TEACHER EDUCATION COUNCIL

1. College of Arts & Humanities – Department of Music

    a. Add the following courses to the course descriptions:
        (1) MUS 1400: Piano Proficiency;
        (2) MUS 2000: Sophomore Barrier;
        (3) MUS 3723: Electronic Music Creation; and
        (4) MUS 4983: Sound Design Seminar;
    b. (1) Change the course number for MUS 4001: Senior Recital, to 4000; (2) change the title to Capstone Recital; (3) modify the Prerequisite FROM: Prerequisite: Six semesters of major applied study; TO: Six semesters of major applied study, permission of instructor, and required of all music education majors; (4) add the Corequisite: 3000-level applied instruction on major performance instrument or voice of 1, 2, or 3 hours credit; (5) modify the course description FROM: Required of all music education majors; TO: a cumulation of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area; and (6) change the grading;
    c. (1) Change the title for MUS 4701: Special Methods in Music, TO: Teaching Music in the Elementary and Secondary School; (2) modify the Prerequisites FROM: Prerequisites: Admission to Stage II of the Teacher Education program; TO: Admission to Stage II and Student Teaching; (3) add the Corequisite: SEED 4809; and (4) modify the course description FROM: Intensive on campus exploration of the principles of curriculum construction, teaching methods, use of community resources, evaluation as related to teaching music, and dealing with diversity in the classroom; TO: Supervised student teaching in the music classroom exploring the principles of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.
    d. Modify the Curriculum in Music Education for Teacher Licensure - Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
    e. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Instrumental Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, MUS 4000: Capstone Recital, and MUS 4701: Special Methods in Music - , Teaching Music in the Elementary and Secondary School; (2) delete MUS 4001: Senior Recital; (3) allow MUS 1631: Symphonic Wind Ensemble, or MUS 1501: Band, in spring semesters; and (4) allow MUS 3631: Symphonic Wind Ensemble, or MUS 3501: Band, in spring semesters;
    f. Modify the Curriculum in Music Education for Teacher Licensure - Keyboard Vocal Music Option, as follows: (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital,

and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments; and

g. Modify the Curriculum in Music Education for Teacher Licensure - Vocal Music Option, as follows: : (1) add the following courses: MUS 1440: Piano Proficiency, MUS 2000: Sophomore Barrier, and MUS 4000: Capstone Recital; (2) delete MUS 4001: Senior Recital, and MUS 3441: Instrumental Concepts; and (3) add two hours of techniques courses from the following courses: MUS 3401: Brass Instruments, MUS 3421: Woodwind Instruments, Double Reeds, MUS 3431: Woodwind Instruments, Single Reeds, MUS 3481: Stringed Instruments, and MUS 4461: Percussion Instruments.

2. College of Education – Department of Curriculum & Instruction

   a. Delete ELED 3113: Human Development and Learning Theories, from the course descriptions;
   b. Delete SPED 3023: Development and Characteristics of Diverse Learners, from the course descriptions;
   c. Add ELED 2113: Human Development and Learning Theories, from the course descriptions;
   d. Add SPED 2023: Development and Characteristics of Diverse Learners, from the course descriptions; and
   e. Modify the Curriculum in Elementary Education, as follows: (1) delete ELED 3113: Human Development and Learning, and SPED 3023: Development and Characteristics of Diverse Learners; and (2) add ELED 2113: Human Development and Learning Theories, and SPED 2023: Development and Characteristics of Diverse Learners.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butts	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christine Austin	7/21/20
Registrar	Tammy Reaves	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**1440**	○ Spring ◉ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Piano Proficiency

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

PIANO PROFICIENCY

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 ☑ Major ☐ 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?

Each fall and spring semester

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*

b. If this course is required for the major or minor, complete the following.

   1. Provide the program level learning outcome(s) it addresses.
      BME-MUED & BA Music 1.1 Performance>1.1.2 Piano Proficiency Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1441, Class Piano IV.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Tool is a performance exam (see syllabus for skills to be demonstrated).*

c. What is the rationale for adding this course? What evidence demonstrates this need?
   Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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).

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.

MUS 1440 – Piano Proficiency Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate piano proficiency emphasizing those aspects most useful to non-piano majors. A demonstration of chords, sight reading, improvising, playing in all keys, harmonizing melodies, multiple-part score reading, modulation, harmonizing with secondary chords, improvising in various styles, playing a wide variety of literature, and accompanying is expected.
Co-requisite: MUS 1441 Class Piano IV or MUS 1201 Piano or MUS 1202 Piano or permission of instructor.

Course Rationale/Justification
This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

Course Objectives
- Read and play intermediate level piano music, including solo and ensemble literature
- Accompany, and improvise, in several styles
- Interpret and play from a lead sheet
- Lead and accompany in a music classroom

Instructional Materials
Required Texts: Lancaster, E.L. and Renfrow, Kenon D., Alfred's Group Piano for Adults, Book 2, 2nd edition; Alfred Publishing Company.

Attendance Policy
Strict attendance is essential and class participation is required, due to the large amount of material covered in class. Students are expected to attend all proficiency assessments. An absence from any proficiency assessment will lead to a failure of the course unless given prior approval by the instructor.

GRADING RUBRIC FOR MUS 1440 Piano Proficiency

"A" Grade (PASS): An accurate, fluent, musical performance. This includes:

Appropriate tempo, steady (You will be given metronome markings for "A" level tempo, per piece.) Correct notes and rhythms. Good touch and technique.
All markings observed—dynamics, articulations, phrasing, tempo changes, etc.
Musicality, including awareness of style/character

"B" Grade (PASS): Not as high a level as "A", but still "professionally useable;" could include slight problems: Tempo might be slower than the appropriate tempo but still steady
Some wrong notes, but not so much so that it is highly distracting, problematic
Adequate touch and technique. Markings not always fully observed
Not as musical/not as good a representation of the style/character

"C" Grade (PASS): Barely at the "useable" level:

Tempo too slow and/or unsteady
Wrong notes that would be very distracting and cause problems in an ensemble
Poor touch and technique, including poor fingerings
Markings inconsistently observed
Poor musicality/style/character

"D" Grade (FAIL): Very poor performance, not useable in a music making setting:

Tempo slow, unsteady, stopping and starting
Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in fingering that create many problems. Markings not observed
Obviously, musicality, style, and character cannot really be noticed with so many problems.

"F" Grade (FAIL): Inability to get through the piece/exercise, or all of the above parameters so poor that it is the same as not "performing" the piece/exercise—not useable at all

Academic Dishonesty

Academic dishonesty in any form is unacceptable. Student work may be checked using plagiarism detection software. Students caught using others work will lose ALL credit for that assignment. Students may appeal in accordance with official school policy (see Arkansas Tech Student Handbook Article V: Classroom Provisions).

Disability Services Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Sexual Misconduct Policy

The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases.

This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Proficiency Outline – Skills students will be expected to demonstrate

A. Triad Types
B. Major Cadences
C. Minor Cadences
D. Major Arpeggios
E. Minor Arpeggios
F. White-key Major Scales
G. White-key Minor Scales
H. Black-key Major Scales
I. Solo
J. Harmonization
K. Short-term Prepared Piece
L. 4-part Song
M. Sight Reading
N. Transposition

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**2000**	○ Spring ◉ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Sophomore Barrier

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

SOPHOMORE BARRIER

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 ☑ Major ☐ 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?

Every fall and spring semester

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*

b. If this course is required for the major or minor, complete the following.

   1. Provide the program level learning outcome(s) it addresses.
      BA Music 1.1 Performance>1.1.1 Sophomore Major Applied Barrier Exam Jury panel evaluation of the student's final exam performance in the 4th semester of MUS 1__2, Applied Music on the student's major instrument.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*

c. What is the rationale for adding this course? What evidence demonstrates this need?
   Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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).

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.

MUS 2000 – Sophomore Barrier Fall 2021 Syllabus	
Instructor: Dr. Jeff Bright – WPN 106	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: To Be Arranged Class Time: To Be Arranged	
Instructor's Office Hours: by appointment	

Catalogue Description: A pass/fail course for students to demonstrate proficiency on their major performing instrument. Students demonstrate technical and musical performance proficiency by performing a solo/etude, major and minor scales as well as sight reading.
Pre-requisite: 3 semesters of applied study on major performance instrument
Co-requisite: 2 hours of applied study on major performance instrument

Course Rationale/Justification
The study of applied music is essential to the student's growth as a musician and music educator. Individual performance is a way for students to put their music learning into practice.

Courses included in the general education component should meet one or more objectives contained in the General Education Objectives in the undergraduate catalog. In this course, students will learn to communicate effectively, to think critically and demonstrate knowledge for the arts and humanities.

Course Objectives
- demonstrate a knowledge of the student's major performance instrument repertoire.
- practice efficiently and effectively.
- demonstrate musicianship and awareness of varying interpretations.
- perform on the instrument, as well as instruct others at a proficient level.
- demonstrate characteristic tone quality on major performance instrument.
- demonstrate appropriate fundamentals and technique on major performance instrument.
- perform major and minor scales.
- ability to read music at sight on major performance instrument.

Instructional Materials
Required Texts: Dependent on instrument and instructor.

Attendance Policy
Attendance is essential and class participation is required. Students are expected to attend all lessons and their sophomore barrier exam. An absence from the barrier exam will lead to a failure of the course.

GRADING RUBRIC FOR MUS 2000 Sophomore Barrier

"A" Grade (PASS): An accurate, fluent, musical performance. This includes:
- Appropriate tempo, steady (You will be given metronome markings for "A" level tempo, per piece.) Correct notes and rhythms. Good tone and technique.
- All markings observed—dynamics, articulations, phrasing, tempo changes, etc.
- Musicality, including awareness of style/character

"B" Grade (PASS): Not as high a level as "A", but still "professionally useable;" could include slight problems:
- Tempo might be slower than the appropriate tempo but still steady
- Some wrong notes, but not so much so that it is highly distracting, problematic
- Adequate tone and technique. Markings not always fully observed
- Not as musical/not as good a representation of the style/character

"C" Grade (PASS): Barely at the "useable" level:
- Tempo too slow and/or unsteady
- Wrong notes that would be very distracting and cause problems in an ensemble
- Poor tone and technique
- Markings inconsistently observed
- Poor musicality/style/character

"D" Grade (FAIL): Very poor performance, not useable in a music making setting:
- Tempo slow, unsteady, stopping and starting
- Many wrong notes. Poor technique, many inaccuracies and/or inconsistencies in technique that create musical distractions. Markings not observed
- Musicality, style, and character cannot really be expressed with so many problems.

"F" Grade (FAIL): Inability to get through the piece/exercise, or all of the above parameters so poor that it is the same as not "performing" the piece/exercise—not useable at all

Academic Dishonesty

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This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.
This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Course Content Outline – Skills students will be expected to demonstrate

A. Repertoire Solo or Etude determined by instructor
B. Major Scales*
C. Natural Minor Scales*
D. Harmonic Minor Scales*
E. Melodic Minor Scales*
F. Sight reading excerpt provided by instructor

*Instrumental Students Only

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/4/20

Title	Signature	Date
Department Head		June 17, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**3723**	☒ Spring ☐ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Electronic Music Creation

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

Electronic Music Creation

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? 3

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 ☐ Major ☐ 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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
ATU Media & Audio Lab and/or Online

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
c. What is the rationale for adding this course? What evidence demonstrates this need?
    Music created with computers is now pervasive and the foundation for all music listened to via electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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
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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).

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.

SYLLABUS

MUS 3723

Electronic Music Creation

Spring 2021
Tuesday – Thursday 5:30 – 7:00 pm

ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210

Instructor
Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

This course will develop the knowledge and skills required for the composition and production of electronic music through in-class exercises and bi-weekly assignments that utilize digital audio workstation (DAW) software programs. Select electronic music genres and sound designs will be surveyed along with their application to the music, video, and game industries.

Pre-requisite: None.

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Composition and production of select electronic music genres through in-class exercises and bi-weekly assignments.

Pre-requisite: None.

Objectives

- Introduction to composing and producing select styles of contemporary electronic music.
- Understanding the three major stages of the creative process in electronic music.
- Proficiency with DAW software programs for music production.
- Experience with MIDI, and Subtractive/Wave-Table/FM Synthesis in audio production.
- Introduction to digital sampling technologies and techniques.

Text and Readings

All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Media Lab Control Room as reference works for the class:

Corbett, I. 2015. Mic it! : Microphones, microphone techniques, and their impact on the final mix.
Dowsett, P. (2016). Audio production tips : Getting the sound right at the source.
Everest, F. A. 2007. Critical Listening Skills for Audio Professionals.
Kusek, D. 2005. Future of music: manifesto for the digital music revolution.
Savage, S. 2011 Art of Digital Audio Recording : A Practical Guide for Home and Studio. (Online access)
Savage, S. 2014 Mixing and mastering in the box : The guide to making great mixes and final masters on your computer.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly.

Assessment

Your grade will be determined by the following assessment opportunities: attendance (10 points total), six project assignments (10 points each, 60% total) and final project (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All bi-weekly assignments will be submitted via USB flash drive or the Instructors T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Music Composition using a Digital Audio Workstation (DAW)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of a music composition/production that demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:
Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE).
More than 3 late arrivals (+10 min. late) = one absence.
If you arrive more than 30 minutes late or leave 30+ minutes early you will be counted as absent for the class.

*Absence Exceptions: Students with documented medical conditions or emergencies who request an exception must notify the instructor or disability services ASAP and provide documentation upon their return to class. They will be reviewed on a case-by-case basis.

Students will not be counted absent for participating in ATU sanctioned events, official games, and field trips. ALL students missing for any reason are responsible for making up the work missed and turning their work in on time. You must notify me at least one class before the event.

Communication: You are expected to check your campus e-mail and Blackboard regularly. I often post homework reminders and info for the next class on Blackboard. If you have any reason to contact me, email is the most reliable method.

Blackboard: You can view the syllabus on "Blackboard" along with additional readings, links, quizzes and your individual grades.

Lab Equipment: The ATU Media Lab is a communal studio space shared by several classes and the entire university community; please treat the room and its contents with mindfulness and respect.

Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have extended hours for multimedia learning production when art and music classes are not being held in these

facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook__2017_

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:
Third-Party Privacy and Accessibility Policies or
https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:
Music created with computers is now pervasive and the foundation for all music experienced via modern electronic media. This course meets an increasing demand for instruction in electronic music composing and production through readily available computer software and hardware.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS 3723 Electronic Music Creation – Spring 2021 – Class Schedule				
Assessment	**Week**	**Date**	**Lecture**	**Practice & Production**
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction, Audio Editing	*Windows OS Review, Keyboard Shortcuts, Introduction/History of EM, Basic Audio Editing*
	2	Jan.19 Jan.21	Sound, Signal Flow, Wave/Audio Editors Hardware Configuration, Wave/Audio Editors	*Audio Editor (SoundForge) Basics* *Rhythm, Groove, BPM*
Project 1 Due (Jan.28) (Rhythm)	**3**	Jan.26 Jan.28	Digital Audio Workstation Introduction (Cubase) MIDI Sequencing	*DAW (Cubase) Basics, Audio Editing* *DAW (Cubase) Basics, MIDI Editing*
	4	Feb.2 Feb.5	Ambient Music Composition, Musical vs. Non-musical Soundscapes, Ambient in contemporary media	*History of Ambient, Audio & MIDI Editing, Sound FX, Time-based FX, Basic Automation*
Project 2 Due (Feb.11) (Ambient)	**5**	Feb.9 Feb.11	Recording Equipment, Microphones, Vocal Recording and Production	*Sound Recording, Vocal Recording and Production, EQ, Dynamics-based FX*
	6	Feb.16 Feb.18	Song Structure, EM Composition Methods LoFi Music (Trap, HipHop)	*History of LoFi, Micro & Macro Structures and Gestures, Tension-Release, Movement, Breath, and Silence*
	7	Feb.23 Feb.25	Sound Design: Synthesis pt.1 LoFi Music (Trap, HipHop) continued	*Synthesizer Basics, Signal Flow, Preset Patches* *Melody and Harmony in EM, Cubase Chord Pads/Tracks*
Project 3 Due (Mar.2) (Melody&Harmony)	**8**	Mar.2 Mar.5	Sound Design: Synthesis pt.2 LoFi Music (Trap, HipHop) continued	*Synthesizer Basics continued, Creating Presets/Patches* *Percussion Synthesis in EM, Groove Agent Drum Machine*
Project 4 Due (Mar.11) (LoFi)	**9**	Mar.9 Mar.11	Sound Design: Sampling pt.1 Sound Design: Sampling pt.2	*History of Sampling, Akai-MPC, Groove Agent Sampler, Cubase Sampler Track, HALion 6 demo*
	10	Mar.15-22 Spring Break		
	11	Mar.23 Mar.25	EM Creation Stage 1: Pre-Production Techno	*Checklist and Production Schedule, Outline of Structure,* *Techno Rhythms, Grooves, Textures, Timbres, Samples*
Project 5 Due (Apr.8) (Pre-Production Plan)	**12**	Apr.6-8	EM Creation Stage 2: Production Techno continued	*Composing, Sequencing, Arranging* *Techno Melodies, Harmonies, Sound FX, Samples*
	13	Apr.13-15	EM Creation Stage 3: Post-Production: Mixing Techno continued	*Mixing EM*
Project 6 Due (Apr.20) (Rough Mix)	**14**	Apr.20 Apr.22	Performing EM: History, DJ-ing EM Creation Stage 3: Post-Production: Mastering	*Live Performance* *Mastering EM*
Final Projects & Exam	**15**	Apr.29	*Final Exam* (Final Projects Presentations)	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	6/16/20

Title	Signature	Date
Department Head		June 17, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	**4983**	☐ Spring ☒ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Sound Design Seminar

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

Sound Design Seminar

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 ART 4983

Is this course repeatable for additional earned hours? ☒ Yes ☐ No How many total hours? 3

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 ☐ Major ☐ 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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Software available at the **ATU Media & Audio Labs**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
ATU Media & Audio Labs

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
c. What is the rationale for adding this course? What evidence demonstrates this need?
    Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the fourth and final requirement for a future certificate in sound design offered jointly by the ATU Music and Art Departments.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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).

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.

SYLLABUS

MUS 4983 / ART 4983

Sound Design Seminar

TBD
Independent Study/Seminar
(meets twice per week, 1.5 hours each)

ATU Audio and Media Labs
Ross Pendergraft Library RPL-204/210

Instructor
Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Media Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu

Office phone: (479) 964-0584

Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

No text required. All readings, exercises, and assignments are web-based.

Catalog Description

Advanced study of synthesis and sampling technologies through state-of-the-art audio technology available at the ATU Media and Audio Labs.

Pre-requisite: GAME 2013 / MUS 2013 and MUS 3723

Objectives

- An in-depth study of sound synthesis and sampling technologies for game audio, electronic music, and contemporary art music applications in the music, video, and game design industries.
- Knowledge of and practical skills in using analog and digital-based synthesizers.
- Knowledge of and practical skills in using sampling technologies from single to multi-sample software to MPC-style software emulated samplers.
- Proficiency with specific software programs, including: AIR Hybrid3, the Cubase Sampler Track, Steinberg Groove Agent, and Steinberg HALion 6.
- Creation of a complex, multi-program, VSTi synth-sample patch.

Text and Readings

All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Media Lab Control Room as reference works for the class:

Dowsett, P. 2016. Audio production tips : Getting the sound right at the source.
Franzen, B. 2010. Copyright Criminals
Roads, C. 2001. Microsound.
TransTel. 2004. Synthesizer.
Walsh, F. 2006 Welsh's synthesizer cookbook.
Kusek, D. 2005. Future of music: manifesto for the digital music revolution.
Baars, B. 2013 Sample this : the birth of hip hop.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly.

Assessment

Your grade will be determined by the following assessment opportunities: 4 quizzes (40 points total), three project assignments (30 points each, 60% total) and 1 final project/exam (30%).

Grading Scheme

100-90 **A (4)** 89-80 **B (3)** 79-70 **C (2)** 69-60 **D (1)** 59 and below **F (0)**

Assignments

All assignments will be submitted via USB flash drive or the instructor's T drive. Late assignments will be accepted at the discretion of the instructor based on extenuating circumstances, yet with possible grading penalties nonetheless.

Final Project: Advanced Sound Design Instrument (VSTi)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of creating a complex, advanced, original VSTi (Virtual Studio Technology instrument) utilizing the sampler-synth *HALion 6*, which demonstrates the skills and knowledge acquired through the class lectures and assignments. A presentation will be given during the final exam period as part of the assignment grade.

Attendance Policy:
Attendance, Punctuality and Student Success – Attendance is a crucial component to student success and requires:

1. Arrive on time to class
2. Attend classes.
3. Complete Assignments on Time

Attendance points will be given for each class. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on time). In-class work missed may not be made up. When more than 3 classes have been missed, student services will be alerted and they will contact you about your attendance.

For more than 6 classes missed, the student will be dropped from the class and receive a failing grade (FE).
More than 3 late arrivals (+10 min. late) = one absence.
If you arrive more than 30 minutes late or leave 30+ minutes early you will be counted as absent for the class.

*Absence Exceptions: Students with documented medical conditions or emergencies who request an exception must notify the instructor or disability services ASAP and provide documentation upon their return to class. They will be reviewed on a case-by-case basis.

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Building Safety: Located on the second floor of the ATU Library, the ATU Media and Audio Labs have

extended hours for multimedia learning production when art and music classes are not being held in these facilities. The specific hours are posted on the Media Lab website: www.atu.edu/medialab Two Media Lab assistants, ATU Library staff, and OIS staff are present throughout the library for additional safety. These monitors are here to support this extra studio and lab time, please be courteous and respectful of their job. Failure to follow the rules (including refusing to leave when the building is closing) may result in your access privileges being revoked, your project receiving a failing grade and/or the Campus Police being notified to escort you out of the building.

Academic Integrity: Plagiarism, cheating, stealing, lying, and interfering with other students' work are in violation of the standards of academic integrity and will be penalized according to ATU policy. Plagiarism is stealing the ideas, images or writings of another person and using them as one's own. If you are unaware of what constitutes a violation of academic integrity or need more information on Plagiarism, please review the ATU Student Handbook regarding academic policies.

https://issuu.com/arkansastechuniversity/docs/student_handbook__2017_

Any violation of Academic Integrity may result in a loss of points, a failing grade, failure in the course or being asked to redo the assignment depending on the severity of the offense.

Diversity and Inclusion: Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them.

The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

Accommodations: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Third-Party Privacy and Accessibility Policies:
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https://www.atu.edu/etech/privacy_accessibility.php

* Instructor reserves the right of flexibility. This syllabus is subject to change and individual and class needs dictate. Students will be given adequate notice of changes made.

Application for New Course Addendum:

Justification/rationale for the course:

Synthesis and sampling technologies are pervasive tools used for the creation of musical and sonic experiences in contemporary societies. This course is for students seeking advanced instruction in sound design technologies through the state-of-the art computer software and hardware available at the ATU Media and Audio Labs. The course will serve as the third and final requirement for a future *certificate in sound design* offered jointly by the ATU Music and Art Departments.

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)

Course content (outline of material to be covered in course).

(see next page)

MUS/ART 4983 Sound Design Seminar – Class Schedule				
Assessment	**Week**	**Date**	**Lecture**	**Practice & Production**
	1	Jan.12 Jan.14	Class Overview, Lecture Format, Assignments, Assessment, Introduction to Sound Synthesis	*Windows OS Review, Keyboard Shortcuts,* *Introduction/History of Synthesizers*
	2	Jan.19 Jan.21	Synthesizer Basic Components & Modules Hardware Synthesizer Basics (Roland System-1)	*Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp*
Quiz 1 (Jan.28) (Synthesis Basics)	3	Jan.26 Jan.28	Software Synthesizer Basics pt. 1 (AIR Hybrid3) Software Synthesizer Basics pt. 2 (AIR Hybrid3)	*Oscillators, Pitch, Filters, Amplifier, Envelopes, LFO, FX, Arp* *Loading and Tweaking Presets/Patches*
	4	Feb.2 Feb.5	Software Synthesizer Basics pt. 3 (AIR Hybrid3) Software Synthesizer Basics pt. 4 (AIR Hybrid3)	*Designing Presets/Patches* *Designing Presets/Patches*
	5	Feb.9 Feb.11	Software Synthesizer Basics pt. 5 (AIR Hybrid3) Software Synthesizer Basics pt. 6 (AIR Hybrid3)	*Designing Presets/Patches* *Designing Presets/Patches*
Project 1 (Feb.9) (Subtractive Synthesis)	6	Feb.16 Feb.18	Cubase Sampler Track pt. 1 Cubase Sampler Track pt. 2	*Loading, Mapping, Editing Samples* *Sound Design and Patch Creation*
Quiz 2 (Feb.23) (Sampler Track, Drum Machines)	7	Feb.23 Feb.25	Drum Machines, Groove Agent Groove Agent continued	*History of Drum Machines, Akai-MPC, Modern Controllers* *Groove Agent Drum Machine and Sampler*
Project 2 Due (Mar.11) (Groove Agent)	8	Mar.2 Mar.4	HALion 6 (synth-sampler) Introduction & Basics HALion 6 (synth-sampler) Subtractive Synthesis	*Interface Overview, Terminology, Zones, Layers, Programs* *Subtractive Synthesis with HALion 6*
Quiz 3 (Mar.9) (HALion 6 synth-sampler Basics)	9	Mar.9 Mar.11	HALion 6 Wavetable Synthesis HALion 6 Granular Synthesis	*Wavetable Synthesis with HALion 6* *Granular Synthesis with HALion 6*
	10	Fall Break/Thanksgiving or Spring Break (course rescheduled as needed)		
	11	Mar.23 Mar.25	HALion 6 Sampling pt. 1 HALion 6 Sampling pt. 2	*Interface Overview, Basics* *Sample Editor, Zone, Mapping, Wavetable*
Quiz 4 (Apr.6) (HALion 6 Sampling)	12	Mar.30 Apr.2	HALion 6 Sampling pt. 3 HALion 6 Sampling pt. 4	*Recording and Sampling Voice and Instruments* *Found Sound Sampling*
Project 3 Due (Apr.6) (HALion 6 Sampling)	13	Apr.7 Apr.9	HALion 6 Building Complex Synth-Sample Instruments: Program Creation	*Preset Analysis* *Layers, Zones, Programs, Multis*
	14	Apr.14-16	HALion 6 Building Complex Synth-Sample Instruments	*Practice*
	15	Apr.21-23	HALion 6 Building Complex Synth-Sample Instruments: Authoring VSTis for HALion SE/3	*Quick Controls, Skins/UserInterface Design* *Marketing Your VSTi*
Final Exam/Project	15	Apr.28	*Final Exam* (Final Project Presentations)	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butler	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christie Austin	7/21/20
Registrar	Tammy Meaux	7/21/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	**4001**

Official Catalog Title:

Senior Recital

Is this course cross-listed with another existing course? If so, list course subject and number.

○ Yes ◉ No

Request to change: (check appropriate box):

☑ Course Number ☑ Title ☑ Course Description

☐ Cross-Listing ☑ Prerequisite ☑ Co-requisite

☑ Grading ☐ Fee

☐ Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4000

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Capstone Recital

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

CAPSTONE RECITAL

New Course Description: A culmination of applied study, the capstone recital is a public exhibition of technical skills and artistic self-expression on repertory in the major performance area.

New Cross List:

☐ Adding Cross-Listing ☐ Changing Cross-Listing ☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):
Six semesters of major applied study
Permission of instructor
Required of all music education majors

New Co-requisite (list all, as you want them to appear in the catalog):
3000 level applied instruction on major performance instrument or voice for 1, 2 or 3 hours credit

☐ Elective ☑ Major ☐ Minor

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable*

b. If this course is required for the major or minor, complete the following.

   a. Provide the program level learning outcome(s) it addresses.
   BME Music Education 1.1 Performance>1.1.1 Capstone Recital Applied Exam Jury panel evaluation of the student's senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the student's major instrument.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) *Performance exam judged by a jury panel.*

c. What is the rationale for adding this course? What evidence supports this action? *Course is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.*

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.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	**4701**

Official Catalog Title:

Special Methods in Music

Is this course cross-listed with another existing course? If so, list course subject and number.

○ Yes ◉ No

Request to change: (check appropriate box):

☐ Course Number ☑ Title ☑ Course Description

☐ Cross-Listing ☑ Prerequisite ☑ Co-requisite

☐ Grading ☐ Fee

☐ Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Teaching Music in the Elementary and Secondary School

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

TEACH MUSIC ELEM/SEC SCHOOL

New Course Description: Supervised student teaching in the music classroom exploring the principals of curriculum construction, teaching methods, use of community resources, assessment related to teaching music and the importance of diversity.

New Cross List:

☐ Adding Cross-Listing ☐ Changing Cross-Listing ☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):
Admission to stage II and student teaching

New Co-requisite (list all, as you want them to appear in the catalog):
SEED 4809

☐ Elective ☑ Major ☐ Minor

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not applicable.*

b. If this course is required for the major or minor, complete the following.

   a. Provide the program level learning outcome(s) it addresses.
   BME Music Education 1.5 Synthesis>1.5.1 Student Teaching University supervisor evaluation of the students student teaching in the elementary and secondary school.

   b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured*?) Internship evaluation of student's*

capability to use their knowledge of performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory in the public school classroom.

c. What is the rationale for adding this course? What evidence supports this action?
Visitors from our last NASM campus visit recommended music faculty participate in the supervision of music student teachers.

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.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Burton	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christie Austin	7/21/20
Registrar	Tammy Treadaway	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-INS) Music Education – Instrumental Music

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- Add MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?

The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

b. How does this program 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.
This program or a program similar to this is offered at all state regional institutions of our size.

c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-INS) Music Education – Instrumental Music (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester ~~Add/Change:~~ MUS 1501 to MUS 1501 or MUS 1631 Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/~~Change:~~ MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~Delete:~~ Change: MUS 1501 to MUS 1501 or MUS 1631 Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester ~~Add/~~Change: MUS 3501 to MUS 3501 or MUS 3631 Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours: Semester 9 Add: MUS 4701 Teaching Music in the Elementary and Secondary School	Senior Spring Semester Add/Change: MUS 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head	Jeff Butts	June 4, 2020
Dean	Jeffrey Cass	06/18/2020
Assessment Christine Austin	Christi Austin	7/21/20
Registrar	Tammy Adams	8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-KBI) Music Education – Keyboard Instrumental Music

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- Add MUS 1440 Piano Proficiency
- Allow MUS 1631 to fulfill requirement for MUS 1501 in spring semesters
- Allow MUS 3631 to fulfill requirement for MUS 3501 in spring semesters
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Add MUS 4701 Teaching Music in the Elementary and Secondary School

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding additional supervision during the student teaching experience.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?

The zero credit courses are for record keeping purposes. The addition of MUS 4701 will give students an additional supervisor with content and area specialization during their student teaching experience.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

b. How does this program 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.
This program or a program similar to this is offered at all state regional institutions of our size.

c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-KBI) Music Education – Keyboard Instrumental Music (enter title for program changing)	
Freshman Fall Semester Delete: Total Hours:	Freshman Spring Semester ~~Add~~/Change: MUS1501 to MUS 1501 or MUS 1631 Delete: Total Hours:
Sophomore Fall Semester Delete: Total Hours:	Sophomore Spring Semester Add/~~Change~~: MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~Delete~~: Change: MUS 1501 to MUS 1501 or MUS 1631 Total Hours:
Junior Fall Semester Delete: Total Hours:	Junior Spring Semester ~~Add~~/Change: MUS 3501 to MUS 3501 or MUS 3631 Delete: Total Hours:
Senior Fall Semester Delete: Total Hours: Semester 9 Add: MUS 4701 Teaching Music in the Elementary and Secondary School	Senior Spring Semester Add/Change: MUS 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours:

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: (BME-MUED-VOC) Music Education – Vocal Music

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- Add MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?

The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

b. How does this program 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.
This program or a program similar to this is offered at all state regional institutions of our size.

c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-VOC) Music Education – Vocal Music (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: ~~MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461~~ Delete: Total Hours:	Sophomore Spring Semester Add/Change: MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~MUS 3431 Woodwind Instruments, Single Reed and/or one of the following MUS 3401, 3421, 3481 & 4461~~ Delete: Total Hours:
Junior Fall Semester Add/Change: Take one of the following MUS 3401, 3421, 3431, 3481, 4461 ~~MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461~~ Delete: Total Hours: 17	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Take one of the following MUS 3401, 3421, 3431, 3481, 4461 ~~MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431~~ Delete: MUS 3441 Instrumental Concepts Total Hours:	Senior Spring Semester Add/Change: 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours: 15

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	June 4, 2020

Title	Signature	Date
Department Head		June 4, 2020
Dean		06/18/2020
Assessment Christine Austin		7/21/20
Registrar		8/20/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
(BME-MUED-KBV) Music Education – Keyboard Vocal Music

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- Add MUS 1440 Piano Proficiency
- Add MUS 2000 Sophomore Barrier
- Delete MUS 4001 Senior Recital
- Add MUS 4000 Capstone Recital
- Delete MUS 3441 Instrumental Concepts
- Add two hours of techniques courses to be selected from MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, MUS 4461 Percussion Instruments

What impact will the change have on staffing, on other programs and space allocation?
No impact on staffing or space allocation

Answer the following Assessment questions:

a. How does the program change align with the university mission?
These program changes address student success and excellence by codifying program expectations and adding instruction on instrument techniques.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is not mandated by our accrediting agency but ***is needed to document student skills for NASM accreditation and will also create a means for tracking graduation requirements in the Degree Works and Banner programs.***

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?

The zero credit courses are for record keeping purposes. The addition of instrumental techniques courses will provide more depth of knowledge in instrumental pedagogy.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation.

b. How does this program 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.
This program or a program similar to this is offered at all state regional institutions of our size.

c. 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.)
Refer to attached music education program 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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in (BME-MUED-VOC) Music Education – Vocal Music (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: ~~MUS 3401 Brass Instruments and/or one of the following MUS 3421, 3431, 3481 & 4461~~ Delete: Total Hours:	Sophomore Spring Semester Add/Change: MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier ~~MUS 3431 Woodwind Instruments, Single Reed and/or one of the following MUS 3401, 3421, 3481 & 4461~~ Delete: Total Hours:
Junior Fall Semester Add/Change: Take one of the following: MUS 3401, 3421, 3431, 3481, or 4461 ~~MUS 3421 Woodwind Instruments, Double Reeds and/or one of the following MUS 3401, 3431, 3481 & 4461~~ Delete: Total Hours: 16	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Take on of the following: MUS 3401, 3421, 3431, 3481, or 4461 MUS 3481 Stringed Instruments and/or MUS 4461 Percussion Instruments and/or one of the following MUS 3401, 3421, & 3431 Delete: MUS 3441 Instrumental Concepts Total Hours:	Senior Spring Semester Add/Change: 4000 Capstone Recital Delete: MUS 4001 Senior Recital Total Hours: 14

Major-AH-MUS-Music Education (BME) All Options 2019 - 2020

1 GOALS 8 OUTCOMES 13 MEASURES 13 TARGETS 2 FINDINGS 0 ATTACHMENTS

Program Learning Outcomes	Measures	Expectations for this Outcome
1 ACADEMIC YEAR 2019-2020		
1.1 ⚠ 2 FINDING NOT ENTERED Performance (and 3 Functional Performance) Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills,	1.1.1 Senior Recital Applied Exam Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the students major instrument.	1.1.1.1 90% of the students will complete the senior recital performance with a grade of "C" or above.
	1.1.2 Piano Proficiency Exam Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.	1.1.2.1 70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.

Program Learning Outcomes	Measures	Expectations for this Outcome
collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.		
1.2 ⚠ 2 FINDING NOT ENTERED Musicianship Skills and Analysis An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.	1.2.1 Music Theory IV Final Exam Final exam in MUS 2723, Theory IV. 1.2.2 Ear Training IV Final Exam Final exam in MUS 2741, Ear Training IV.	1.2.1.1 70% of the students will complete the Music Theory IV final exam with a grade of "C" or above. 1.2.2.1 70% of the students will complete the Ear Training IV final exam with a grade of "C" or above.
1.3 ⚠ 1 FINDING NOT ENTERED Composition/Improvisation Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or	1.3.1 Music Theory IV Composition Project Composition assignment in MUS 2723, Theory IV.	1.3.1.1 80% of the students will complete the composition project assignment with a grade of "C" or above.

Program Learning Outcomes	Measures	Expectations for this Outcome
improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.		
1.4 ▲ 2 FINDING NOT ENTERED History Students must acquire basic knowledge of music history and repertories through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.	1.4.1 History of Music I Final Exam Final exam in MUS 3773, History of Music I.	1.4.1.1 Met 70% of the students will complete the History of Music I final exam with a grade of "C" or above.
	1.4.2 History of Music II Final Exam Final Exam in MUS 3783, History of Music II	1.4.2.1 70% of the students will complete the History of Music II final exam with a grade of "C" or above.
	1.4.3 History of Music III Final Exam Final Exam in MUS 3692, History of Music III.	1.4.3.1 70% of the students will complete the History of Music III final exam with a grade of "C" or above.
1.5	1.5.1	1.5.1.1 Met

Program Learning Outcomes	Measures	Expectations for this Outcome
Synthesis While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.	Student Teaching University supervisor evaluation of the students student teaching experience in SEED 4809, teaching in the elementary and secondary school.	90% of the students will complete their student teaching experience with a rating or of "" or better.
1.6 ⚠ 1 FINDING NOT ENTERED Conducting and Musical Leadership The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.	1.6.1 PRAXIS Exam (Performance) PRAXIS Music Content Knowledge Exam Section III Performance.	1.6.1.1 90% of the students will pass the Performance section of the PRAXIS exam with a score of 70% or better.
1.7 ⚠ 2 FINDING NOT ENTERED	1.7.1	1.7.1.1

Program Learning Outcomes	Measures	Expectations for this Outcome
Analysis/History/Literature and Arranging The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.	PRAXIS Exam (Music History and Literature) PRAXIS Music Content Knowledge Exam Section I Music History and Literature.	90% of the students will pass the music history and literature section of the PRAXIS exam with a score of 70% or better.
	1.7.2 PRAXIS EXAM (Theory and Composition) PRAXIS Music Content Knowledge Exam Section II Theory and Composition.	1.7.2.1 90% of the students will pass the theory and composition section of the PRAXIS exam with a score of 70% or better.
1.8 ⚠ 1 FINDING NOT ENTERED Specialization Competencies Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.	1.8.1 PRAXIS Exam (Pedagogy, Professional Issues & Technology) PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.	1.8.1.1 90% of the students will pass the pedagogy, professional issue and technology section of the PRAXIS exam with a score of 70% or better.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	Theresa A Cullen	7/27/2020
Dean	Linda Bean	7/27/2020
Assessment Christine Austin	Christe Austin	8/13/2020
Registrar	Gulauer	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 3113
Official Catalog Title: Human Development and Learning Theories	

Is this course cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   The course is just going to go through a number change from 3000 to 2000 level.
b. If this course was required for the major or minor, complete the following.
   1. How will program level learning outcome(s) previously addressed by this course now be addressed?
      The course has just been renumbered so this will take out the old course number from the catalog.
c. What is the rationale for deleting this course? What evidence supports this action?
   We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Curriculum and Instruction	07/27/2020

Title	Signature	Date
Department Head	Theresa A Cullen	7/27/2020
Dean	Linda Bean	7/27/2020
Assessment Christine Austin	Christi Austin	8/13/2020
Registrar	[illegible]	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SPED	3023
Official Catalog Title: Development & Characteristics of Diverse Learners	

Is this course cross-listed with another existing course? If so, list course subject and number.

☐ Yes ☒ No

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   The course is just going to go through a number change from 3000 to 2000 level.
b. If this course was required for the major or minor, complete the following.
   1. How will program level learning outcome(s) previously addressed by this course now be addressed?
      The course has just been renumbered so this will take out the old course number from the catalog.
c. What is the rationale for deleting this course? What evidence supports this action?
   We have another proposal that changes this course from 3000 to 2000 level. We want to delete the 3000 level so that the program is clear and there is not problems with transferring courses.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head Tim Foutz		3/6/20
Dean	Linda Bean	3/6/2020
Assessment C. Austin		3/30/2020
Registrar	Tammy Weaver	7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ELED	2113	X Spring ☐ Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Human Development and Learning Theories		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) HUMAN DEVEL/LEARNING THEORIES		

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 Major 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?

Fall and Spring

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
    1. Not applicable
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
        i. Please see the attached assessment rubrics and syllabus
        ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
        iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
        iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (See attached Rubrics)
   i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.
   ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.
   iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.
      1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
      2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
      3. Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
      4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
      5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
      6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
      7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

iv. Artifact – Intervention Plan

v. Integrated Literacy Framework – Students will plan an integrated literacy framework designed to increase understanding of how language arts can be integrated effectively.

c. What is the rationale for adding this course? What evidence demonstrates this need?

1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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).

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.

ARKANSAS TECH UNIVERSITY

ELED 2113 Human Development and Learning Theories
CRN:
TERM:

Credit Hours: 3 Hours Credit

Instructor:
Office:
Email:
Preferred contact:

You can expect a reply to email within a 24-hour response window.

*Office Hours:
Monday
Tuesday
Wednesday
Thursday
Friday
*other times by appointment

The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Course Description:
This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisite:
None
Note: A field experience is required in this course

Justification and Rationale:

This course helps the student become aware of human development and learning theories involved in the learning process. This course will focus on the following: physical, socioemotional and cognitive development in early childhood, physical, socioemotional, and cognitive development in middle to late childhood, physical, socioemotional, and cognitive

development in adolescence, the theory of multiple intelligence, motivation, social constructivism, and the theories of development.

Course Competencies/objectives:

1. Define what is meant by development and describe the nature of developmental change. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
2. Identify methods of studying children. ACEI 1.0; ATS 1.b; TESS 1.b; InTASC 1
3. Compare and contrast theories of development. ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
4. Describe principles of heredity that provide the biological foundation for human development. ACEI 1.0; ATS 2.g; InTASC 1
5. Describe the physical, cognitive, and psychosocial, development in early childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
6. Describe the physical, cognitive, and psychosocial development of middle/late childhood. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
7. Describe the physical, cognitive, and psychosocial development of early adolescence. ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
8. Define multicultural issues related to child development. ACEI 3.2; ATS 1.a.k, 2.k ; TESS 1.a.b; InTASC 1
9. Discuss conceptual understanding and strategies for teaching concepts. ACEI 3.1, 3.2; ATS 1.a, 8.a; TESS 1.b; InTASC 7
10. Describe several types of thinking and ways that teachers can foster them. ACEI 3.1, 3.2, 3.3, 3.4; ATS 1.a, 1.e, 8.e; TESS 1.b, 4.a; InTASC 2, 8
11. Compare the social constructivist approach with other constructivist approaches. ACEI 3.1; ATS 1.d; TESS 1.b; InTASC 1, 2
12. Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation. ACEI 3.1; ATS 1.e; TESS 1.b; InTASC 1
13. Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators. ACEI 1.0, 3.2; ATS 1.g, 4.j; TESS 1.b; InTASC 1, 2

CAEP= 2018 Council for the Accreditation of Educator Preparation
CEC= Council for Exceptional Children,
ATS (InTASC)= 2011 Arkansas Teaching Standards (Interstate Teacher Assessment and Support consortium)
ACEI= 2007 edition of Association for Childhood Education International
TESS= Teacher Excellence and Support System

Textbook Required for Course:

Foundations in Human Development 2nd edition TopHat

Taskstream Required for Course:

Taskstream is an electronic service utilized during the courses and internship 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

Course Outline:

Topic

1. The Field of Human Development

2. The Dawn of Development
3. Infancy
4. Early Childhood
5. Middle Childhood
6. Adolescence
7. Early Adulthood
8. Middle Adulthood
9. Late Adulthood
10. The Dusk of Life

Course Assignments:

A variety of experiences and assignments will be used to assess the course objectives and student competencies.

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

- The professor works very hard on the class calendar before the class begins. This is so you can see the entire class and all of the assignments ahead of time so you can plan accordingly.

- It is **imperative** that you work ahead with upcoming assignments, so that you do not fall behind if sudden issues arise. I recommend you submitting things *early,* so that you can be sure you don't miss the deadlines. If you are early with your submissions, you will have time to work through sudden issues that would cause you to be late.

- All work must be submitted in Blackboard. Do not email me your work.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)
Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course…

1) On the 5th absence, your final grade will be lowered one grade.
2) On the 6th absence, your final grade will be lowered one more grade.
3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision

Arkansas Tech University

University

Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission:

- *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week
Website: https://ois.atu.edu/

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university's policy access the link: https://www.atu.edu/studentconduct/

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. ATU Student Handbook

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for

academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at http://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have

experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

***PRIVACY & ACCESSIBILTY POLICIES*:** See the following links:

Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: https://www.atu.edu/foodpantry/

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students MUST complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

Allyn, P. (2012). *Best books for boys: How to engage boys in reading in ways that will change their lives.* New York: Scholastic.

Allyn, P. (2009). *What to read when: the books and stories to read with your child and all the best times to read them.* New York, NY: Penguin Group.

Anderson, N. A. (2010). *Elementary children's literature: Infancy through age 13*, (3rd ed.). Boston: Allyn & Bacon.

Birckmayer, J., Kennedy, A. & Stonehouse, A. (2008). *From lullabies to literature: stories in the lives of infants and toddlers*. Washington, D. C.: National Association for the Education of Young Children.

Buchoff, R. (1994). Joyful voices: Facilitating language growth through the rhythmic response to chants. *Young children*, 49.4, 26-30.

Butler, D. & Clay, M. (2008). *Reading begins at home: Preparing children before they go to school,* (2nd ed.). NH: Heinemann.

Chaney, C. (1994). Language development, meta-linguistic awareness, and emergent literacy skill of three-year-old children in relation to social class. *Applied Psycholinguistics*, 15.3, 371-394.

Cianciolio, P. J. (1997). *Picture books for children,* (4th ed.). American Library Association. Copple C. & Bredekamp, S., eds. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, (3rd ed.). National Association for the Education of Young Children.

Fountas, I. C. & Pinnell, G. S. (2001). *Guiding Readers and Writers. Teaching Comprehension, Genre, and Content Literacy.* Portsmouth, NH: Heinemann.

Fox, M. (2008). *Reading magic: why reading aloud to our children will change their livesforever,* (2nd ed.). New York, NY: Harcourt, Inc..

Galda, L., Cullinan, B. E., & Sipe, L.R. (2010). *Literature and the child*, (7th ed.). Belmont, CA: Wadsworth Cengage Learning.

Glazer, J. & Giorgis, C. (2005). *Literature for young children*, (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Hancock, M. (2008). *Celebration of literature and response: Children, books, and teachers in K-8 classrooms*, (3rd ed.). Upper Saddle River, NY: Prentice-Hall, Inc.

Kiefer, B. Z. & Tyson, C. A. (2010). *Charlotte Huck's children's literature: A brief guide.* New York, NY: McGraw-Hill.

Kilpatrick, W., Wolfe, G. & Wolfe, S. M. (1994). *Books that build character: A guide to teaching your child moral values through stories.* New York, NY: Touchstone.

Kruse, G. M., Horning, K. T. Updated by Horning, K. T., Febry, C., Lindgren, M. T. & Schliesman, M. (2010). Fifty Multicultural Books Every Child Should Know. *Cooperative children's book center.* Retrieved from http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=42

Lukens, R. J., Smith, J. J. & Coffel, C. M. (2012). *A Critical Handbook of Children's Literature,* (9th ed.). New York, NY: Allyn & Bacon.

Lynch-Brown, C., Tomlinson, C. & Short, K. (2010). *Essentials of children's literature*, (7thed.). Boston: Pearson Education, Inc.

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Temple, C., Martinez, M. & Yokota, J. (2011). *Children's books in children's hands: An introduction to their literature*, (4th ed.). Boston: Allyn & Bacon.

Trelease, J. (2006). *The Read-Aloud handbook,* (6th ed.). New York, NY: Penguin Books.

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Description evidenced in the Video		Point Value	I	P	E	HE
Completed on Time Video prepared and submitted on blackboard by due date	**Late receives a I and 0 points**	/5				
Focus Introduction and beginning of the video. Just like a lesson, you should preview what is to come.	**Missing receives 0 points, there but no creativity or interest is P, grabs my attention is an E, extremely well done is HE**	/10				
Background Give some overview of the classroom you are in: Grade, city, type of school, type of classroom management system in place, what the day is like. You can have more than this…this is a starting point.	**Gives me a good understanding of what you saw this semester in your observation**	/10				
Connections Make connections from the classroom to what we have learned in class. Each Item you mention above should be addressed.	**Missing receives a I, brief discussion is a P, helps me understand that you learned something is a E, extremely well done is HE**	/55				
Interest Level Video engages the viewer	**Makes me think and is entertaining**	/10				
Closure Provides a summary of something we did or learned in class/ observation that changed the way you thought, act, feel, or teach.	**Helps me to know what you got out of the semester**	/10				
	Total (100 points possible)	/100				
Comments:						

Notes: I=Ineffective for the criteria – will receive 0 points P=Progressing for the criteria – will receive partial points. E=Effective for the criteria – will receive partial points. HE=Highly Effective—must have everything and be extremely well done to get full points for that section.

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.	Meets less than half the requirements for developing a lesson description.	Meets the requirements for developing a lesson description.	Exceeds requirements for developing a lesson description by providing extensive details in each area.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs			
Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.	Meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.	Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

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.	Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e.	Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Little explanation for it's use.	Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Explains rationale for use.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015) **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
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.	Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.	Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.	Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 3: Instruction **Component:** 3a Communicating With Students **Component:** 3c Engaging Students in Learning **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners	Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.

or groups practicing the new material in various meaningful ways.		Little explanation of how the activities were used.	Extensive explanation of how the activities were used.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.	Little evidence of an effective independent practice activity that enables students to engage with the new content.	Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.	Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.	Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.	Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

6) Assessment of Student Learning – Formative 5-10 minutes Describes an	Little evidence of an effective assessment plan that directly matches the lesson objective and	Good evidence of an effective assessment plan that directly matches the lesson objective and	Strong evidence of an effective assessment plan that directly matches the lesson objective and

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.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

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)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Materials All materials are listed and clearly relate to the lesson.	Little evidence of that all lesson materials were listed that were utilized in the UDL plan.	Good evidence that all lesson materials were listed that were utilized in the UDL plan.	Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview .	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1d Demonstrating Knowledge of Resources			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.

Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
The candidate provides evidence pertinent to family and to the students in the classroom. Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c	Minimum evidence is included to give insight to the setting for the at risk student/students. Little or no information from public sources is included. FERPA regulations may have been violated.	Significant evidence is included giving insight to the setting for the at risk student/students. Significant information available through public sources is included. The information that is provided does not violate FERPA regulation.	Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention. Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.	Minimum evidence of the information describing the identification of student or students requiring information is included. The matrix is disorganized but can be followed to some degree.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format.	Superior evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d	Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.	Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided The matrix is organized in a readable format.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix Behaviorally Stated	Matrix includes few or no behaviorally stated objectives.	Matrix includes all behaviorally stated objectives.	Matrix includes exceptionally stated behaviorally

Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	For those objectives included, some are stated in the standard ABCD behavioral format. Few or no objectives align with standards, data or intervention.	All objectives are stated in the standard ABCD behavioral format. Objectives align with standards, data or intervention.	objectives. All objectives are stated in the standard ABCD behavioral format. Objectives show exceptional alignment with standards, data or intervention.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	The plan includes no or limited results of Intervention pre-tests and/or formative assessment. No or limited student evidence is provided.	The plan includes significant results of Intervention pre-tests and/or formative assessment. Student evidence is provided.	The plan includes superior results of Intervention pre-tests and/or formative assessment. Superior evidence of student performance on pre-test is provided.
Standards **USA- The Danielson Group Framework for Teaching (2013)**			

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.	Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted	Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted	Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates understanding of diversity through the development of learning experiences for all learners.	Few activities planned to provide experiences for common understanding of theme.	Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.	Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based

implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template

promote and engage students in meaningful, integrated literacy experiences.	Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.	Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.	in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates appropriate and relevant use of formative and summative assessments.	Little evidence of assessment planning, or assessments do not correspond with learning objectives.	Good evidence for assessment plan. Assessments are varied and represent what the students are learning.	Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **Standard:** STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction			
Written communication: No errors in writing (mechanics); thoughts are logically ordered.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.	No errors; clarity, logic, and relevance enhance the meaningfulness.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4f Showing Professionalism			

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Curriculum & Instruction	

Title	Signature	Date
Department Head Tim Cate		3/6/20
Dean		3/6/2020
Assessment C. Austin		3/30/2020
Registrar		7/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SPED	2023	X Spring ☐ Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Development & Characteristics of Divers Learners		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) DEV & CHAR OF DIVERSE LEARNERS		

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 Major 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?

Fall and Spring

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
    1. Not applicable
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
        i. *Please see the attached assessment rubrics and syllabus*
        ii. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC Standard 1)
        iii. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC Standard 2)
        iv. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard 7)

v. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard 8)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (See attached Rubrics)

   i. Culminating Exercise – video or other technology-based creation explaining the what was observed in the placement classroom and makes connections from the observation to what was learned in class.

   ii. UDL Lesson Plan – You are expected to design a UDL Lesson Plan that is developmentally appropriate for use in your field placement classroom. This lesson plan will provide evidence that you can differentiate content and accommodate diversity in the classroom. At least three forms of technology must be included with details on how they were used in your lesson. A template is attached for use in preparing this artifact.

   iii. Research Action Project – You will complete this assignment using information from your observations and after working with a student with an IEP or 504 (preferably an IEP) This assignment will be completed using APA format and must include a minimum of five references. You will submit this assignment via TaskStream.

      1. Introduction & Overview-You will introduce the following: The school district, any related data, the classroom, demographics, and your student. The school's website is a great source to collect some of this information. Discuss the diversity that you find in depth. The overview is based on your observations.
      2. Description and Involvement-You will describe your observations in depth as well as your student and how you are involved. (Working one-on-one with the student, modifications/accommodations made for your student, how your student performs in class, etc.)
      3. Development of the Child-How does your student's development differ from other students? How is it similar? Discuss the criteria for receiving special education services and make sure you reference Arkansas and Federal Special Education guidelines.
      4. UDL Lesson Plan-You will use a provided template to create a lesson plan for the grade that you are observing. You will list at least three forms of technology and tell me how you utilized it in the lesson.
      5. IEP-You will use a provided template to create an IEP. Make sure you use your initials throughout in place of the students.
      6. Special Provisions-You will discuss the accommodations and modifications that are in place for your student. The last paragraph needs to discuss if you agree/disagree with the strategies in place and if you would change or add a modification/accommodation for your student. What special accommodations/modifications or provisions have been made for this child? This might include seating arrangements, content modifications, behavioral interventions, assistive technology, etc. If the child has been identified as receiving Special Education services how are these accommodation/modifications addressed in the IEP?
      7. Related Research-The related research needs to be about the disability associated with your student. You must have a minimum of two sources. If you use an online database, you must use an article that has been peer-

reviewed. I want to know facts about the disability, what the research says, and how you will apply this information in your classroom.

8. Impact on Child's Learning/Professional Development-How is your student's learning impacted? How has it affected your professional development as a future teacher? Has it changed your perception of children with exceptional learning needs? How? How will you apply this information in your classroom?

iv. Artifact – Reflective Diversity Presentation

c. What is the rationale for adding this course? What evidence demonstrates this need?

1. By adding this course, students will be able to earn concurrent credit that will align with the BS-EED.
2. This will allow for direct transfer credit from community colleges who offer a similar course and would assist us in our Stage II application process by denoting this clearly as a pre-Stage II, pre-professional education course.

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 number
c. Catalog course title
d. Catalog description
    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. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact 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).

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.

ARKANSAS TECH UNIVERSITY

SPED 2023 Development & Characteristics of Diverse Learners
CRN:
TERM:

Credit Hours: 3 Hours Credit
Instructor:
Office:
Email:
Preferred contact:
You can expect a reply to email within a 24-hour response window.

*Office Hours:
Monday
Tuesday
Wednesday
Thursday
Friday
*other times by appointment
The instructor reserves the right to amend the syllabus, if deemed necessary, and students will be notified of such changes.

Catalog Description:
This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including Giftedness, and the special needs of children from different cultures and language backgrounds. A field experience is required.

Prerequisites: None

Objectives:
1. The student will develop an understanding of the biological and environmental factors that may place the child at risk including maternal health, pre-maturity, teratogens, birth trauma, and attachment disorders. CEC 1.1, 1.2; TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a, AECI 1.0

2. The student will develop an understanding of typical and atypical development; and the similarities and differences between children with and without exceptional learning needs. CEC 1.2, TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a,; AECI 5.2

3. The student will develop knowledge of how poverty impacts the learning and development of children. CEC 1.1, TESS 1b, 1d, 1e, 2a, 2b, 2d, 3a, 3e, 4c; ATS 1.1.4, 1.2.3, 1.3.4, 1.3.6, 1.3.9, 2.1.4, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.7, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.2, 3.3.4, 3.3.5, 3.3.6, 3.3.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.4, 4.3.5, 4.3.6, 5.1.6, 5.2.3. INTASC 3, CAEP 1.a, 1.b; AECI 5.2

4. The student will develop knowledge and respect for cultural diversity among children and their families. CEC 1.1, 1.2, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6.; INTASC 3, CAEP 1.b, 1.c; AECI 5.2

5. The student will develop knowledge of the learning abilities of the individual with exceptional learning needs. This includes the various Special Education categories. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; AECI 3.2

6. The student will develop knowledge of the learning abilities of individuals who are considered gifted. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; ACEI 3.2

7. The student will develop knowledge of the learning needs of children who do not speak English as their primary language. CEC 1.2,CEC 6.3, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 2, 3, 6,; CAEP 1.a, 1.b; AECI 3.2

8. The student will develop knowledge of the importance of social interaction for the individual with exceptional learning needs. CEC 2.1; TESS 1b, 2c, 3a, 3e, 4c, 4f; ATS, INTASC 2, 3; CAEP 1.a, 1.b, 1.c; AECI 5.2

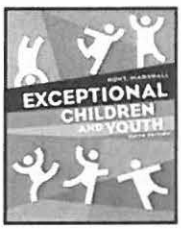
CEC= Council for Exceptional Children,
TESS=Teacher Excellence Support System,
ATS=Arkansas State Standards for Initial Licensure.
INTASC= Interstate New Teacher Assessment and Support Consortium
CAEP= Council for the Accreditation of Educator Preparation
AECI- Association for Childhood Education International

Textbook Required for Course:

Hunt, N. & Marshall, K. (2012). *Exceptional children and youth* (5th Ed.). Cengage Learning.

ISBN: 9781111833428

- Cultural diversity
- Giftedness
- English Language Learners
- Learning abilities of children with exceptionalities



Course Outline:

Topics

1. Typical development in childhood
2. Atypical development during childhood
3. Impact of poverty on children
4. Cultural diversity
5. Giftedness
6. English Language Learners
7. Learning abilities of children with exceptionalities
8. Learning as it relates to the various Special Education categories
9. Social interaction and learning among children with exceptionalities

Course Assignments:

The following are the experiences and assignments that will be used to assess the course objectives and student competencies in these areas:

Field Experience Expectations: Students will engage in a twenty-hour field experience. Students are expected to read the student handbook and conduct themselves in a professional manner. Students will not pass this course without completion of field experience.

Students will complete the following assignments to demonstrate mastery of the following competencies:

1. The student will take **Exams** on selected "units" of study.
2. Students will be grouped in pairs or small groups to develop **reports** on the **multicultural and pluralistic nature of American education today**. Students will examine characteristics of various cultures and home environments in the United States and present their findings in class.
3. **Field Experience/Summary Paper-** Each student will complete a minimum of 20 hours field experience with a diverse population in a school-based site.
4. **Mini Report-**Students will present a brief 3 to 5-minute video report to the class regarding the causes and characteristics of selected exceptionalities. This video will also be posted in Blackboard.
5. **In Class Assignments**
6. **Attendance**

Methods of Instruction, and Student Performance Assessment and Evaluation:

Methods of Instruction:

The delivery of instruction in this course will include lecture, discussion, videos, projects, speakers, and cooperative group efforts. Students will be encouraged to participate and contribute to class dialogue.

Assessment:

A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives.

Written examinations, checklists, rubrics, and performance assessments will serve to evaluate comprehension and application of concepts and skills outlined in the course objectives.

All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors.

Late Assignments:

All assignments are expected to be on time. No late assignment will be accepted after two calendar TECH scheduled days of classes unless there are extenuating circumstances. Any accepted late assignment will be lowered one letter grade.

All formal assignments must be in APA Style (An APA template as well as guidelines for writing an APA formatted paper are provided in Blackboard as a reference).

Grading Policy

Course Evaluation:

GRADING SCALE

A	90%	-	100%
B	80%	-	89%
C	70%	-	79%
D	60%	-	69%
F	59% and below		

Course grades will be based on the accuracy, completeness, and quality of the contents of student's assigned work and course examinations. Grades will be assigned according to percentages based on the total points earned.

Incomplete Grade Contract:

- A grade of incomplete is appropriate ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least seventy-five percent of the course requirements, with work of passing quality.
- If the remaining course requirements are not completed and final grade reported by the end of the next regular semester (fall or spring) the grade will be automatically changed to a grade of "F".

Attendance: (Face-to-Face students only)
Punctual and regular attendance is vital to your success. Chronic lack of attendance and tardiness will not be tolerated. Although the goal is to be in class every day of the semester, you have 4 excused absences. Use these days wisely. Regardless of your total points earned for this course…

1) On the 5th absence, your final grade will be lowered one grade.
2) On the 6th absence, your final grade will be lowered one more grade.
3) *Automatic failure of the course occurs on the 7th absence.

You will be responsible for signing the roll each day and will be responsible for knowing how many absences you have accumulated.

Punctuality is an important part of becoming a professional teacher. It is the expectation that all students attend class on time. Each instructor is fully justified in requiring student promptness and in barring from class any student who persists in being tardy. In addition, attendance will be taken for each class thus absences and tardiness will be recorded.

University & College Information:

Mission and Vision
Arkansas Tech University

University
Vision:

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission:

- *Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.*

College of Education

"SUCCESSFUL AND INNOVATIVE PROFESSIONALS"

Vision:

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Adopted January 2017

Mission:

- *The Arkansas Tech University College of Education prepares professionals who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Adopted January 2017

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646
Toll-Free: (866) 400-8022
Email: campussupport@atu.edu
Hours of Operation: 24 hours a day, 7 days a week
Website: https://ois.atu.edu/

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university's policy access the link: https://www.atu.edu/studentconduct/

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall

2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

Cheating and/or plagiarism will not be tolerated. Any suspected cases will be referred for administrative action. Please refer to your Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class.

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University community.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Please refer to the Student Handbook for the university policy concerning cheating, plagiarism, and misconduct in class. ATU Student Handbook

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations will be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be https://www.atu.edu/academic-integrity and should be running by the first week of classes.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss

your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at http://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/localresources/
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php

***PRIVACY & ACCESSIBILTY POLICIES*:** See the following links:
Third-Party Privacy and Accessibility Policies or

https://www.atu.edu/etech/privacy_accessibility.php

- While this information is currently accurate, links and policies will change over time.

Food Insecurity

- The Green and Gold Cupboard exists to fight hunger right here at home by providing healthy, nutritious food to all members of the Tech community, including students, faculty, and staff. Details on how to access this service can be found at: https://www.atu.edu/foodpantry/

University Sexual Misconduct Policy:

- The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct

giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Federal Attendance Policy

- Students MUST complete the Policy Agreements assignment in the Federal Attendance Module to be considered as "actively participating" in the course and receive a grade. The assignment in the module consists of three questions that students must answer "Yes" to receive a 100%. Students are allowed multiple attempts to do this correctly, but they must do so to be considered as "actively participating" in the course.

Representative Bibliography:

Bayat,M. (2011). Teaching Exceptional children (11th ed.) Boston, MA. McGraw-Hill.

Friend, M. (2014), Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Hunt, N. & Marshall, K. (2012). Exceptional Children and Youth. Wadsworth Cengage.

Howard, W. (2013). Exceptional Children: An Introduction to Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

Kirk, S., Gallagher, J., Coleman, M.R., & Anastasiow, N. (2012). Educating Exceptional Children (13th ed.) Wadsworth Cengage.

Lewis, R. & Doorlag, Donald (2011). Teaching Students in General Education Classrooms (8th ed). New York, New York: Prentice Hall

Smith, D. & Tyler, N. (2014). Introduction to Contemporary Special Education. Upper Saddle River, NJ; Pearson Prentice Hall.

The Multicultural Nature of American Education

Multicultural Presentation:

This will be a group presentation. 3 people (or less) per group. Your group will select a multicultural group as your topic to present to the class. You will select your topic from the following list.

Group 1 – Hispanic American
Group 2 – Hindu American
Group 3- Ozarka/Appalachian American
Group 4- Rural/Urban
Group 5- Muslim American
Group 6- Americans in Poverty
Group 7- Roma
Group 8- Native American
Group 9-Asian Americans
Group 10- Marshallese-South Pacific

Here are a few ideas to think about for the presentation. You are not limited to just this information. **You may bring examples of food common within the culture; wear clothing similar to that found in the culture, play games found in the culture, music, etc.**

What are some characteristics of the following cultures immigrating to the United States, or specific sub-areas of American culture? How can we as teachers personally understand these students more fully in order to "include" them appropriately in our classrooms?

To help structure your presentation you might consider the following in your online research:

1) Cultural expectations
2) Values of the culture
3) Style of communication (verbal and nonverbal)
4) Attitudes toward authority figures
5) Attitudes toward the opposite sex (gender roles)
6) Attitudes toward age groups (older people, children, etc.)
7) Male and female roles (expectations/norms) in society
8) The work ethic
9) The home environment and childrearing practices
10) Community standards and expectations
11) How do we assess these students
12) Are different motivational strategies needed

In preparing this presentation:

1. Prepare a 5 minute overview to be presented to the entire class.
2. When you present you may use video, poster board, pictures, food, music, dress, games, etc in a way that it explains and gives insight to the culture you are addressing.
3. DO NOT USE POWERPOINT

SPED 3023 Multicultural Presentations:

	Below Expectations 0-1	**Meets Expectations 2**	**Exceeds Expectations 3**	**Score**
Understands how language influences student learning CEC 1.1, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 1, 2; CAEP 1.a, 1.b	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how culture influences student learning CEC 1.1, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6. INTASC 2; CAEP 1.b, 1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how family background influences student learning. CEC 1.1, TESS 1b, 2c, 3a, 3e, 4c, f. ATS 2d, INTASC 2; CAEP1.a,1.b,1.c	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to create safe, inclusive, culturally responsive learning environments. CEC 2.1, TESS 2e; ATS 3a INTASC 3, CAEP3.e	Does not address this area or briefly addresses the issue.	Gives at least one example and provides in-depth information	Gives more than one example and provides in-depth information on each	
Understands how to modify learning	Does not address this area	Gives at least one example	Gives more than one example	

environments to meet individual needs CEC 2.2, TESS 2a,b,c,d,e; ATS 1.2.3, 1.3.6, 2.2.1, 2.3.2, 3.2.2, 3.2.4, 3.2.6, 3.3.1, 3.3.6, 4.1.1, 4.2.1, 4.3.3, 4.3.4, 5.1.1, 5.1.3, 5.2.1; INTASC 3; CAEP 3.e	or briefly addresses the issue.	and provides in-depth information	and provides in-depth information on each	

Mini Reports

This is a group project. (No more than 3 per group). Select one of the following topics and prepare a 3 to 5 minute video report to present to the class. Also, post on Blackboard.

Angelman syndrome	
Cri-du-chat syndrome	
Glactosemia	
Fragile X syndrome	
Fetal Alcohol syndrome	
Tay Sachs	
Williams's syndrome	
Prader-Willi syndrome	
Multiple Personality Disorder	
Schizophrenia	
Phenylketonuria (PKU)	

Hydrocephaly, Macrocephaly & Microcephaly	
Turner Syndrome	
Rett syndrome	
Tourettes Syndrome	
Maple Syrup Urine Disease	
Tuberous Sclerosis	
Muscular Dystrophy	
Spina Bifida	

SPED-ELED UDL Lesson Plan

	Unacceptable	Acceptable	Highly Effective
Lesson Description Student describes the key aspects of the lesson, title, author, grade level, subject, content standard(s), and IEP classification(s) and demographics of students in the class.	Meets less than half the requirements for developing a lesson description.	Meets the requirements for developing a lesson description.	Exceeds requirements for developing a lesson description by providing extensive details in each area.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs			
Lesson Goals – Objectives Student provides an overview of the goals (and/or lesson objective/outcome) that will be achieved in the lesson that day.	Meets less than half the requirements for developing specific lesson goals outlining the objective for the lesson.	Meets the requirement requirements for developing specific lesson goals outlining the objective for the lesson.	Exceeds requirements for developing specific lesson goals outlining the objective for the lesson by expounding on each goal/objective.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

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.	Little evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e.	Good evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Little explanation for it's use.	Strong evidence of an effective anticipatory set which stimulates the classes' thinking about the lesson and connects the lesson to students' prior knowledge/experienc e. Explains rationale for use.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015) **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
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.	Little evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc and modeling how students will practice them.	Good evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Little explanation of outlined information.	Strong evidence of an effective introduction to the new concept/information: outlining new vocabulary, important details, ideas, etc. and modeling how students will practice them. Explains outlined information in detail.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 3: Instruction **Component:** 3a Communicating With Students **Component:** 3c Engaging Students in Learning **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
3) Guided Practice 20-30 minutes Models various ways that students can engage with the new content. Then guides the students as they interact with partners	Little evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Good evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.	Strong evidence of an effective guided practice, student led activity that enables students to work collaboratively with the new material in meaningful ways.

or groups practicing the new material in various meaningful ways.		Little explanation of how the activities were used.	Extensive explanation of how the activities were used.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3b Using Questioning and Discussion Techniques

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

4) Independent Practice 5-10 minutes Students in the class are provided with the opportunity to engage with the content independently.	Little evidence of an effective independent practice activity that enables students to engage with the new content.	Good evidence of an effective independent practice activity that enables students to engage with the new content. Little explanation of how guided practice was utilized.	Strong evidence of an effective independent practice activity that enables students to engage with the new content. Extensive explanation of how guided practice was utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

5) Wrap Up 5 minutes Reviews all important points of the lesson as reflected by the lesson's objectives for all students.	Little evidence of effective wrap up activity that successfully reviews the important points of the lesson.	Good evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Little explanation of the activity.	Strong evidence of an effective wrap up activity that successfully reviews the important points of the lesson. Extensive explanation of how the activity effectively wrapped up the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

6) Assessment of Student Learning – Formative 5-10 minutes Describes an	Little evidence of an effective assessment plan that directly matches the lesson objective and	Good evidence of an effective assessment plan that directly matches the lesson objective and	Strong evidence of an effective assessment plan that directly matches the lesson objective and

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.	accurately assessing student's understanding.	accurately assessing student's understanding. Little or no explanation for the use of the assessment(s).	accurately assessing student's understanding. Clear rationale for use of the assessment(s).

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Technology Lesson incorporates some element(s) of technology in the instruction/practice (power point, prezi, wiki, elmo, smartboard, youtube, etc.)	Little evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students.	Good evidence of a variety of technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by less than two technologies being incorporated into the lesson.	Strong evidence that multiple technology tools for the instruction/practice of new information for teaching diverse students. Evidenced by the use of at least two or more different technologies being utilized.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

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)	Little evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks.	Good evidence of a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each.	Strong evidence that a variety of UDL accommodations for each of the 6 lesson phases targeting each of the 3 brain networks. Evidenced by the listing of each with an explanation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 3: Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Materials All materials are listed and clearly relate to the lesson.	Little evidence of that all lesson materials were listed that were utilized in the UDL plan.	Good evidence that all lesson materials were listed that were utilized in the UDL plan.	Strong evidence that all lesson materials were listed that were utilized in the UDL plan. Evidenced by including a rationale for each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

ELED, MLED, & SEED Research Action Project (RAP)

	Unacceptable	Acceptable	Exceptional
Introduction and Overview TESS 1b, INTASC 1	Did not provide an Introduction/overview .	Provided a brief overview of the class and provided some demographic data on the class.	Provided an in-depth overview of the class including detailed information about the different types of diversity found within the class.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1b Demonstrating Knowledge of Students **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
Description of Involvement TESS 1d, 4d, 4e, 4f INTASC 10	Did not address or addressed in a very brief manner with few details.	Provided a brief over view that listed the requested information and only provided some details.	Proved an overview that gave extensive details about the requested information.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1d Demonstrating Knowledge of Resources			

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Development of the Child TESS 1b, 4a, 4d, 4e, 4f INTASC 1	Did not address or very briefly addressed.	Addressed the required components with only a brief explanation of each.	Addressed the required components with very detailed explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Special Education Plan Tess 1a, 4d, 4e, 4f INTASC 4, 9	Did not address or only briefly mentioned.	Listed parts of the IDEA Arkansas Special Ed Plan but provided little explanation or discussion.	Listed the parts of the IDEA Arkansas Plan and provided a well-developed discussion of each step of the process.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Domain: Domain 4: Professional Responsibilities

Component: 4d Participating in a Professional Community

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Special Provisions TESS 1a, 1b, 1d, 1e, 4a, 4b, 4f INTASC 3	Did not address accommodations/modifications or if address there was little explanation. Did not reference the IEP.	Addressed accommodations/modifications and gave some explanation. Addressed the IEP or mentioned confidentiality laws.	Gave detailed information on accommodations/modifications and linked to the IEP or addressed confidentiality laws in detail.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

UDL Lesson Plan TESS 1a, 1b, 1d,1f, 1e, 4a, 4b, INTASC 1, 2, 3, 4, 6, 7, 8	UDL Lesson was not present or incomplete with missing components.	UDL Lesson was present and complete.	UDL Lesson was present and complete with very detailed descriptions of each step of the lesson.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Component: 1f Designing Student Assessments

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
Related Research TESS 1a, 1b,1c,1d,1e,4f INTASC 2, 5, 9	Research not present; present but missing either web link/hard copies of articles, or did not address how the information could be used in the classroom.	Research is present, web links or hard copies available; how the information could be used is addressed very briefly with less than two examples.	Research is present, web links or hard copies available; how the information could be used is addressed in a detailed manner with more than two examples.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to

meet the needs of each learner.			
Impact on Child's Learning/Professional Development TESS 4a, 4e, 4f INTASC 1, 9	Did not address or only addressed one of the following; impact on student learning, impact on professional development.	Addressed both impact on student learning and professional development.	Addressed both impact on student learning and professional development with an in-depth explanation of each.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4a Reflecting on Teaching

Component: 4e Growing and Developing Professionally

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

References/APA TESS 4f INTASC 9	Did not follow APA. Had numerous spelling and mechanical errors. Did not list references	Followed APA, had fewer than 2 spelling and mechanical errors. Reference page included in proper format.	Followed APA, no spelling and mechanical errors. Reference page included in proper format.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 4: Professional Responsibilities

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

ELED 3123 Intervention Plan

	Unacceptable	Acceptable	Exceptional
The candidate provides evidence pertinent to family and to the students in the classroom. Students/Classroom Demographics # of students "at risk" due to poverty, learning gaps, language, speech, etc InTasc/ATS 1, 2,3 TESS Domain 1, 2 CAEP 1.a, 1.b, 1.c	Minimum evidence is included to give insight to the setting for the at risk student/students. Little or no information from public sources is included. FERPA regulations may have been violated.	Significant evidence is included giving insight to the setting for the at risk student/students. Significant information available through public sources is included. The information that is provided does not violate FERPA regulation.	Superior evidence is included to give insight to the setting for the student and/or students who are at risk and in need of intervention. Information includes poverty level of the school or building as defined by the # of free/reduced lunches. (Privacy will prevent this information being given on a child by child basis). The information available through available public sources is included. Specific information about the child or children that can be determined without violating FERPA is included.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

The candidate provides a matrix based on the district's intervention assessment plan to include: students requiring intervention. InTASC/ATS 6; TESS 1f, 3d; and CAEP 6.	Minimum evidence of the information describing the identification of student or students requiring information is included. The matrix is disorganized but can be followed to some degree.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format.	Superior evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix the Arkansas Math and ELA Standards aligned to student's specific intervention needs. InTASC/ATS 6 ; TESS 1f, 3d; CAEP 3.a, 3.b, and 3.d	Matrix provides little to no evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs.	Significant evidence of Arkansas Math and/or ELA standards aligned to student's specific intervention needs is provided The matrix is organized in a readable format.	Significant evidence of the information describing the identification of student or students requiring information is included. The matrix is organized in a readable format. The matrix is attractive.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include in the matrix Behaviorally Stated	Matrix includes few or no behaviorally stated objectives.	Matrix includes all behaviorally stated objectives.	Matrix includes exceptionally stated behaviorally

Objectives for Interventions planned for each student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	For those objectives included, some are stated in the standard ABCD behavioral format. Few or no objectives align with standards, data or intervention.	All objectives are stated in the standard ABCD behavioral format. Objectives align with standards, data or intervention.	objectives. All objectives are stated in the standard ABCD behavioral format. Objectives show exceptional alignment with standards, data or intervention.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 1: Planning and Preparation **Component:** 1f Designing Student Assessments **Domain:** Domain 3: Instruction **Component:** 3d Using Assessment in Instruction **USA- InTASC Model Core Teaching Standards (2014)** **Standard:** Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **USA- CAEP K-6 Elementary Teacher Standards (2015)** **Standard:** STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will include the results of Intervention pre-tests and/or formative assessment. InTASC/ATS6; TESS 1f, 3d; CAEP 3a, 3b and 3d.	The plan includes no or limited results of Intervention pre-tests and/or formative assessment. No or limited student evidence is provided.	The plan includes significant results of Intervention pre-tests and/or formative assessment. Student evidence is provided.	The plan includes superior results of Intervention pre-tests and/or formative assessment. Superior evidence of student performance on pre-test is provided.
Standards **USA- The Danielson Group Framework for Teaching (2013)**			

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The student will state 3 Intervention Strategies aligned with stated objectives using 3 different engagement strategies. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited parts of intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes significant description of 3 Intervention strategies aligned with stated objectives using 3 different engagement strategies.	The plan includes 3 intervention strategies aligned with stated objectives using 3 different engagement strategies.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction			
The candidate will provide results post assessment with analysis of success or lack of success of the interventions. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or limited post assessment data and/or some analysis of success or lack of success of the interventions.	The plan includes significant results of post assessment with analysis of success or lack of success of the interventions.	The plan provides superior information on the results post assessment with analysis of success or lack of success of the interventions.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will include the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	The plan includes no or a limited plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.	The plan includes significant information plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student	The plan includes superior details of the plan for delivery of interventions time spent on intervention, the personnel involved, the grouping plan, ratio of adult to student.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit documentation of the intervention plan as per state requirements for documentation of intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b and 3d	Little to no evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Significant evidence for the documentation of the intervention plan as per state requirements is included in the plan.	Superior evidence for the documentation of the intervention plan as per state requirements is included in the plan.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner

progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

The candidate will submit a reflection on intervention planning process including self evaluation of the success or lack of success of the intervention. InTASC/ATS 6; TESS 1f, 3d; CAEP 3a, 3b, 3d and 4a.	Limited or no evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted	Significance of the reflection on intervention planning process including self-evaluation of the success or lack of success of the intervention is omitted	Superior evidence of the reflection on intervention planning process including self- evaluation of the success or lack of success of the intervention is omitted.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

RDNG 3163 Integrated Literacy Framework Rubric

	Unacceptable	Acceptable	Highly Effective
Demonstrates knowledge of content by planning a literacy project based on how children learn and develop language skills.	Project design and content has few opportunities for engaging learners in an inquiry based problem and/or using literacy.	Meets requirements; project design and content is organized to engage learners in an inquiry based problem which will develop some literacy skills.	Exceeds requirements; Well-developed, investigative, inquiry based project that is well organized to immerse children in literacy.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1d Demonstrating Knowledge of Resources

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates understanding of diversity through the development of learning experiences for all learners.	Few activities planned to provide experiences for common understanding of theme.	Meets requirements of relating prior experiences and/or providing experiences to create a common understanding and vocabulary related to the topic.	Exceeds requirements; Establishes prior knowledge and experiences; plans provide additional experiences where needed; plans allow time to develop vocabulary and create a common understanding about the topic to allow all learners participation in developing questions for investigation.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Domain: Domain 2: Classroom Environment

Component: 2a Creating an Environment of Respect and Rapport

Component: 2b Establishing a Culture for Learning

Component: 2c Managing Classroom Procedures

Component: 2d Managing Student Behavior

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates planning and	Little evidence of standards-based	Good evidence of standards-based	Strong evidence of standards-based

implementing of developmentally appropriate curriculum aligned with standards and objectives.	planning and implementation of a literacy project, few opportunities to practice and apply skills.	planning and implementation; some opportunities to practice and apply language, social and intellectual skills.	planning and implementation; Multiple opportunities to practice and apply language, social and intellectual skills.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3a Communicating With Students

Component: 3c Engaging Students in Learning

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Demonstrates planning of lessons which include methodologies to	Does not meet requirements for lesson planning using format in	Meets requirements for lesson planning using format and template in	Exceeds requirements for lesson planning using format and template

promote and engage students in meaningful, integrated literacy experiences.	Taskstream. Includes little variety for children to combine and integrate the language areas of reading, writing, speaking, listening, and viewing and to react and respond to what they read and write.	Taskstream. Includes many opportunities for children to use the language areas and to react and respond to what they read and write.	in Taskstream. Includes multiple opportunities for children to use the language areas and to react and respond to what they read and write.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1a Demonstrating Knowledge of Content and Pedagogy

Component: 1b Demonstrating Knowledge of Students

Component: 1c Setting Instructional Outcomes

Component: 1e Designing Coherent Instruction

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3e Demonstrating Flexibility and Responsiveness

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates knowledge of using individual and group performance in order to design and modify instruction to meet learners' needs.	Little evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Good evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.	Strong evidence of use of individual and group performance in order to design and modify instruction to meet learners' needs.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3c Engaging Students in Learning

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary

individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard: STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

Demonstrates appropriate and relevant use of formative and summative assessments.	Little evidence of assessment planning, or assessments do not correspond with learning objectives.	Good evidence for assessment plan. Assessments are varied and represent what the students are learning.	Strong evidence supporting assessment plan. Plans a variety of ways to represent what they are learning and to communicate that knowledge through a form of expression, such as dramatic play, writing, or music. Multiple assessments pertinent to age and stage levels.

Standards

USA- The Danielson Group Framework for Teaching (2013)

Domain: Domain 1: Planning and Preparation

Component: 1f Designing Student Assessments

Domain: Domain 3: Instruction

Component: 3d Using Assessment in Instruction

Component: 3e Demonstrating Flexibility and Responsiveness

Domain: Domain 4: Professional Responsibilities

Component: 4b Maintaining Accurate Records

Component: 4f Showing Professionalism

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard: STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs

Standard: STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction **Standard:** STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction			
Written communication: No errors in writing (mechanics); thoughts are logically ordered.	Some (3-5) errors; writing is unclear or thoughts are not logical or relevant.	Few (1-2) minor errors; writing is clear and there is evidence of logical and relevant thoughts.	No errors; clarity, logic, and relevance enhance the meaningfulness.
Standards **USA- The Danielson Group Framework for Teaching (2013)** **Domain:** Domain 4: Professional Responsibilities **Component:** 4f Showing Professionalism			

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum and Instruction	7/16/20

Title	Signature	Date
Department Head	Theresa A Cullen	7/16/20
Dean Dr. Linda Bean	Linda Bean	07/17/2020
Assessment Dr. Christine Austin	Christine Austin	7/27/2020
Registrar	[illegible]	8/13/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Elementary Education

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)
SPED 3023 – Development & Characteristics of Diverse Learners and ELED 3113 – Human Development and Learning Theories will be moved from 3000 level to 2000 level to meet transfer articulation agreements and due to these courses being stage 1 instead of stage 2 courses. SPED 3023 will become SPED 2023 - Development & Characteristics of Diverse Learners, and ELED 3113 will become ELED 2113- Human Development and Learning Theories. This will also assist in concurrent credit opportunities and will better align with Arkansas Department of Elementary and Secondary Education expectations.

What impact will the change have on staffing, on other programs and space allocation?
No.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
   It makes our program more accessible to students.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. *Not Applicable.*
c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
      Because we have enough classes at the 3000 level, they will still meet graduation ratios. It will not negatively impact learning.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
      This is based on requests for articulation agreements with both community colleges and partner high schools. The faculty have examined and have determined that these courses should be numbered 2000 since they are stage 1 courses, which will bring this more in line with other institutions.
b. How does this program 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.
   This program is a teacher licensure program in elementary education and meets the requirements for licensure for the state of Arkansas and meets the requirements of the Arkansas Department of Higher Education.
c. 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.)
   Courses are aligned to Arkansas Teaching Standards, Praxis Assessment requirements, accreditation expectations, and DESE expectations. See attached assessment examples that are aligned to required standards.

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.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog Curriculum in Elementary Education_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: SPED 2023, ELED 2113 Delete: SPED 3023, ELED 3113 Total Hours: 6 – net change of zero
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Assessments Alignment to Teaching Standards

Arkansas Teaching Standards and CAEP Accreditation Standards	Praxis Content Assessment	Formative Observation Forms	Internship Supervisor's Ratings of Intern	Teach and Reflection	Professional Responsibilities	Praxis PLT
Standard 1 Learner Development		X	X	X		X
Standard 2 Learning Differences		X	X	X	X	X
Standard 3 Learning Environments		X	X	X		X
Standard 4 Content Knowledge	X	X	X	X		
Standard 5 Application of Content		X	X	X		
Standard 6 Assessment		X	X	X	X	X
Standard 7 Planning for Instruction		X	X	X	X	X
Standard 8 Instructional Strategies		X	X	X		X
Standard 9 Professional Learning and Ethical Practice		X	X	X	X	X
Standard 10 Leadership and Collaboration		X	X			X
CAEP 1.2 Research and Evidence Use		X	X	X	X	X
CAEP 1.3 Content and Pedagogical Knowledge	X	X	X	X	X	
CAEP 1.4 Use of College- and Career-ready Standards		X	X	X	X	X
CAEP 1.5 Technology Modeling and Application		X	X	X	X	

TASK 3
Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. You will also provide evidence that you are communicating with families, participating as a professional, and considering how you may improve in the future based on feedback from your supervisor(s), your own self-evaluation, and from what you observe in student learning. You will include the following:

- A chart/grade book record demonstrating a classroom set of students with the names removed. Within this chart, you will include student pretest/pre-assessment scores, scores on assignments used within the unit, and posttest/post-assessments scores completed at the end of you unit of instruction.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A 1 to 1 ½ page reflection of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.
- Scanned copies of communication or potential communication efforts with parents. See the chart below for more details.
- Scanned copies of evidence of your attendance at professional development meetings, team-planning meetings, school service initiatives, minutes from school meetings demonstrating your participation, etc. On these, be certain to include evidence that you attended through a signed note, certificate, name appearance on minutes, comments from supervisors, etc.
- A 1 to 1 ½ page plan delineating areas you will seek to improve based on the learning of students, feedback from your supervisor(s), and/or self-evaluation of your teaching. This plan should also include ways in which you will specifically seek to improve these areas.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Framework for Teaching	
Domain 4 – Professional Responsibilities **TASK 3**	
4a Reflecting on Teaching 4b Maintaining Accurate Records	1. A chart of student scores for the unit including pretest/pre-assessment, assessment scores from assignments within the unit, and posttest/post-assessment scores at the end of the unit. 2. Scanned student work for students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples your student with exceptional learning needs, and label this student's work "Student with Exceptional Learning Needs." 3. A reflection concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment. Within this discussion, you must discuss the specific content-area technologies you used to engage and impact student learning and which ones you will use in future instruction based on your students' learning in this unit.
4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	4. To demonstrate communication with parents, evidence such as the following would be beneficial: • Example(s) of letters to parents, newsletters, school blog links • Parent-teacher conference evidence (e.g., parent sign-ins) • Copies of emails to and from parents • Any electronic or hardcopy communications with parents 5. Evidence of service to the school or profession while completing the internship experience that goes beyond the classroom setting such as the following (***have supervisor sign-off that you participated in events on a flyer, bulletin, notes, minutes, etc. to scan***): • Participation in after-school events hosted by the school/district (e.g., Math Nights, Literacy Nights, etc.) • Assistance in school clubs • Participation in service at extracurricular events (e.g., concession stand, assisting in Booster clubs, etc.) • School event planning and participation (e.g., school dances, school talent shows, etc.) • Examples of collaborating in online or face-to-face environments with other professionals to solve school problems/make progress. 6. Professional growth/development may be shown by such activities as the following (***have supervisor sign-off that you participated):*** • Professional meeting notes and/or minutes from faculty meetings • Conference and/or professional development evidence • Changes made due to feedback from colleagues and/or other experts in the field 7. Professional plan to improve in any area that needs to be improved based on lesson reflection, supervisor feedback, or student learning that considers professional organization resources (i.e., NCTE, NCTM, NSTA, etc.) and continuing education opportunities.

TASK 3, Domain 4: Professional Responsibilities, Assessment of Student Learning Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 6, FFT 3d, 4b)	The teacher does not provide a table of class scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs).	The teacher provides a table of class scores and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	The teacher provides a table of class scores and evaluated work samples with teacher comments of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning.	
(INTASC Standard 6, FFT 3d, 4a)	The teacher does not use multiple methods of assessment tools, or the tools do not provide adequate opportunity to monitor learner progress and instructional approaches used.	The teacher uses multiple methods of adequately-designed assessment tools to monitor learner progress and the effectiveness of the instructional approaches used.	The teacher uses multiple methods of well-designed assessment tools with multiple opportunities for higher-level thinking to monitor learner progress and the effectiveness of the instructional approaches used.	
(INTASC Standard 6 & 7, FFT 4a, 4b, 4e)	The teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page general analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	The teacher provides a 1to 1 ½ page specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the 1 to 1 ½ page analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others,	Within the 1 to 1 ½ page analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with	

		professional development, etc.).	others, professional development, etc.).	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's and written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – 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.

TASK 3
Domain 4: Professional Responsibilities
Communication and Professional Behavior Rubric

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	
(INTASC Standard 10, FFT 4d)	The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.	The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.	
(INTASC Standard 9, FFT 4e)	The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.	The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.	The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.	
(INTASC Standard 9, FFT 4f)	The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.	The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization	The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization	

		resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.	resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities	
(INTASC Standard 9, FFT 4f)	The teacher's written communication is unclear with a number of errors present.	The teacher's written communication is acceptable with few errors and primarily clear communication.	The teacher's written communication is very good with very few to no errors present and very clear communication.	

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – 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.

Praxis Subject Area and Principles of Learning and Teaching Assessments

Candidates complete their respective Educational Testing Service (ETS) *Praxis II Subject Area Assessments* prior to entering their full-time student teaching internship in the last semester of their senior year. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

Candidates complete their respective Educational Testing Service (ETS) Praxis II Principles of Learning and Teaching Assessment typically during their Internship II experience. The EPP receives these scores via the ETS portal. Program faculty review these data to determine revisions needed in the respective program of studies.

These assessments have been aligned to the InTASC Standards. Arkansas adopted the InTASC teaching standards and are titled the Arkansas Teaching Standards.

Formative Observation Form

Formative Observation and Intervention* (Complete and enter in the form found at http://www.atu.edu/education/surveys.php)

Intern _____ Observer _____ School _____ Date_____

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

Intern T#:_____ **Major Field:** _____

*****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	

*__Notes__: 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. The EPP Clinical Practice Instructors observe the interns a minimum of four times per semester. Evaluations are completed using a Google Form version of this document.

*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 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)	Rating (Circle One)	Evidence Noted During Lesson (DURING OBSERVATION)
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 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	

*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:

OBSERVERS' SIGNATURE: _____ Date: _____

INTERN'S SIGNATURE: _____