three, strong, detailed paragraphs in length.	Is at least two strong, detailed paragraphs.	Barely two paragraphs, not terribly detailed.	Less than one full paragraph. Needs more work.
Comments:				

Total Points on Journals_____ / 10 points each

Alternative Assessment Portfolio Blog Rubrics (30 points)

Description	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Body	Each paragraph on the blog has thoughtful supporting detail sentences that develop the main idea.	Each paragraph on the blog has sufficient supporting detail sentences that develop the main idea.	Each paragraph on the blog lacks supporting detail sentences that develop the main idea.	
Organizational Structure	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Does not exceed 5 paragraphs + reference section.	Logical organization, but ideas could be more fully developed.	Some evidence of structure or organization.	
Content	All required information is discerned with clarity, precision and accuracy and all 6 sections are clearly labeled and focus on: *1)*	Most of the information is clear, precise and accurate.	Some of the information is unclear, underdeveloped, or simply inaccurate.	

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	Arkansas requirements for the alternative portfolio assessment, 2) basic components of a portfolio assessment, 3) rationale for using a portfolio instead of traditional standardized tests for special needs students, 4) validity, reliability of this method of data collection, and 5) an explanation of the sample assessment created for this assignment and why it was chosen.			
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Citations and References Page (Section 6)	All cited works are done correctly; text, internet sites, visual references (graphs, charts), are done in the correct APA format with no errors.	Some cited works, text, internet sites, visual, are done in the correct APA format. Inconsistencies are evident.	Done in the correct format with many errors but not sufficient or not credible source references.	
Comments:				

Total Points for Alternative Portfolio Assessment _____ **/ 30 points**

UDL Lesson Plan Rubric (50 points)

Sample: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Remember – this is a LA sample and yours must be a math UDL lesson

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), ESL needs and IEP classification(s).	/1
Lesson Goals - Objectives	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/1

6 UDL Phases	Methods	Points
1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/5
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/5
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	
6) Assessment of Student Learning Formative 5-10 minutes	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	
Technology	Lesson incorporates various element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, YouTube, etc).	
Differentiated – Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample).	
Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	
Graphic Elements	Blog contains a variety of graphic design elements: embedded videos, pictures, hyperlinks, clip art, etc.	
Materials	All materials are listed and clearly relate to the lesson.	

Total Points for UDL Lesson Plan _____ **/ 50 points**

UDL Lesson Plan Blog (Format Outline)
Remember you must embed your UDL accommodations in your written plans as well as in the boxes – refer to the sample lesson plan:
http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

This assignment include:
Reviewing the following three resources:

    a. Video assignment:
       https://docs.google.com/forms/d/1cCHb706Yf2MXSna2jPSyqMz4PCCNQ6Z58yxJDuMrwH0/viewform?c=0&w=1

    b. UDL Learning Module: http://udlonline.cast.org/page/module1/l3/

    c. UDL Planning Wheel: http://udlwheel.mdonlinegrants.org (click on the arrows and suggestions and resources for teaching will pop up)

    d. UDL Lesson Plan Blog Sample: http://kristykarielong.blogspot.com/2014/07/udl-math-lesson-plan.html (this was a sample from a previous student)

Then design your own UDL lesson plan blog using the following framework:
UDL Lesson Plan (Sample Format) - Refer to Blog for Example
1. Title:
2. Author:
3. Subject:
4. Grade Level:
5. IEP classification(s):
6. Common Core Standard(s):
7. Lesson Goals
8. Lesson Materials:

Instructional Lesson Methods and Assessment
    Anticipatory Set (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Introduce and Model New Knowledge (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Guided Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Independent Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Wrap-up (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Assessment (Describe step by step what you and the students will be doing in this phase of the lesson)
Formative (Informal – must be a written assessment)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

State of Arkansas

As of September 1, 2014 the Arkansas Department of Education in their new policies for governing programs for educator licensure offered by institution of higher education in Arkansas has listed UDL within their Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas (refer to 9.05.5)

http://www.uamont.edu/Education/PDFs/Rules%20Governing%20Programs%20for%20Educator%20Licensure.pdf

With regards to UDL and the Federal government:

US Department of Education

US Office of Special Education Recommendations:

https://www.osepideasthatwork.org/udl/instrpract.asp

UDL's role in common core:

http://www.udlcenter.org/advocacy/faq_guides/common_core

Go to the ADE Web Site and use the sample IEP to complete an IEP using the information below regarding the hypothetical student Johnny B. Goode

Special Education Department
ACADEMIC ASSESSMENT & CURRENT LEVELS OF PERFORMANCE

Name: Johnny B. Goode   **Assessment Date:** 5/19/12   **School:** Chuck Berry HS
Birth Date: 5/12/1997   **Grade:** 9th   **Age:** 15

ASSESSMENT PURPOSE

The purpose is to assess academic achievement as part of a comprehensive evaluation to determine current levels of performance, involvement/progress in the general education curriculum, and the need for special education services.

ASSESSMENT PROCEDURES AND INSTRUMENTS

Woodcock Johnson Test of Achievement-Revised (WJ-R)

ASSESSMENT RESULTS

The results of the assessment are as follows. The scores include Grade Equivalents (Grade) and Standard Scores (SS). Standard Scores are based on a mean of 100 and a standard deviation of 15. Standard Scores between 90 and 110 are within the average range.

Woodcock Johnson Tests of Achievement-Revised (WJ-R)

Subtests/Clusters	Description of Ability	Grade	SS	Interpretation
Basic Reading Skills	sight vocabulary/phonics	4.9	85	Low Average
Reading Comp.	understanding printed words	3.8	76	Low
Calculation	basic math skills	2.5	47	Very Low
Applied Problems	application of math/reason	2.0	65	Very Low
Broad Written Lang.	writing sentences/paragraphs	3.2	70	Low

CONCLUSIONS FROM OBSERVATIONS DURING THE ASSESSMENT

Absorbed by the tasks	[x]Yes	[ ]No
Easily distracted	[ ]Yes	[x]No
Normal motor activity	[x]Yes	[ ]No
Socially confident	[x]Yes	[ ]No
Comfortable with adults	[x]Yes	[ ]No
Persistent	[x]Yes	[ ]No
Eager to continue	[x]Yes	[ ]No
Prefers easy tasks	[ ]Yes	[x]No
Rapport established	[x]Yes	[ ]No
Anxious	[ ]Yes	[x]No

Observations during the assessment indicate that the results are a valid and reliable estimate of Johnny's academic functioning.

APPARENT SIGNIFICANCE OF FINDINGS

    Skill Areas:

Basic Reading Skills includes the ability to identify sight vocabulary words and to apply phonic and structural analysis skills to read words. Johnny's performance on the Basic Reading tests is within the low average range of scores obtained by others at his age level, as shown by his standard score (85).

Reading Comprehension includes the ability to read and understand single words and short passages. Johnny's performance on the Reading comprehension subtests is within the low range of scores obtained by others at his age level as shown by his standard score (76).

Calculation is a test of quantitative ability, or the ability to comprehend quantitative concepts and relationships, and to manipulate numerical symbols. This test required Johnny to perform mathematical calculations. Johnny's performance on Calculation is within the very low range of scores obtained by others at his age level, as shown by his standard score (47).

Applied Problems is also a test of quantitative ability. This test required Johnny to analyze and solve practical problems in mathematics as well as demonstrate knowledge of mathematical concepts, symbols and vocabulary. Johnny's performance on this test is within the low range of scores obtained by others at his age level, as shown by his standard score (65).

Broad Written Language includes production of single-word written responses and production of meaningful written sentences and paragraphs. Johnny's performance on these tests is within the low range of scores obtained by others at his age level, as shown by his standard score (70).

Results of the assessment disclosed low average functioning in word reading; low functioning in reading comprehension, math applied problems and written language; very low functioning in math calculation. Johnny will find the performance demands of grade level tasks involving reading and writing difficult to extremely difficult; grade level tasks involving math impossible.

Specific academic factors interfering with educational performance:

Reading, math and written language are areas of significant weakness.

Special Education, related services and accommodations needed:

Specially designed instruction in reading, math and written language.

Adapt curriculum and pace of instruction to account for low aptitude and skill levels.

Provide instruction in practical application of academic skills to functional life skills.

Provide intensive review, repetition and over-learning at each step.

Present materials at verbal expression level (approximately 6th grade)

Check frequently for understanding.

Allow ample time to complete assignments and to respond to questions.

Modify assignments and test to fairly represent effort and individual progress.

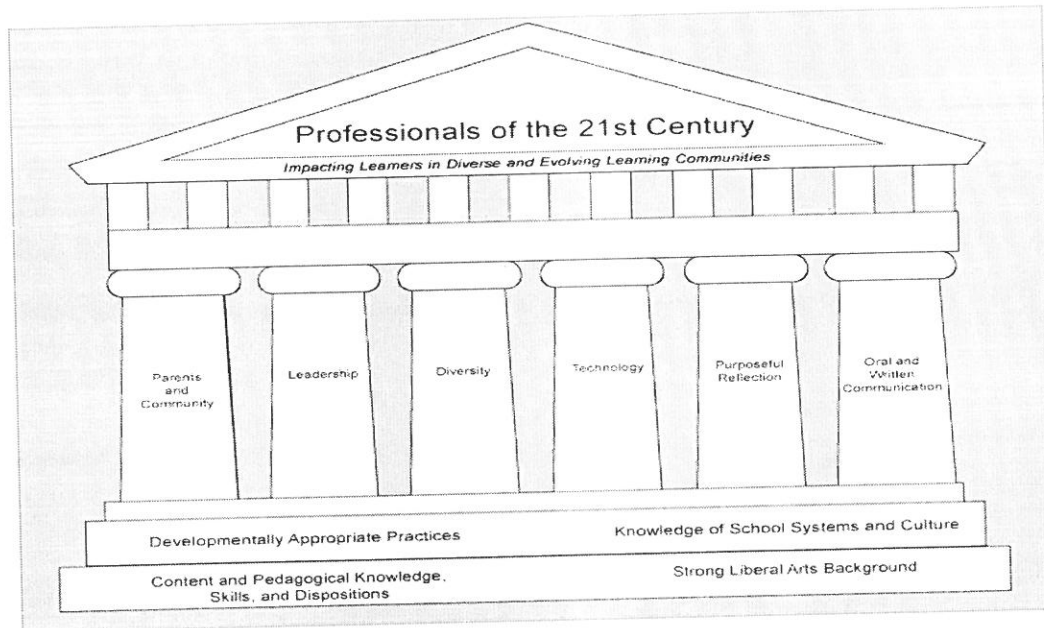Repeat and simplify verbal directions and instructions.

IEP (30 points)

Description	Exceeds Standards 50-45 points	Meets Standards 44-40 points	Nearly Meets Standards 39-35 points	Does Not Meet Standards 34- points
Information	All information included on each page of the IEP is entered accurately, thoroughly and in the correct section.	There are only one or two mistakes in how the IEP was filled in. The descriptions are good and the information is correct.	There are more than a couple mistakes in how the IEP was filled in. Descriptions need to be more thorough, but the data is correct.	There are numerous mistakes in each of the sections. Not thorough.
Mechanics	No errors in punctuation, capitalization, spelling sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments:				

Total Points for IEP _____ **/ 30 points**

ARKANSAS TECH UNIVERSITY

Professionals of the 21st Century
Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices | Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions | Strong Liberal Arts Background

SPED 5063: Supervised Practicum, K-12
CEC Standards 1 , 2 ,3, 4, 5, 6, 7

Catalog Description: This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an Elementary, Middle Level and Secondary setting. This course will provide a practical-hands-on application of teaching methods and ideas. Prerequisite: Completion of SPED 5003, SPED 5013, SPED 5023, SPED 5033, SPED 5053, and EDFD 6053.

Textbook:

None selected at this time.

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers.* Pearson

Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.*
Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS- Teacher Excellence Support System

Course Objectives: Students will be able to:

1. Plan a unit a unit appropriate for children with exceptional learning needs.(CEC 5, 1, 3) (ATS 7.a, 7.i, 7.j, 7.n) (TESS 1a, 1b, 1c, 1d, 1e)
2. Develop an appropriate assessment for children with exceptional learning needs. (CEC 4.) (ATS 7.d, 7.l) (TESS 1f, 3d)
2. Plan instruction based on knowledge of the learning abilities of the individual with exceptional learning needs.(CEC 5,1,,2) (ATS 7.a, 7.j, 7.k, 7.n,) (TESS 1b)
3. Create meaningful learning experiences for students from diverse populations. (CEC 1,2,5) (ATS 7.k, 7.n) (TESS 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e,3a,3b,3c,3d,3e)
4. Select, adapt, and use instructional strategies to promote challenging learning results, and modify instruction for children with exceptional learning needs. (CEC 5) (ATS 7.a, 7.b, 7.c, 7.g, 7.j, 7.k) (TESS 1c, 1d, 1e, 1f, 2c,2d, 2e, 3b, 3c,3d,3e)
5. Will develop an understanding of typical and atypical language development, including the uses of augmentative and assistive technologies.(CEC 5) (ATS 7.1, 1.e, 1.f, 1,g) (TESS 1b,)
6. Will collaborate with professionals and families in providing services for children with exceptional learning needs. (CEC 7) (ATS 10.b, 10.d,10.m, 10.g) (TESS 4c,4d, 4f)

7. Will develop a learning environment that emphasizes a positive setting for the child with exceptional learning needs. (CEC 2) (ATS 3.a, 3.f, 3.i, 3.j, 3.k, 3.n,3.o) (TESS 2a, 2b, 2c,2d,2e)
8. Develop a personal philosophy of educating individuals with exceptional learning needs , including the role of the ethical and professional roles of the special educator.(CEC 1, 6) (ATS, 9.o, 9.k) (TESS 4a, 4d,4e,4f)
9. Develop an understanding of the legal foundations for Special Education, including ethical practice, advocating for individuals with exceptionalities and dealing with discipline issues. (CEC 6.1, 6.2, 6.3, 6.4) (ATS 9.o, 9.b,) (TESS 4d, 4e, 4f)

Methods of Instruction: The emphasis is on working with children with exceptional learning needs. Field based experience, professional readings, case studies, class discussions, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.
1. Satisfactory completion of a Practicum
   1. Satisfactory completion of a case study (as part of the exit portfolio)
   2. Satisfactory completion of journal of experiences
   3. Satisfactory completion of Exit portfolio

Grading:
Grading will be on the following:
Classroom observations
Journal
Professional Readings
Exit Portfolio

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.
2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Course Content:

This course addresses CEC Standards 1,2,3,4,5,6,7

To satisfactorily complete this course the Practicum student must have experience in CEC Standards:
1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge

4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Practice
7. Collaboration

Requirements for SPED 5063 Practicum

The Practicum will consist of _420_ contact hours of field experience.

The Practicum will be at a site that deals with a large diverse population. This could be at a public or private setting such as public schools, private schools, day centers, developmental centers, or other locations which provide extensive opportunities to work with children with exceptional learning needs, kindergarten through twelfth grade. The Practicum student is required to work with children across the K-12 spectrum. This would require experience at the Elementary, Middle and Secondary school levels. Children with exceptional learning needs could include, but is not limited to, children with learning difficulties, exceptionalities, as well as children with cultural, language and socioeconomic differences.

The Practicum student will be required to develop and teach at least one unit to a population of diverse students.

The Practicum student will keep a weekly journal of their experiences, which will allow for personal reflection on their work with children with exceptional learning needs.

The Practicum student will have three formal observations by a supervising instructor from Arkansas Tech University. One observation will be at the Elementary level, one observation at the Middle level and one observation at the Secondary level. University faculty using the TESS model will conduct the observations.

The Practicum student will develop an Exit Portfolio, which will include at a minimum;
1. A case study on one or more students from the Practicum site.
2. As part of the case study the Practicum student will research the latest information regarding the specific needs of the student with exceptional learning needs.
3. Additionally, the Practicum student will develop a personal philosophy of educating individuals with exceptional learning needs.
4. Include the Unit developed and taught to a diverse population
5. Copies of formal observations
6. A video of three lessons taught (one at each level)
7. A professional development plan relating to future work with diverse populations.

The Practicum will adhere to guidelines set forth by the Arkansas Tech University College of Education.

EXIT PORTFOLIO RUBRIC

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides a good summary and clear foundation of his/her view of the teaching/learning process.				
Teacher views teaching as an important endeavor and exhibits a positive disposition toward various participants in and aspects of the profession.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

Exit Portfolio Task 1 My Beliefs about Teaching and Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Exit Portfolio Task 2 Case Study Rubric

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Appropriate and extensive information for the student is provided.				
Specific learning goals/objectives with adaptations that will guide your teaching are provided.				
Teacher's written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
A Rationale for the Unit explaining why the information or skills taught in the unit are important for students to know or be able to do.				
Graphic organizer(s) (e.g., alignment matrix, concept map, etc.) that demonstrates the interconnectedness of the different concepts/content to be taught in the unit and the connections to what was taught before the unit began.				
A variety of teaching methods and learning activities are utilized in the lessons, which encourage higher-level thinking.				
A Unit of Lesson Plans (5-10 Lessons) with all materials included such as tests, overheads, assignments, etc. is included.				
Evidence is provided in the unit that the teacher has considered the diversity of the learners in the classroom (e.g., ESL, IEP information, developmental levels, Multiple Intelligences, etc.).				

A variety of assessment tools (formal and/or informal) were utilized within the lesson plans in the unit.		48		
A well-designed formal assessment to measure the learning of the students at the end of the unit is included (traditional test and/or performance assessment).				

Exit Portfolio Task 3 Planning a Unit Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Objectives, content, methods, and resources used in the lesson are aligned with the State Curriculum Standards chosen and the learning needs/diversity of the students.				
Teacher provides sufficient evidence to demonstrate that students' prior knowledge has been considered.				
The teaching demonstrated on the videotape reflects the prior planning.				
The teacher effectively manages the classroom.				
The teacher cites and discusses the evidence of				

student learning based upon the lesson objectives and state standards outlined.			50	
Teacher's reflection upon the lessons contains highly reflective depth and much specificity (as noted in guidelines) including discussion of the lesson, the student learning and motivation, and the evaluation results provided by his/her supervisor.				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)				

Exit Portfolio Task 4 Two Lessons Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

Standard Criteria	3 Target	2 Acceptable	1 Unacceptable	Comments
Teacher provides evaluated work samples of 3-4 typical students and one exceptional student (from Task 2) for pre-, mid-, and post-unit evaluation of learning.				
Teacher provides a 1 to 2 page specific and detailed analysis addressing the following: "Did the students learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?"				
Teacher's oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.).				

Exit Portfolio Task 5 Assessment of Student Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Target – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

10. Faculty

Provide a roster of program faculty that includes their highest degrees, course assignment(s) in the proposed program, professional experience, and indication of TESS training. List all professional education faculty, including adjunct faculty, who teach or supervise candidates in the program. Do <u>not</u> include general studies faculty.

Faculty

Paxton, Jackie Lee, Ed. D, Professor of Curriculum & Instruction
Academic preparation
Ed. D., University of Arkansas, 1990
MSE, University of Central Arkansas, 1979
BSE, University of Central Arkansas, 1978
AA, Westark Community College, 1976
Professional experience
Professor of Elementary Education
Consultant for children with emotional/behavior problems
Self-Contained Special Education Class
Resource Room Special Education Class
Course assignments
Present: Special Education Practicum, Grades 4-12
Special Education Practicum, Grades P-4
Working with Families of Children with Exceptionalities
Characteristics of Children with Exceptionalities
Child Development
Families and Children in a Diverse Society
Development & Characteristics of Diverse Learners
Verification of TESS training
TESS Training completed on April 17th & 24, 2014

Watts, Aileen J., Ed. D, Assistant Professor of Curriculum and Instruction
Academic Preparation
B.S. Southern Utah University, 1996
MA The George Washington University, 2004
Ed. D., The George Washington University, 2010
Professional experience
US Department of Education Grant Reviewer
Assistant Professor of Curriculum and Instruction
Curriculum and Assessment Consultant - Second Language, Inc.
Visiting Assistant Professor of Education - BYU Hawaii
Course assignments
ECED 3113 - INTEGRATED CURR 3-5 YRS
ECED 3183 - LANG/LITERACY I 3-5 YRS
ECED 3283 - LANG/LITERACY II 6-9 YRS
ECED 4915 - EARLY CHLD ED INTERNSHIP
ELED 5333 - TEACH READ/STUDY STRAT CONTENT
MAEC 6163 - INSTRUCT/ASSESS/DIVERSE LEARN
MAEC 6806 - INTERNSHIP
MAMS 5333 - TEACH LITERACY/CONTENT AREAS
MAMS 6806 - INTERNSHIP

SEED 4909 - TEACHING/SECONDARY SCH
SPED 5043 - SUPERVISED PRACTICUM
SPED 5053 - PLAN/INST CHILDREN EXCEPT 4-12
TECH 1001 - ORIENTATION TO UNIVERSITY

Verification of TESS training

TESS Training completed on April 17 and April 24, 2014

11. <u>Institutional Resources Dedicated to Program Support</u>
    a. Describe the human, fiscal, or physical resources available to support the program.
    b. Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.
    c.
    d. E. Distance Learning Technology Programs

This section must be completed for proposals in which 50% or more of a program's curriculum is to be delivered via distance learning technology.

NOTE: An institution that has been approved by the Arkansas Department of Higher Education (ADHE) to offer programs for educator licensure via distance learning technology may submit documentation of the ADHE approval in lieu of completing subsections 2-6.

1. <u>Curriculum and Instruction</u>
    a. Submit a plan of study for the program and identify courses in the program that will be delivered totally or partially via distance learning technology.
    b. Indicate in each course syllabus the learning objectives to be addressed and activities to be conducted via distance learning technology.
    c. Provide a listing of faculty who will be teaching courses via distance learning technology, and indicate the courses and online teaching experience for each instructor.

2. <u>Methods of Course Delivery and Faculty/Student Interaction</u>
    a. Describe the delivery method for the courses offered via distance learning technology. (Web-based, CIV, synchronous, asynchronous, etc.) The courses will be delivered using the Blackboard online platform. In addition, candidates will submit assessments in the Taskstream e-portfolio tool for assessment and evaluation purposes. The courses will be delivered, almost entirely and exclusively, in a web-based, asynchronous learning environment.

    b. Describe the method(s) for instructor-to-student and student-to-student interaction in the distance learning courses, such as electronic bulletin boards, e-mail, phone, fax, or chat room. The design of the program has considered the need for social and interactive opportunities for student learning in mind. Students will participate in tools such as discussion boards with their peers and instructors, will engage in peer feedback, blog postings, presentations, wikis, discussion briefs, web quests, and complete real-world assignments to be shared and discussed with peers and other professionals. Students will also have the opportunity to interact with the instructor through tools such as e-mail, videoconferencing, phone communication, and messaging contingent upon the instructor's and student's preference.

3. <u>Institutional Readiness And Commitment</u>
    a. Describe the institution's internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or oversight. Summarize the institution's policies and procedures to keep the distance learning technology infrastructure current. At Arkansas Tech University, one of our colleges is the College of eTech. This college is responsible for assisting in the online delivery of courses at ATU. The College of eTech staff works with university faculty in the development of the online courses at both the

undergraduate and graduate levels. A link to this college is found at:
http://www.atu.edu/etech/index.php On this site is included information for students who are learning online and for instructors who are teaching online. The College of eTech provides assistance to faculty who follow a rubric of course development in Blackboard.

    b. Summarize the procedures that assure the security of students' personal information. The Office of Information Systems ensures that the university remains current in our Blackboard platform and accompanying applications connected to the Blackboard platform. The Department of Information Security reports to the Director of the Office of Information Systems in order to provide information security of the faculty, staff, and students at Arkansas Tech. A description of this role may be found at the following: https://ois.atu.edu/?s=security

    c. Provide a list of services, such as course materials, course management and delivery, or other technical services which will be outsourced to other organizations, if applicable. There are no services that will be outsourced to other organizations. Assessment artifacts for the program are stored and evaluated in the Taskstream e-portfolio tool. However, instructors evaluate these artifacts.

4. Instructional and Technical Support
    a. Describe the training required of faculty and support staff that teach or otherwise interact with students in distance technology courses/programs. Through the College of eTech, faculty in the College of Education are provided opportunities to work with developers as they are designing online courses. Courses are vetted through the College of eTech following an "eTech Course Checklist" (This checklist is found at: http://www.atu.edu/etech/developer-resources.php. Teaching faculty receive opportunities to participate in both online and face-to-face trainings, as well as one-on-one technologist assistance when designing eTech courses. eTech also provides a course for faculty where faculty may receive an online teaching certificate after successful completion of the course. In addition, resources are provided to assist instructors in their course delivery. Examples of these tools may be found at:
http://www.atu.edu/etech/teaching_online.php.

    b. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to faculty and students. In addition through the Office of Information Systems, students, faculty, and staff may access 24-hour technical support. This support may be accessed in via phone or email.

5. Student Support
    a. Describe how students are informed of course/program requirements, such as registration, costs, schedule of courses, technical competencies, access to library and learning services, and course/program withdrawal. Students may find information about programs that are offered online, including this new program, in the respective catalog. In addition, the College of eTech provides students with information concerning technical aspects of learning online at ATU. This information may be found at the following link: http://www.atu.edu/etech/learning_online.php.
    b. Describe the online student services provided, such as academic advising, financial aid, program/course orientation, technology applications, interventions, learning resources, and helpdesk. Students have access to the library resources. Each aspect of the library resources are

connected to the student's email and password to provide easy access to materials. The library resources in the area of dyslexia include those listed on the attached document.

In addition to these resources, Arkansas Tech University provides a 24-hour helpline for students who need technical assistance. The Office of Information Systems provides online support for students at the following link: https://ois.atu.edu/.

Advising of students in the program is provided by graduate faculty via email, phone, and other communication means. Students' access to financial aid information, program information, and so forth are delineated in the graduate catalog and are also communicated by instructors within the courses. In addition, Arkansas Tech University provides university announcements using the OneTech system to communicate necessary information to students. The Office of Financial Aid provides important information to students via their website at: http://www.atu.edu/finaid/.
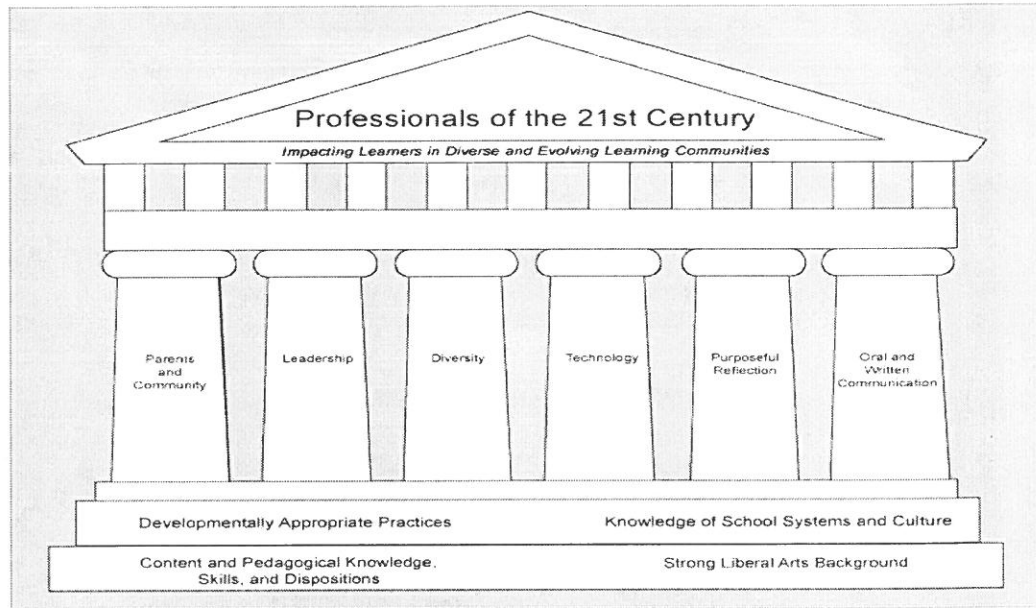
6. Evaluation and Assessment
    a. Describe how the institution reviews the effectiveness of its distance learning technology programs.   The College of eTech, in reviewing online coursework, utilizes a customized version of the Blackboard Catalyst Award Rubric. The instructional design and multimedia staff ensure that courses meet the C-RAC Guidelines concerning interaction from both student-to-faculty and student-to-student.

    b. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process. What are the administrative and procedural links between the evaluation of distance technology courses/programs and other academic programs? Courses follow a review and continued renewal process to provide the latest course content and multimedia for students pursuing online coursework. All activities and assessments must align with learning objectives presented and discussed as part of the course review process.

    c. Describe the assessment process used in the courses to determine students' achievement of intended outcomes. If proctoring is used, what are the procedures for selecting proctors, establishing student identity, ensuring security of test instruments, administering examinations, and ensuring secure and prompt evaluation. As an EPP, Arkansas Tech University is accredited by NCATE, and the College of Education follows the accreditation review process encouraged by NCATE and subsequently by CAEP. Data provided from evaluated artifacts, licensure testing, surveys, and student evaluations are all examined to determine program or endorsement effectiveness. These data are reviewed at faculty meetings and formally through the Peer Review process. Faculty members, who provide instruction within the program, also examine data in program meetings to determine changes that need to occur to improve the effectiveness of the program candidates. Data recorded and analyzed through Taskstream, QuestionPro, Google Forms, and the Praxis Data Management System are stored on a secure drive on the Arkansas Tech University campus. Faculty are provided these data for their respective programs.

    Student artifacts are stored and scored in Taskstream and aligned to appropriate standards. Standards reports are produced each semester to determine whether or not students are achieving at appropriate levels. Proctoring is not used in the program.

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Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices

Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions

Strong Liberal Arts Background

CEC Standards 1 & 2, 5, 6, 7

Course #: SPED 5003

Title: Characteristics of Children with Exceptional Learning Needs

Catalog Description:
Provides an overview of individuals with exceptional learning needs. A historical overview is presented in order to understand influences on special education from a legal, school and societal perspective. An emphasis is on characteristics of individuals with exceptional learning needs as it applies to school, family and society.

Textbook:
Exceptional Children & Youth by Hunt & Marshall. 5th edition. Wadsworth/Cengage Learning. (2012).

Bibliography:

Friend, M. & Bursuck, W. (2015). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Pearson

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Hallahan, D. Kauffman, J. & Pullen, P. (2015). *Exceptional Learners: Introduction To Special Education:* Pearson

Hunt, N. & Marshall, K. (2013) *Exceptional Children & Youth.* Cengage

Kauffman, J. & Hallahan, D. (2006). *Special Education: What it is and Why We Need it:* Allyn & Bacon.

Lewis, R. & Doorlag, D. (2013). *Teaching Special Students in General Education Classrooms.*
Pearson.

Learner, J. & Johns, B. (2012). *Learning Disabilities and Related Disabilities.* Cengage.

Mastropieri, M. & Scruggs, T. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction.* 5th ed. Merrill.

Turnbull, R. Turnbull, A. Erwin, E, Soodak, L., Shogren, K. (2015). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnerships and Trust.* Pearson.

Vaughn. S. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems.* Pearson.

Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS= Teacher Excellence Support System

Course Objectives: Students will be able to demonstrate:

1. The similarities and differences between children with and without exceptional learning needs.(CEC, 1.2) (ATS1,2,) (TESS 1b)
2. how experiences of individuals with exceptional learning needs can impact families.(CEC 1.1, 1.2) (ATS 9, 10) (TESS 1b, 4c)
3. a knowledge of the learning abilities of the individual with exceptional learning needs.(CEC 1.2) (ATS 2) (TESS 1b)
4. the importance of social interaction for the individual with exceptional learning needs. (CEC 2.1, 2.2) (ATS 2) (TESS 1b, 2a)
5. respect for their students as human beings (CEC 2, 6.3) (ATS 3a) (TESS 2a)
6. how to use knowledge of the individual with exceptional learning needs to respond to the varying skills, abilities, and behaviors of these individuals.(CEC 2.2, 2.3) (ATS 1, 2) (TESS 1b)
7. a knowledge of the current and historical influences on the field of special education (CEC 6.2) (ATS 4, 9) (TESS 4e, 4f)

8. a knowledge of how issues of diversity can influence families, cultures, and schools (CEC 1.1, 1.2) (ATS 2) (TESS 1b)
9. a knowledge of organizations and how organizations function to meet the needs of the individual with exceptional learning needs. (CEC 7.1, 7.2, 7.3) (ATS 10) (TESS 4c, 4d, 4f)
10. a personal philosophy of educating individuals with exceptional learning needs (CEC 6.1) (ATS 1, 9) (TESS 1b, 4a)

Methods of Instruction: The emphasis is on understanding and working with children with exceptional learning needs. Web based instruction, professional readings, case studies, class discussions via the internet, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.

Assignments
SEE ASSIGNMENT CALENDAR ON BLACKBOARD FOR SPECIFIC DUE DATES.

SPED 5003-Assignments

1. Exams- 4- Exams will be taken from material in the book as well as other sources of information covered in class. 4@ 50pts= 200 pts.
2. Language Development Paper- See guidelines for details.(50 pts) This assignment will be submitted to Taskstream. This will be a CEC Assessment for the Program.
3. Exceptionality Paper- You will research an exceptionality; either genetic or organic. This is Graduate level research and your paper should reflect that. You should have a Title page and a reference page. The main body of your paper should meet or exceed 20 pages. See guidelines for specific information. (100 pts.)
4. Legal case- research a court case that has had an impact on the education of children with special needs. See guidelines for specific details. (25 pts)
5. Mini Writes- You will complete 2 Mini Writes. See Assignments for more details.
6. Discussion Board- There will be several discussion boards you will need to respond to. These will only be open for a specific time. Once they have closed they cannot be reopened.

Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.

2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.
4. *Work turned in late may receive only partial credit or no credit* based on prerogative of the instructor.

Course Content:

This course addresses CEC Standard 2: Development and Characteristics of Learners and CEC Standard 1: Foundations.

Characteristics of students with exceptional learning needs.

A. Respect for all children
B. Impact on families of children with exceptional learning needs
C. The importance of social interaction
D. Similarities and differences in individuals with and without exceptional learning needs
E. The importance of culture
F. Language differences
G. The influences of poverty
H. Learning differences
I. Behavior differences
J. Working together for the child

Foundations
K. Current and Historical influences on Special Education
L. Diversity and its influence on family, culture and schools
M. Development of a personal philosophy
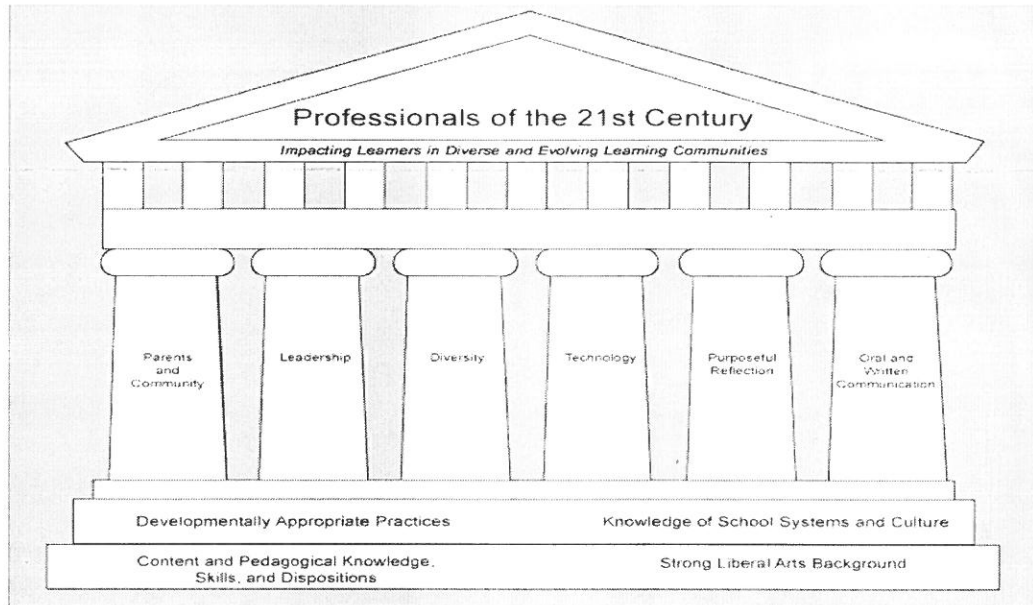N. Knowledge of organizations and their role in working with individuals with exceptional learning needs.

SPED 5003 Language Development Paper Rubric

	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 1			
Language Development Project Activity 1.a CEC 1.2	Candidate **does not demonstrate basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates basic level of knowledge** regarding cultural and linguistic differences on growth and development.	Candidate **demonstrates high level of knowledge** regarding cultural and linguistic differences on growth and development.
Language Development Project Activity 2.a CEC 1.1	Candidate **does not demonstrate basic level of knowledge** regarding typical and atypical language development.	Candidate **demonstrates basic level of knowledge** regarding typical and atypical language development.	Candidate **demonstrates high level of knowledge** regarding typical and atypical language development.
CEC Standard 2			
Language Development Project Activity 4.1 CEC 2.1	Candidate **lacks ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.	Candidate **demonstrates basic ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.	Candidate **demonstrates a high level of ability** in selecting, adapting, and use of communication models, strategies and resources that could be encouraged in understanding of subject matter for students whose primary language is not English.
Language Development Project Activity 4.b CEC 2.1	Candidate did not provide examples of how to implement these models for a child with ELN.	Candidate provides 1 or 2 examples of how to implement the models for the child with ELN.	Candidate provided 3 or more examples of how to implement the models for the child with ELN.
	Unacceptable 1	Acceptable 2	Target 3
	The candidate does not exhibit knowledge and skills needed to meet	Demonstrates the basic knowledge and skills needed to meet the	Demonstrates the knowledge and skills to

		nominal expectations for standard.	meet the expectations of the standard.
CEC Standard 5			
Language Development Project Activity 6.a CEC 5.3	Candidate **failed to demonstrate knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a basic level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.	Candidate demonstrated **a high level of knowledge** regarding augmentative and assistive communication strategies for use with children with ELN.
Language Development Project Activity 7.a CEC 5.4	Candidate's response indicated **an inability to use** strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated **a basic level of still** regarding the use of strategies to support and enhance communication skills of individuals with ELN.	Candidate's response indicated **a high level of skill** regarding the use of strategies to support and enhance communication skills of individuals with ELN.
	Unacceptable 1 The candidate does not exhibit knowledge and skills needed to meet the standard. The candidate needs further development.	**Acceptable 2** Demonstrates the basic knowledge and skills needed to meet the nominal expectations for standard.	**Target 3** Demonstrates the knowledge and skills to meet the expectations of the standard.
CEC Standard 6			
Language Development Project Activity 8	Candidate's written communication used in the Language Development Project indicates a **lack of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **basic level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.	Candidate's written communication used in the Language Development Project indicates a **high level of professionalism** regarding the ability to use verbal, nonverbal and written language effectively.
CEC Standard 7			
Language Development Project Activity 5 CEC 7.3	Candidate's response indicated a **lack of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.	Candidate's response indicated a **basic level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.	Candidate's response indicated a **high level of skill** in encouraging and facilitating child and family interactions as it pertains to development and learning.

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SPED 5023 Planning Instruction for Children with Exceptionalities
CEC: 4 & 7

Course: SPED 5023

Title: Planning Instruction for Children with Exceptionalities

Credit: 3 Semester Hours

Major Artifact: Audit folder including IEP for an anonymous but real special education student.

Catalog Description: This course is a hands-on course in planning for the instruction of children, particularly children in grades K-6, with disabilities. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs collaboration, planning, and implementation.

Texts Required for Course:

Council for Exceptional Children (2005). Survival Guide for the First-Year Special Education
Teacher. Prentice Hall. ISBN: 0-13-170156-8

Arkansas Department of Education (2007). Rules and Regulations. Online at
http://arksped.k12.ar.us/sections/rulesandregulations.html

Supplemental Reading List:

Adelson, R. (2004). Instruction versus exploration in science learning. *Monitor on Psychology*,
35(6) 34-36.

Alberto, P.A. & Toroutman, A.C. (2003). *Applied behavior analysis* for teachers (7th ed.).
Columbus, OH: Prentice Hall.

Allsopp, D.H. Santos, K.E., & Linn, R. (2000). Collaboration to teach prosocial skills.
Intervention in School and Clinic, 35, 141-46.

American Association of Colleges for Teacher Education, Commission on Multicultural
Education. (1973) No one model American. *Journal of Teacher Education,* 24, 264-265.
American Psychiatric Association. (2000). Diagnostic and statistical manual of mental
disorders (4th ed.), Washington, DC: Williams & Wilkins.
Arkansas Department of Education (2000). *State regulations for special
education.* ADE.

Bergan, J.R., & Kratochwill, T.R. (1990). *Behavioral consulting in applied settings.* New York:
Plenum Press.

Bauwens, J. & Hourcade, J. J. (1995). *Cooperative teaching: Rebuilding the schoolhouse for all
students.* Austin, TX: ProEd.

Bradley-Johnson, S., & Lesiak, J. L. (1989). *Problems in written expression.* New York:
Guilford.

Cegelka, P.T. (1995). *Effective instruction for students with learning difficulties.* Boston, MA:
Allyn & Bacon.

Council for Exceptional Children (1998). CEC policy on inclusive schools and community
settings. *Teaching Exceptional children,* 25(4) supplement.

Coleman, L.J., & Cross, T.L. (2001). *Being gifted in school: An introduction to development,
guidance, and teaching.* Waco, TX: Prufrock Press.

Cook, B.G. (2001). A comparison of teachers' attitudes toward their included students with mild
and severe disabilities. *Journal of Special Education,* 34, 203-213.

Cramer, S. F. (1998). *Collaboration: A success strategy for special educators.* Boston: Allyn and
Bacon.

Dettmer, P., Dyck, N. & Thurston, L.P. (2002). *Consultation, collaboration and teamwork for
students with special needs.* (4th ed.) Boston: Allyn & Bacon.

Dyhes, T.T. , & Burrow, E. (2004) Using children's books with characters with disabilities. *CEC
Today*, 10(6), 13.

Edyburn, D. L. (2000). Assistive technology and students with mild disabilities. *Focus on
Exceptional Children, 32(9), 1-24.*

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals.* (4th
ed.). New York: Longman.

Heilman, A. W. (1988). *Phonic in proper perspective* (6th Ed.). Columbus, OH: Charles E. Merrill Publishing.

Heron, T.E., & Harris, K.C. (2001). *The educational consultant: Helping professionals, parents, and mainstreamed students in inclusive classrooms.* (4th ed.). Austin, TX: Pro-Ed.

Idol, L., & West, J.F. (1992). *Effective instruction of difficult to teach students.* Austin, TX: Institute for Learning and Development.

Meyers, M. J., & Burton, G. M. (1989). Yes you can plan appropriate instruction for learning disabled students. *Arithmetic Teacher, 36*(7), 46-50.

Pugach, M. C. & Johnson, L. J. (2002). *Collaborative practitioners, collaborative schools* (2nd ed). Denver: Love.

O'Shea, D.J., O'Shea, L.J., Algozzine, R., & Hammitte, D.J. (2001). *Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices.* Boston: Allyn & Bacon.

Slade, J. C., & Conoloy, C. W. (1990). Multicultural experiences for special educators. *Teaching Exceptional Children, 22*(1), 60-64.

Sloane, E. (1989). Technology - the equalizer. *Instructor,* 34-36.

Walther-Thomas, C., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000). *Collaboration for inclusive education: Developing successful programs.* Boston: Allyn & Bacon.

West, J. F. (1990). Educational collaboration in the restructuring of schools. *Journal of Educational and Psychological Consultation, 1,* (1), 23-40.

Justification/Rationale:

To effectively meet exceptional learner needs (ELN), special educators must plan and implement curriculum for inclusive and self-contained settings, act as advocates for learns, and successfully collaborate with administrators, teachers, parents, and the community.

Course Objectives and Standards:

Council of Exceptional Children (CEC)
Arkansas Teaching Standards (ATS)
Teacher Excellence Support System (TESS)

Upon completion of this course, special educators will be able to:

1. Demonstrate an application of the current theories, laws, and policies for the education of exceptional learners. (ATS: 9; CEC: 6.1, 6.2; TESS 4b, 4f, 4d)

2. Demonstrate advocacy with parents and the community in responding to the varying abilities and behaviors of exceptional learners. (ATS: 10; CEC: 7.1, 7.2, 7.3; TESS 4d, 4c, 4e, 4f)

3. Demonstrate the use of Individual Family Service Plans (IFSP) and (Individualized Education Plans) (IEP) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options. (ATS: 9&10; CEC: 3.1, 3.2, 3.3; TESS 1a, 1b, 1c, 4d)

4. Demonstrate knowledge of a range of teaching strategies for improving reading, mathematics, spelling and written language skills for students with disabilities. (ATS:4, 7 & 8; CEC: 5.4, 5.5, 5.6, 5.7; TESS 1e, 1a, 1c)

5. Demonstrate knowledge of a range of behaviors strategies for improving social behavior at school, teaching all students to live harmoniously and productively in a culturally diverse world in inclusive and/or self-contained classrooms. (ATS: 7 & 8; CEC: 1.1, 1.2, 2.1, 2.2, 2.3; TESS 1a, 1b, 1c)

6. Demonstrate augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. (ATS: 8; CEC: 5.2, 5.3; TESS 1d)

7. Develop lesson plans that are appropriate for use with the collaborative consultative model using multiple assessments. (ATS: 7,8, 10; CEC: 4.1, 4.2, 4.3; TESS 1a, 1d,1f, 4d)

8. Demonstrate the development and implementation of individualized instructional programs following legal policies and ethical principles. (ATS: 9, 1, 2, 3; CEC: 3.1, 3.2, 3.3, 6.1, 6.2, 2.1, 2.2, 2.3; TESS 4b, 4f)

9. Demonstrate knowledge of current issues in special education and the applications of those issues. (ATS: 9; CEC6.1, 6.2; TESS 4d, 4e, 4f)

10. Demonstrate the role of the special educator in working with administrators to facilitate the successful transition and maintenance for exceptional learning needs in inclusive and self-contained classrooms. (ATS: 9 & 10; CEC: 7.1, 7.2, 7.3; TESS 4d, 4f)

Methods of Instruction:
A variety of instructional strategies will be used such as direct instruction, modeling and demonstrations, focused observations, guided class discussions, printed materials with textbooks that are both electronic and hard copies, supplemental materials for professional reading and reflection, and application exercises using technology.

Assessment Methods:
Written examinations and assignments will be given with a rubric in TaskStream for the major artifact. Assessments will serve as formative and summative evaluations to determine the extent to which a student can demonstrate what he/she knows and is able to do. Course and program changes will be based on the assessment findings. Students will submit four targeted journal readings on the dates given in the syllabus.

Grading:
Course grades will be based on dispositions, accuracy, and professional quality as demonstrated in examinations and assignments. **This is a performance-based program.**
Scale:
A = 810-900 points
B = 720-809
C = 630-719
D = 540-629
F = below 540

Assignments:
1. **Written Examinations**: (3) for 100, 100, and 200 points, respectively.
2. **Presentation on Special Methods or Materials:** An individual report or demonstration of a method or material that shows adaptations for one or more exceptionalities. 100 points.
3. **Journal Reports:** Four on targeted topics at 25 points each
4. **Audit Folders:** Extensive data on two actual but anonymous public school students will be given. Candidates will complete the paperwork on those students including IEPS that reflect data-based decision making and current policy/law. The first case (audit folder) will be assigned in about week ten and the second in week thirteen. The first audit folder will be worth 100 points and the second will be worth 200. The second audit folder will be the major artifact for the course. The audit folder will cover all 10 CEC Standards with an emphasis on Standards 4 and 7. **The second audit folder must be assessed by rubric at no less than 140 of 200 available points in order to receive credit for the course.**

Administrative Requirements:

Policy on Absences, Cheating, Plagiarism, Late Work, etc: Frequent late work will results in the lowering of the student's final grade. Your active participation through discussion board is vital to your growth and development as reflective practitioners and decision-makers. **Please refer to the Arkansas Tech University Student Handbook policy concerning cheating, plagiarism, and misconduct in class.**

Course Content:
I. State Plan for Special Education
   a. Regulations and Policies
   b. Required assurances, planning, documentation
II. Exceptional Learning Needs (ELN)
   a. IFSPs and IEPs
   b. Family
   c. Community
   d. Culture
III. Planning for Individual Learning Differences
   a. Social/Emotional
   b. Academics
   c. Background
   d. Assistive Technology
   e. As embodied in the IEP/IFSP
IV. Assessment/Instruction
   a. Individualized
   b. Group
   c. Environments

        i. Inclusion
       ii. Self-Contained

Schedule:

Week One   Policies and procedures of the course. Introduction to the State Plan for
Special Education. <u>Point of Departure:</u> All activities in special education,
including planning, must proceed according to the *Arkansas Plan for Special
Education.* These are submitted every five years to the Secretary of Education of
the United States for approval and constitute State Policy for the education of
students with disabilities. Find those at
http://arksped.k12.ar.us/sections/rulesandregulations.html and be ready to discuss
those sections as they appear each week in the syllabus. "Don't leave home
without them." One section is being referred to here as *The State Plan* and the
other is the *Appendices.* In order for you to plan instruction in accordance with
the *State Plan,* and avoid difficulties with a State Monitor who will be coming to
check your school's paper work, you need to know both *The Plan* and its
Appendices.

State *Plan,* Section 1, Applicability. Part 2, Definitions as they apply to
the planning process. Handout on the commonly used tests in Arkansas.
Please read the *State Plan* sections one through seven before next week.

State forms from the *Appendices* to view and discuss: Appendix E List of
Acronyms, Record of Access, Referral Form, Notice of Conference,
Conference Notice Enclosure.

Week Two   Theme for this segment: <u>Planning for identification of special needs students.</u>

State Plan sections four and five on Referral and Free Appropriate Public
Education. Planning includes placement and Section Five is heavy on that.
Section Six is on eligibility for each of the Federal categories. Seven is about re-
evaluations.

Discussion of the *Oberti* decision and its impact on placement. Deno's *Cascade
System.* Inclusion and full inclusion.

Cut-off scores for each category. Discussion of the Standard Error of
Measurement and its implications for measurements obtained from intellectual,
achievement, process, hearing, and vision tests. See *Appendix* D, SLD
Eligibility: Method for Determining Discrepancy Analysis, SLD Eligibility:
Team Override Of Regression Analysis Results. Appendix 1, Autism; Deaf-
Blindness; Hearing Impairment.

Forms to view and discuss: Documentation of Receipt of Rights under The

Individuals with Disabilities Education Act, Referral Conference Decision Form, Information Regarding Consent, Informed Consent, Temporary Placement Consent.

Week Three   More on the federally-designated categories and the criteria for each. Please bring with you these parts of the *Appendix* that have to do with criteria: Emotional Disturbance, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health impairment, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment (Including Blindness), Autism-Early Childhood Special Education, Deaf-Blindness (Early Childhood Special Education), Hearing Impairment (including deafness) Early Childhood Special Education.

Please read sections 8, 9, and 10, IEPs, Due Process, and Hearings, before next week. Before we start talking about writing IEPs for students, we need to know what choices are available.

Reading number one on assessment and identification issues due on the first class day of the week.

Week Four   More on criteria for inclusion to categories especially for early childhood. This level of planning for a child has to do with finding the category in which Services can best be brought to the child. In the *Appendices* of the State Plan: Multiple Disabilities for Early Childhood Special Education, Noncategorical (for Early childhood). Orthopedic Impairment (Early Childhood Special Education), Other Health Impairment (Early Childhood Special Education), Speech or Language Impairment (Early Childhood), Traumatic Brain Injury (Early Childhood Special Education), Visual Impairment Eaarly Childhood special Education).

Extensive review of Section Eight, Individualized EducationPrograms (pp. 1-13). These policies are germane to the writing of any IEP or IFSP in the state of Arkansas. How should we conduct an IEP meeting? Who attends? Who is specifically barred?

Week Five   **Test One during the first class session of the week.** Afterwards . . .

Theme for this segment of instruction: <u>Planning for parental involvement</u>

Ensuring parent attendance and participation. What kinds of information are appropriate for the audit folder? Including regular education teachers in IEP planning? Modifications of assessments or of discipline plans. Transition plans.

Due process: Or, what do we do if the school and the parents do not agree on placement? Independent evaluators. Procedural safeguards including "stay put" (Oberti). "Notice in understandable language," *Plan* plus *Lau v. Nichols* (1974).

Continuing now, these things that begin with capital letters are titles of special forms mandated by the State Department of Education:
Impartial Due Process Hearing Forms Request For Hearing, Notice of Hearing Request, Mediation Process, Request for an Expedited Hearing, Request for Hearing, Notice of Hearing Request.

Hearings, expedited, the "pre-hearing mediation conference," and formal hearing.

Please read State Plan sections 11 on Student Discipline (thoroughly), 12 (briefly), 13 (Least Restrictive Environment—read thoroughly). These will impact how the IEP will be written.

Week Six   Theme for this segment of instruction: Planning for student learning.

Making IEPs that anticipate student behavior and which increase the likelihood of student learning. Please read *Plan* sections 16 and 17 on Confidentiality and Program Standards.

Appendices to review and discuss: Notice of Conference Decision, Systematic Observation of Student performance, Committee Report on Specific Learning Disability, Evaluation/Reevaluation Decision Forms, Evaluation/Programming Conference Decision Form, Ages 5-21, Existing Data Review, Decision Form and Notice of Decision, Parent Consent for Initial Placement.

Reading number two on parents and special education due on the first class day of this week

Week Seven Confidentiality and Program Standards. Continuum of Alternative placements. For next week, please read *Plan* sections 19 (Extended School Year), 20 (Time-Out Seclusion Room), and 21 (Transition).

State forms to be reviewed and discussed this week: Annual Review Form, Letter of notification for Inviting Agency Personnel to IEP Team Meetings,

And more specific to early childhood: Early Childhood Special Education (ages 3 to 5 years), section 30 of *The Plan*. From the Appendices: Early Childhood Special Education Screening Report Form, Social History, Early Childhood Special Education Evaluation/Programming Conference Decision Form. The planning isn't done until the paperwork is finished!

Week Eight **Midterm exam first class day of the week.**

Planning for an extended school year for a student who has shown propensity for academic regression. Using time out effectively. Writing transition plans for early childhood. Please read Section 23 on ACTAAP before next week.

Appendices to be reviewed: Existing Data Review, Early Childhood Special

Education Nonparticipation form, IEP Schedule Form, Parental Participation Form, Consideration of Special Factors, Goals & Objectives, Instructional Modifications, Criteria for Determining Least Restrictive Environment, LRE Continuum form, Transition Service forms, Employment/Post Secondary Education Outcomes, Domestic Skills forms, Community Functioning Outcomes forms, Post Secondary Transportation Outcomes .

Just when you think you have been "formed" to death, remember that you as the instructional specialist will be leading a team of other professionals through this planning and documentation process. We would rather you see the forms for the first time during this point in your program than to meet them just before your first IEP meeting!

Reading number two on parents and special education due on the first class day of this week

Week Nine   Planning for the participation of special education students in the Arkansas Comprehensive Testing, Assessment, and Accountability Program.   Please read Section 23 on ACTAAP. Please read part 28 on Rules and Regulations Uniform grading Scales for Public Secondary schools and for optional Use in Public Elementary Schools before next week. Also please read section 30, Early Childhood Special Education, in the *Plan*.

Presentation on Special Methods or Materials due tonight.

Week Ten   Overall theme: Planning for the occasions when the school and the parent do not agree about what is best for the child.

Please read sections 8, 9, and 10, IEPs, Due Process, and Hearings, before class.

What to do when the parents and the school disagree about the planning for a particular child. Continuing now, these things that begin with capital letters are titles of special forms mandated by the State Department of Education: Impartial Due Process Hearing Forms, Request For Hearing, Notice of Hearing Request, Mediation Process, Request for An Expedited Hearing, Request for Hearing, Notice of Hearing Request

Data on the first anonymous but real special ed student will be given you tonight. Your first audit folder report (100 points) is due in the first class session of week twelve. You will be given feedback on this audit folder in time for you to prepare for the second audit folder, week thirteen.

Week Eleven Overall theme: Planning to confront real problem behavior.

Early Childhood Special Education (ages 3 to 5 years), section 30.

 Process for Functional Assessment of Behavior, Process for Functional Assessment of Behavior, Functional Assessment Analysis of Problem Behavior,

Manifestation Determination Review.

Reading number three on modifying problem behavior will be due on the first class day of the week.

Week Twelve Confronting problem behavior from students. Process for Functional Assessment Of Behavior, Process for Functional Assessment of Behavior, Functional Assessment   Analysis of Problem Behavior, Manifestation Determination Review.   Please re-read State Plan sections 11 on Student Discipline (thoroughly), 12 , 13.

First audit folder due in the first class meeting of this week.

Week Thirteen Overall theme: Planning for working with private schools and surrogate parents for the benefit of the child.

Relations with private schools and/or surrogate parents. State Plan parts 14 and 15 on private schools and surrogate parents, respectively.

Forms: Payment for Education of Children Enrolled in Private School Without consent of or Referral By the Public Agency, Form SP-1, Form SP-2, SP-3 for Surrogate Parents, SP-4, Surrogate Parent Sample Letter, Notification to Parents of Transfer of Rights Under the individuals with Disabilities Education Act, Notification to Student of Parental Rights Under the individuals With Disabilities Education Act.

You should get feedback on your first audit folder during this week. You will also get data on your second student towards the end of this week.

Week Fourteen Overall Theme: Planning for SPED students to either work within or return to the regular education system.

Historical notes: Least Restrictive Environment, "mainstreaming," the Regular Education Initiative, Inclusion, and Full Inclusion—what they have meant and what they mean today.

Planning for SPED students as participants in a regular ed system. Appendix F, Arkansas Performance Goals and Indictors for Students with Disabilities. Appendix B: Student Participation in Statewide Assessment: Guidelines for IEP Team Decision-Making. Appendix C: IEPs and Other Selected Implementation Issues. Sections B and C will further clarify planning and documentation issues And serve as a re-capitulation of many FAPE and LRE issues already visited.
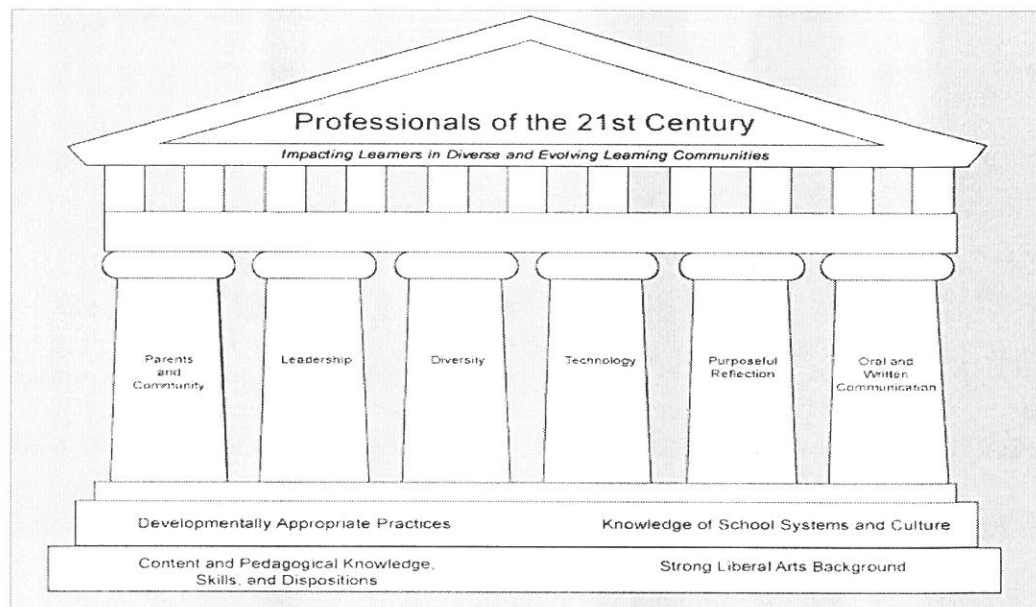
Reading number four on special education students' participation in the

regular education curriculum will be due on the first class day of the week.

Week Fifteen   **Audit folder number two, the major artifact for the course, is due on the first class day of this week.**

Other activities: Review or catch-up from earlier activities not yet done.
Week Sixteen Comprehensive Final Examination

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Impacting Learners in Diverse and Evolving Learning Communities

Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices   Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions   Strong Liberal Arts Background

SPED 5053 Planning Instruction for Children with Exceptional Needs, Grades 7-12

Catalog Description: This course is a hands-on course in planning for the instruction of children with exceptionalities in the Middle and Secondary schools. Actual policies and paperwork mandated by the Arkansas Department of Education will be used in teaching how to develop an individualized plan for a special needs child. The focus is on disciplines, strategies, and materials involved with special needs collaboration, planning, and implementation.

Course Requirements: As member of this on-line learning community students will engage in a variety of thought-provoking virtual interactions. Students will have the opportunity to share as well as receive ideas and feedback from fellow class members. Their active participation in all course related activities will directly influence not only their success but will also influence the growth and learning of their fellow participants.

Textbook Required for Course: Mastropieri, M. and Scruggs, T. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction,* 5th Edition.

Course Objectives/Outcomes:

Upon completion of this course, students will be able to:

SPED 5053 Outcomes	Standards	Assignments
Demonstrate an understanding of the current issues, theories, laws, and policies for the education of exceptional learners.	SS: 3 & 5 CEC: 6.2 TESS 9j, 9o	Making Connections Chapter quizzes
Demonstrate an understanding of the importance of advocacy with parents, school administrators and the community in responding to the varying abilities and behaviors of exceptional learners.	SS: 3, 4; & 5 CEC: 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 TESS	IEP Chapter quizzes
Demonstrate the development of an Individualized Education Plan's (IEP) goals and objectives to impact individual academic and social abilities, attitudes, values, interests, and career options.	SS: 2 & 3 CEC: 4.1, 4.2, 4.3, 4.4, 5.1, 5.5, 5.6 TESS	IEP Chapter quizzes
Demonstrate knowledge of a range of planning, teaching, assessment and accommodation strategies for improving the learning outcomes for students with disabilities.	SS: 1, 2 & 4 CEC: 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4, 5.1, 5.4, 5.7 TESS	UDL Lesson Plan Blog Peer Feedback Alternative Portfolio Chapter quizzes
Demonstrate knowledge of a range of strategies for improving social behavior at school, teaching all students to live harmoniously and productively	SS: 1 & 2 CEC: 2.1, 2.2 TESS 3a, 3h, 3o, 3p, 3q	IEP Chapter quizzes

in a culturally diverse world in inclusive and/or self-contained classrooms.		
Demonstrate the importance of technology's role in supporting and enhancing the learning process for individuals with exceptional needs.	SS: 3 CEC: 5.2 TESS 5l, 8n	UDL Lesson Plan Blog Peer Feedback Chapter quizzes

Council of Exceptional Children (CEC), [Arkansas] State Standards (SS), Teacher Excellence Support System (TESS)

Course Outline: Overview of SPED 5053 Assignments

Assignment rubrics and related documents can be found below. Note that there are several assignments for this course, so students please be cognizant of deadlines and expectations!

1. Chapter Quizzes – <u>Due date</u>: *Each day for 24 hours beginning at 8 am (i.e. the 1ˢᵗ quiz will post on Tuesday the 8ᵗʰ and remain open until Wednesday the 9ᵗʰ at 8 am)*

Each day there will be a short, multiple-choice quiz on the chapter reading for that day. The quiz will post at 8 am on Blackboard, under the Quizzes Tab, and you will until 8 am the following morning to complete it. Since the quizzes are scheduled to post for a specific window, you will not be able to see them until their specific day/time, but they are there. Quizzes usually vary from 20-40 questions and you have approximately 1.5 minutes to answer them.

2. UDL Math Lesson Plan Blog (50 points) ARTIFACT. <u>Due date</u>: *LA lesson plan Wednesday, July 16ᵗʰ*

Students are responsible for creating one math lesson plan (grade 4-12) following the <u>UDL framework</u> (framework is outlined below, along with an online module for further reference). Students will post their math lesson plan (grade 4-12) on blogs so that their fellow classmates may access them and make comments. The lesson plan must be for a Language Arts lesson geared for students in grades 4 through 12ᵗʰ. The course text has specific chapters written for the four main content areas: LA (Chapter 14), Math (Chapter 15), SS and Science (Chapter 16) and student will need to include relevant components from **the Math chapter (15)** in their lesson plan. Remember to include any relevant materials as hyperlink on the lesson plan blog: hyperlinks to graphic organizers used in the lesson, instructional videos, other web resources, hand-outs, etc. Here is a sample UDL lesson blog – it's a LA lesson though and for the intent of this assignment this one is to be a math lesson: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Since this is the course artifact – the hyperlink for this lesson plan blog will be submitted to Taskstream to be reviewed by the instructor and used as evidence for the department as

part of licensure review (CAEP). You will also post your hyperlink under the Blog tab on BB.

3. Peer Feedback on Math Lesson Plan Blogs (20 points) <u>Due date</u>: *Friday, July 18th*

Students are responsible for looking through **their partner's** lesson plan blog and providing meaningful, relevant, specific feedback, at least two complete paragraphs outlining the specific strengths and areas for possible improvement. **Please write the peer feedback comments on Blackboard where your partner's hyperlink is posted – not on the blog itself.**

4. IEP (30 points) <u>Due date</u>: *Tuesday, July 22nd*

> Students will use the assessment information provided below for Johnny B. Good to develop an IEP. Use the new Arkansas Department of Special Education Standards Based IEP forms (Student Profile [08-01-12] and Goal Page with Objectives [08-01-12]) (below) as well as the USDOE IEP guide (same site) as a reference. Students will submit this assignment under the Submit Assignment tab on Blackboard. Sample forms below.

> Overview of Standards Based IEP forms:
> https://arksped.k12.ar.us/CurriculumAndAssessment/StandardsBasedIEPs.html

5. Alternative Portfolio Assessment (Language Arts Assessment) (30 points) <u>Due date</u>: *Thursday, Just 24th*

> Many special education students are exempted from traditional standardized tests and instead are assessed using an alternative portfolio assessment. As such, each student in this course will be responsible for creating one sample alternative assessment, which might be contained within such a portfolio. Students will also provide a brief description (no more than 5 paragraphs + sample assessment + references) of the following:

a. Arkansas requirements for the alternative portfolio assessment
b. Basic components of a portfolio assessment
c. Rationale for using a portfolio instead of traditional standardized tests for special needs students
d.   Validity/Reliability of this method of data collection
e. An explanation of the sample language arts assessment created for this assignment and why it was chosen
f. References

> <u>Please label each of the 6 sections outlined above with a specific heading</u>. Remember to paraphrase this information in your own words. Do not copy and pasted from the ADE website. Some resources that might be useful:

> *The Arkansas Department of Education's overview of what should be included in a portfolio.*

Administrative Manuel for Creating Portfolios

http://www.arkansased.org/divisions/learning-services/student-assessment/assessments-for-students-with-disabilities/alternate-portfolio-assessment-ancillary-materials-for-students-with-disabilities

6. Discussion Board Topics (50 points) <u>Due dates</u>: *vary, refer to table/dates below*

a) YouTube Introduction Video (10 points) – <u>Due date</u>: *Monday, July 7th by 11:59 pm*

> Students will create a YouTube video (http://www.youtube.com/yt/advertise/make-a-video.html)to introduce themselves to the rest of the class by sharing some interesting background information such as: where they are from, why they are taking the class, and anything else they might like the class to know. Remember to select the "shared with link" option on YouTube so that only people in the class can see it and not everyone on the internet. Students will then post their hyperlink under the personal introduction heading on the discussion board so everyone can see them.

b) Helpful Resource(s) (10 points) <u>Due date</u>: *Thursday, July 10th*

> Students will post at least one idea (or more) that they think would be a beneficial resource to their fellow classmates. For example, a great list serve to join if you haven't already is the CEC Smartbrief, a great resource for up to date news in special education.

c) Making Connections (30 points) <u>Due date</u>: *varies – refer to chart below*

> *For this assignment the student's tasks are to:*

> > 1. Join the CEC list serve http://www.smartbrief.com/cec/

> > 2. Select a current article

> > 3. Finally, students will post the link of their article on the discussion board and then write at least two paragraphs which should include: a specific quote or two from their selected article, their personal connection to topic of the article and finally, how these two things relate to the content in this course.

7. Journal Reflections (10 points each) <u>Due date</u>: *1st one due by July 9th, last one due by July 25th*

Based on the 6 objectives for this class outlined in the course syllabus, students will create a journal entry outlining their learning goals for this course in accordance to the content material that will be covered this semester. Journal entries should be at least 3 detailed paragraphs (6-

7 detailed, specific sentences) and show direct correlations to the objectives. These reflections will be posted under the journal tab on blackboard, one at the beginning of the course (no later than *Wednesday, July 9th*) and the final one at the end of the course (*no later than Friday, July 25th*).

	outlined in the instructions.			
Mechanics +1	No errors in punctuation, capitalization, spelling, sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Length +2	Is at least three, strong, detailed paragraphs in length.	Is at least two strong, detailed paragraphs.	Barely two paragraphs, not terribly detailed.	Less than one full paragraph. Needs more work.
Comments:				

Total Points on Journals_____ / 10 points each

Alternative Assessment Portfolio Blog Rubrics (30 points)

Description	Exceeds Standards	Meets Standards	Nearly Meets Standards	Does Not Meet Standards
Body	Each paragraph on the blog has thoughtful supporting detail sentences that develop the main idea.	Each paragraph on the blog has sufficient supporting detail sentences that develop the main idea.	Each paragraph on the blog lacks supporting detail sentences that develop the main idea.	
Organizational Structure	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization. Does not exceed 5 paragraphs + reference section.	Logical organization, but ideas could be more fully developed.	Some evidence of structure or organization.	
Content	All required information is discerned with clarity, precision and accuracy and all 6 sections are clearly labeled and focus on: 1)	Most of the information is clear, precise and accurate.	Some of the information is unclear, underdeveloped, or simply inaccurate.	

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	Arkansas requirements for the alternative portfolio assessment, 2) basic components of a portfolio assessment, 3) rationale for using a portfolio instead of traditional standardized tests for special needs students, 4) validity, reliability of this method of data collection, and 5) an explanation of the sample assessment created for this assignment and why it was chosen.			
Mechanics	No errors in punctuation, capitalization, spelling, sentences structure or usage	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Citations and References Page (Section 6)	All cited works are done correctly; text, internet sites, visual references (graphs, charts), are done in the correct APA format with no errors.	Some cited works, text, internet sites, visual, are done in the correct APA format. Inconsistencies are evident.	Done in the correct format with many errors but not sufficient or not credible source references.	
Comments:				

Total Points for Alternative Portfolio Assessment _____ / 30 points

UDL Lesson Plan Rubric (50 points)

Sample: http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

Remember – this is a LA sample and yours must be a math UDL lesson

Heading	Overview	Points
Lesson Description	Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), ESL needs and IEP classification(s).	/1
Lesson Goals - Objectives	Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	/1
6 UDL Phases	**Methods**	**Points**
1) Anticipatory Set 5-10 minutes	Provides an introductory activity, which stimulates the classes' thinking about the lesson and connects the lesson to his or her students' prior knowledge/experience.	/5
2) Introduction and model new knowledge 15-20 minutes	Completely yet concisely describes the new concept that will be the topic of the day's presentation along with any new vocabulary terms or concepts.	/5
3) Guided Practice 20-30 minutes	Model's various ways that students can engage with the new content. Then guides the students as they interact with partners or groups practicing the new material in various meaningful ways.	
4) Independent Practice 5-10 minutes	Students in the class are provided with the opportunity to engage with the content independently.	
5) Wrap Up 5 minutes	Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	
6) Assessment of Student Learning Formative 5-10 minutes	Describes an assessment plan that directly matches the lesson's objectives (it must be a written assessment of some kind which accurately assesses the students understanding of what was taught) – measurable.	
Technology	Lesson incorporates various element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, YouTube, etc).	
Differentiated – Accommodation Strategies	Provides specific UDL accommodations in each of the six phases of the UDL lesson plan targeting each of the brain networks (see sample).	
Collaboration Practices	Description of collaborative practices/division of responsibilities between the classroom teacher and special education teacher.	
Graphic Elements	Blog contains a variety of graphic design elements: embedded videos, pictures, hyperlinks, clip art, etc.	
Materials	All materials are listed and clearly relate to the lesson.	

Total Points for UDL Lesson Plan _____ **/ 50 points**

UDL Lesson Plan Blog (Format Outline)
Remember you must embed your UDL accommodations in your written plans as well as in the boxes – refer to the sample lesson plan:
http://udllessonplansample.blogspot.com/2014/07/a-porcupine-named-fluffy.html

This assignment include:

Reviewing the following three resources:

    a. Video assignment:

        https://docs.google.com/forms/d/1cCHb706Yf2MXSna2jPSyqMz4PCCNQ6Z58yxJDuMrwH0/viewform?c=0&w=1

    b. UDL Learning Module: http://udlonline.cast.org/page/module1/l3/

    c. UDL Planning Wheel: http://udlwheel.mdonlinegrants.org (click on the arrows and suggestions and resources for teaching will pop up)

    d. UDL Lesson Plan Blog Sample: http://kristykarielong.blogspot.com/2014/07/udl-math-lesson-plan.html (this was a sample from a previous student)

Then design your own UDL lesson plan blog using the following framework:

UDL Lesson Plan (Sample Format) - Refer to Blog for Example

1. Title:
2. Author:
3. Subject:
4. Grade Level:
5. IEP classification(s):
6. Common Core Standard(s):
7. Lesson Goals
8. Lesson Materials:

Instructional Lesson Methods and Assessment
    Anticipatory Set (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Introduce and Model New Knowledge (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Guided Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Independent Practice (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Wrap-up (Describe step by step what you and the students will be doing in this phase of the lesson)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

Assessment (Describe step by step what you and the students will be doing in this phase of the lesson)

Formative (Informal – must be a written assessment)

Recognition "What" Multiple means of Representation	Strategic "How" Multiple means of Action and Expression	Affective "Why" Multiple means of Engagement

State of Arkansas

As of September 1, 2014 the Arkansas Department of Education in their new policies for governing programs for educator licensure offered by institution of higher education in Arkansas has listed UDL within their Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas (refer to 9.05.5)

http://www.uamont.edu/Education/PDFs/Rules%20Governing%20Programs%20for%20Educator%20Licensure.pdf

With regards to UDL and the Federal government:

US Department of Education

US Office of Special Education Recommendations:

https://www.osepideasthatwork.org/udl/instrpract.asp

UDL's role in common core:

http://www.udlcenter.org/advocacy/faq_guides/common_core

Go to the ADE Web Site and use the sample IEP to complete an IEP using the information below regarding the hypothetical student Johnny B. Goode

Special Education Department
ACADEMIC ASSESSMENT & CURRENT LEVELS OF PERFORMANCE

Name: Johnny B. Goode   **Assessment Date:** 5/19/12   **School:** Chuck Berry HS
Birth Date: 5/12/1997   **Grade:** 9th   **Age:** 15

ASSESSMENT PURPOSE

The purpose is to assess academic achievement as part of a comprehensive evaluation to determine current levels of performance, involvement/progress in the general education curriculum, and the need for special education services.

ASSESSMENT PROCEDURES AND INSTRUMENTS

Woodcock Johnson Test of Achievement-Revised (WJ-R)

ASSESSMENT RESULTS

The results of the assessment are as follows. The scores include Grade Equivalents (Grade) and Standard Scores (SS). Standard Scores are based on a mean of 100 and a standard deviation of 15. Standard Scores between 90 and 110 are within the average range.

Woodcock Johnson Tests of Achievement-Revised (WJ-R)

Subtests/Clusters	Description of Ability	Grade	SS	Interpretation
Basic Reading Skills	sight vocabulary/phonics	4.9	85	Low Average
Reading Comp	understanding printed words	3.8	76	Low
Calculation	basic math skills	2.5	47	Very Low
Applied Problems	application of math/reason	2.0	65	Very Low
Broad Written Lang.	writing sentences/paragraphs	3.2	70	Low

CONCLUSIONS FROM OBSERVATIONS DURING THE ASSESSMENT

Absorbed by the tasks	[x]Yes	[ ]No
Easily distracted	[ ]Yes	[x]No
Normal motor activity	[x]Yes	[ ]No
Socially confident	[x]Yes	[ ]No
Comfortable with adults	[x]Yes	[ ]No
Persistent	[x]Yes	[ ]No
Eager to continue	[x]Yes	[ ]No
Prefers easy tasks	[ ]Yes	[x]No
Rapport established	[x]Yes	[ ]No
Anxious	[ ]Yes	[x]No

Observations during the assessment indicate that the results are a valid and reliable estimate of Johnny's academic functioning.

APPARENT SIGNIFICANCE OF FINDINGS
Skill Areas:

Basic Reading Skills includes the ability to identify sight vocabulary words and to apply phonic and structural analysis skills to read words. Johnny's performance on the Basic Reading tests is within the low average range of scores obtained by others at his age level, as shown by his standard score (85).

Reading Comprehension includes the ability to read and understand single words and short passages. Johnny's performance on the Reading comprehension subtests is within the low range of scores obtained by others at his age level as shown by his standard score (76).

Calculation is a test of quantitative ability, or the ability to comprehend quantitative concepts and relationships, and to manipulate numerical symbols. This test required Johnny to perform mathematical calculations. Johnny's performance on Calculation is within the very low range of scores obtained by others at his age level, as shown by his standard score (47).

Applied Problems is also a test of quantitative ability. This test required Johnny to analyze and solve practical problems in mathematics as well as demonstrate knowledge of mathematical concepts, symbols and vocabulary. Johnny's performance on this test is within the low range of scores obtained by others at his age level, as shown by his standard score (65).

Broad Written Language includes production of single-word written responses and production of meaningful written sentences and paragraphs. Johnny's performance on these tests is within the low range of scores obtained by others at his age level, as shown by his standard score (70).

Results of the assessment disclosed low average functioning in word reading; low functioning in reading comprehension, math applied problems and written language; very low functioning in math calculation. Johnny will find the performance demands of grade level tasks involving reading and writing difficult to extremely difficult; grade level tasks involving math impossible.

Specific academic factors interfering with educational performance:

Reading, math and written language are areas of significant weakness.

Special Education, related services and accommodations needed:

Specially designed instruction in reading, math and written language.

Adapt curriculum and pace of instruction to account for low aptitude and skill levels.

Provide instruction in practical application of academic skills to functional life skills.

Provide intensive review, repetition and over-learning at each step.

Present materials at verbal expression level (approximately 6th grade)

Check frequently for understanding.

Allow ample time to complete assignments and to respond to questions.

Modify assignments and test to fairly represent effort and individual progress.
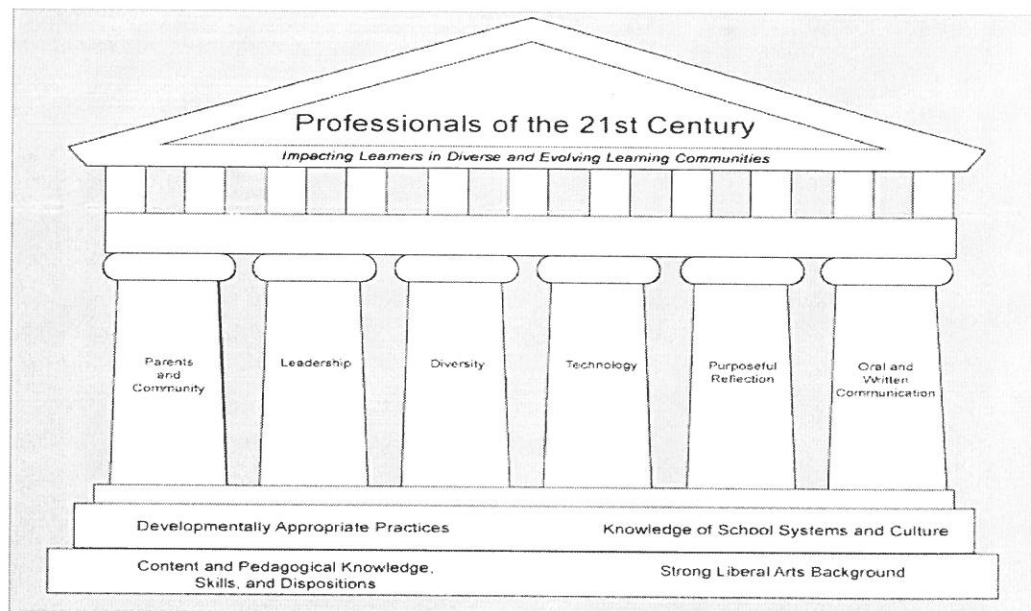
Repeat and simplify verbal directions and instructions.

IEP (30 points)

Description	Exceeds Standards 50-45 points	Meets Standards 44-40 points	Nearly Meets Standards 39-35 points	Does Not Meet Standards 34- points
Information	All information included on each page of the IEP is entered accurately, thoroughly and in the correct section.	There are only one or two mistakes in how the IEP was filled in. The descriptions are good and the information is correct.	There are more than a couple mistakes in how the IEP was filled in. Descriptions need to be more thorough, but the data is correct.	There are numerous mistakes in each of the sections. Not thorough.
Mechanics	No errors in punctuation, capitalization, spelling sentences structure or usage.	A few errors in punctuation, capitalization, spelling, sentences structure or usage.	Several errors in punctuation, capitalization, spelling, sentences structure or usage.	Numerous and distracting errors in punctuation, capitalization, spelling, sentences structure or usage.
Comments:				

Total Points for IEP _____ **/ 30 points**

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Parents and Community | Leadership | Diversity | Technology | Purposeful Reflection | Oral and Written Communication

Developmentally Appropriate Practices | Knowledge of School Systems and Culture

Content and Pedagogical Knowledge, Skills, and Dispositions | Strong Liberal Arts Background

SPED 5063: Supervised Practicum, K-12
CEC Standards 1 , 2 ,3, 4, 5, 6, 7

Catalog Description: This class is a supervised participation in an appropriate school, or institution working with children with exceptional learning needs in an Elementary, Middle Level and Secondary setting. This course will provide a practical-hands-on application of teaching methods and ideas. Prerequisite: Completion of SPED 5003, SPED 5013, SPED 5023, SPED 5033, SPED 5053, and EDFD 6053.

Textbook:

None selected at this time.

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Standards:
ATS= Arkansas Teacher Standards
CEC= Council for Exceptional Children
TESS- Teacher Excellence Support System

Course Objectives: Students will be able to:

1. Plan a unit a unit appropriate for children with exceptional learning needs.(CEC 5, 1, 3) (ATS 7.a, 7.i, 7.j, 7.n) (TESS 1a, 1b, 1c, 1d, 1e)
2. Develop an appropriate assessment for children with exceptional learning needs. (CEC 4.) (ATS 7.d, 7.l) (TESS 1f, 3d)
2. Plan instruction based on knowledge of the learning abilities of the individual with exceptional learning needs.(CEC 5,1,,2) (ATS 7.a, 7.j, 7.k, 7.n,) (TESS 1b)
3. Create meaningful learning experiences for students from diverse populations. (CEC 1,2,5) (ATS 7.k, 7.n) (TESS 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e,3a,3b,3c,3d,3e)
4. Select, adapt, and use instructional strategies to promote challenging learning results, and modify instruction for children with exceptional learning needs. (CEC 5) (ATS 7.a, 7.b, 7.c, 7.g, 7.j, 7.k) (TESS 1c, 1d, 1e, 1f, 2c,2d, 2e, 3b, 3c,3d,3e)
   5. Will develop an understanding of typical and atypical language development, including the uses of augmentative and assistive technologies.(CEC 5) (ATS 7.1, 1.e, 1.f, 1,g) (TESS 1b,)
   6. Will collaborate with professionals and families in providing services for children with exceptional learning needs. (CEC 7) (ATS 10.b, 10.d,10.m, 10.g) (TESS 4c,4d, 4f)

7. Will develop a learning environment that emphasizes a positive setting for the child with exceptional learning needs. (CEC 2) (ATS 3.a, 3.f, 3.i, 3.j, 3.k, 3.n,3.o) (TESS 2a, 2b, 2c,2d,2e)
8. Develop a personal philosophy of educating individuals with exceptional learning needs , including the role of the ethical and professional roles of the special educator.(CEC 1, 6) (ATS, 9.o, 9.k) (TESS 4a, 4d,4e,4f)
9. Develop an understanding of the legal foundations for Special Education, including ethical practice, advocating for individuals with exceptionalities and dealing with discipline issues. (CEC 6.1, 6.2, 6.3, 6.4) (ATS 9.o, 9.b,) (TESS 4d, 4e, 4f)

Methods of Instruction: The emphasis is on working with children with exceptional learning needs. Field based experience, professional readings, case studies, class discussions, individual and group feedback from the instructor, and written reports of findings.

Assessment and Evaluation Methods:
To benefit from this course, the following is expected of the student.
1. Satisfactory completion of a Practicum
   1. Satisfactory completion of a case study (as part of the exit portfolio)
   2. Satisfactory completion of journal of experiences
   3. Satisfactory completion of Exit portfolio

Grading:
Grading will be on the following:
Classroom observations
Journal
Professional Readings
Exit Portfolio

Administrative Requirements:

1. All students are expected to participate throughout the course of the semester.
2. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct or dishonesty is subject to disciplinary action outlined in the *Arkansas Tech University Student Handbook*
3. Quality and timeliness of work: All work is expected to be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Course Content:

This course addresses CEC Standards 1,2,3,4,5,6,7

To satisfactorily complete this course the Practicum student must have experience in CEC Standards:
1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge

4. Assessment
5. Instructional Planning and Strategies
6. Professional Learning and Practice
7. Collaboration

Requirements for SPED 5063 Practicum

The Practicum will consist of _420_ contact hours of field experience.

The Practicum will be at a site that deals with a large diverse population. This could be at a public or private setting such as public schools, private schools, day centers, developmental centers, or other locations which provide extensive opportunities to work with children with exceptional learning needs, kindergarten through twelfth grade. The Practicum student is required to work with children across the K-12 spectrum. This would require experience at the Elementary, Middle and Secondary school levels. Children with exceptional learning needs could include, but is not limited to, children with learning difficulties, exceptionalities, as well as children with cultural, language and socioeconomic differences.

The Practicum student will be required to develop and teach at least one unit to a population of diverse students.

The Practicum student will keep a weekly journal of their experiences, which will allow for personal reflection on their work with children with exceptional learning needs.

The Practicum student will have three formal observations by a supervising instructor from Arkansas Tech University. One observation will be at the Elementary level, one observation at the Middle level and one observation at the Secondary level. University faculty using the TESS model will conduct the observations.

The Practicum student will develop an Exit Portfolio, which will include at a minimum;
1. A case study on one or more students from the Practicum site.
2. As part of the case study the Practicum student will research the latest information regarding the specific needs of the student with exceptional learning needs.
3. Additionally, the Practicum student will develop a personal philosophy of educating individuals with exceptional learning needs.
4. Include the Unit developed and taught to a diverse population
5. Copies of formal observations
6. A video of three lessons taught (one at each level)
7. A professional development plan relating to future work with diverse populations.

The Practicum will adhere to guidelines set forth by the Arkansas Tech University College of Education.