



EEX 4240/6224

Beginning to Teach

6 Credit hours

College of Education

Department of Teaching & Learning

COURSE SYLLABUS

Semester: Spring 2023

Class Meeting Days/Times:

Monday @ 5:00 – 7:45 pm (**USF Tampa campus - CIS 1045**)

Tuesday @ 5:00 – 7:45 pm (**Online – Teams linked in Canvas**)

Instructor: Eileen “Missy” Glavey, Ph.D.

Office Hours: Mondays 1:00 – 4:00 or by appointment virtually

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***A Note about This Course Syllabus & Learning Guide: Changes to the syllabus may be required to meet the learning needs of your class. Any changes will be announced through course Canvas website.**

I. University Course Description(s)

EEX4240

This course is second in a sequence that focuses on Beginning to Teach in Special Education, allowing teacher candidates to use their understandings think critically and to solve problems.

EEX6224

Reinforces and extends competencies in assessment, behavior management, legal and ethical foundations of special education, instructional planning, working with families, collaboration, and characteristics of disabilities. Content emphasizes knowledge and skills needed by teachers who are working with students who have mild disabilities and those from diverse cultural, socioeconomic and ethnic areas

II. Course Prerequisites

EEX4202 Exceptional Student Education Core Competencies: Context and Foundations (with a minimum grade of C-)

EEX 6051 Creating Positive Learning Environments for Students with Disabilities

III. Course Purpose

This course represents the second of five integrated instructional blocks of the program with linked field experiences. Experiences have been developed, so that students are supported in gaining knowledge, skills and dispositions developmentally over time through scaffolded instruction. Elements of our revised curriculum are carefully sequenced so that student learning is viewed as situated and embedded within activity, context and culture, moving from acquisition through generalization. The course is designed to build on the foundation of knowledge developed during the previous semester. The over-arching theme and focus for this semester is Beginning to Teach. Teacher candidates will use their understandings of course competencies (i.e., the context of schools, the nature of teaching in K-12 schools, the curriculum, characteristics of students with disabilities, the nature of special education including historical perspectives, the role of the special education teacher, and professional behaviors including self-reflection) to solve problems. Over the course of subsequent semesters teacher candidates will build upon this knowledge requiring and apply their understanding to solve problems, apply them in practice, and engage in critical reflection of themselves and their role as special educators.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Bloom's Level	Knowledge Comprehension	Knowledge Comprehension Application	Application	Comprehension Application Analysis	Analysis Synthesis Evaluation
Sample Indicators	Define, Describe, Identify, Label, Recall, Sequence, Write	Define, Describe, Identify, Label, Recall, Sequence, Write	Apply, Choose, Prepare, Produce, Select, Show, Use	Demonstrate, Discuss, Explain, Report, Review, Summarize	Analyze, Classify, Compare, Contrast, Differentiate, Examine, Relate, Research
	Demonstrate, Discuss, Explain, Report, Review, Summarize	Demonstrate, Discuss, Explain, Report, Review, Summarize			
		Apply, Choose, Prepare, Produce, Select, Show, Use		Analyze, Classify, Compare, Contrast, Differentiate, Examine, Relate, Research	Compose, Create, Design, Develop, Integrate, Organize, Plan, Produce
					Appraise, Assess, Choose, Conclude, Critic, Decide, Evaluate, Select

This instructional block is integrated with the Level II Practicum where teacher candidates will be placed in school contexts and will be engaged in a wide variety of experiences to help them begin to connect what they are learning in the program to the practice of teaching in special education. Explicit linkages will be made between students' practicum experiences and course content. Key Assessment is a performance-based assessment.



IV. Student Learning Outcomes

- 1.1.1 Students will **use their understanding to solve problems** about how K-12 educational policy decisions are made from a Federal to state to LEA to school level with particular emphasis on decisions that impact special education. ICC1K3, ICC1K9, AP5, AP10, FLESE1.1, COEDU2
- 1.2.1 Students will **use their understanding to solve problems** about the various positions that administrate K-12 educational policy at the Federal, state and LEA levels and their roles with particular emphasis on decisions that impact special education. ICC1K3, ICC1K9, AP5, FLESE1.1, COEDU2
- 1.2.2 Students will **use their understanding to solve problems** about of the organizational structure of the Florida Department of Education with particular emphasis on structures related to special education. ICC1K3, ICC1K9, AP5, FLESE1.1, COEDU2
- 1.3.1 Students will **use their understanding to solve problems** about the organizational structure of schools. AP2, COEDU2
- 1.3.2 Students will **use their understanding to solve problems** about the various day-to-day activities of schools and responsibilities of schools and school personnel including school safety procedures. ICC7K5, ICC1K4, AP2, FLESE1.2, FLESE2.2, COEDU2
- 1.4.1 Students will **use their understanding to solve problems** about the origins of standards based "accountability" in today's schools. IGC1K3, AP4, FLESE 1.1, FLESE2.1, COEDU2
- 1.4.2 Students will **use their understanding to solve problems** about how standards based accountability is operationalized at the school level. IGC1K3, AP4, FLESE1.1, FLESE2.1, COEDU1
- 1.4.3 Students will **use their understanding to solve problems** about the treatment of special education within standards based accountability IGC1K3, AP5, FLESE1.1, COEDU2
- 2.1.1 Students will **use their understanding to solve problems** about the various roles that special education teachers have within K-12 education. IGC10K2, ICC7K5, ICC10K2, AP5, FLESE1.6, COEDU1, COEDU2

- 2.2.1 Students will **use their understanding to solve problems** about basic teaching and learning practices that occur in general education classrooms. ICC5K3, ICC7K1, ICC7K2, IGC10K4, AP1, AP2, AP3, FLESE1.7, FLESE3.1, FLESE3.2, FLESE3.4, FLESE3.7, COEDU2
- 2.4.1 Students will **use their understanding to solve problems** and communicate why this is an essential skill for success as a special educator. ICC1K1, AP1, AP3, AP4, AP5, FLESE1.6, FLESE2.1, FLESE2.5, FLESE3.1, COEDU4
- 2.5.1 Students will use their understanding to solve problems about the intent of “inclusive education.” ICC1K1, IGC1K3, IGC1K8, AP2, AP3, AP5, FLESE 1.2, FLESE1.7, COEDU2
- 2.5.2 Students will **use their understanding to solve problems** about different perspectives on the meaning of “inclusive education” and how inclusion can be operationalized in different ways based on these different perspectives. IGC1K5, IGC1K8, AP2, AP5, FLESE 1.2, FLESE1.7, FLESE 3.2, FLESE3.5, FLESE3.6, COEDU2, COEDU5
- 2.5.3 Students will **use their understanding to solve problems** about research related to inclusion and its impact on students’ socio-emotional, behavioral, and academic outcomes. IGC1K3, ICC4K1, AP2, AP5, FLESE1.5, FLESE2.6, FLESE3.1, FLESE4.1, COEDU2, COEDU5
- 3.1.1 Students will **use their understanding to solve problems** about K-12 curriculum including state standards related to: reading/literacy, written and oral expression, mathematics, science, and social studies. ICC7K1, ICC7K1, ICC7K3, IGC4K7, IGC4K6, IGC7K4, AP1, NONE, FLRE 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.D.1, 1.E.1, 1.E.2, 2.A, 2B 2.C, 2.F.1, 2.F.2, 2.F.3, 4.4, COEDU2
- 3.1.2 Students will **use their understanding to solve problems** about the scope and sequence of concepts/ skills within specific content areas including reading/literacy, mathematics, written expression, and oral expression. ICC7K1, ICC7K2, AP1, FLESE3.4, FLRE 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.D.1, 1.E.1, 1.E.2, 2.A, 2B 2.C, 2.F.1, 2.F.2, 2.F.3, 4.4, COEDU2, COEDU6
- 3.1.3 Students will **use their understanding to solve problems** about K-12 curriculum materials and resources. IGC4K1, IGC4K3, ICC7K1, AP1, COEDU2
- 3.1.4 Students will **use their understanding to solve problems** about resources and supports unique to students with disabilities including: services, networks, advocacy organizations for individual with disabilities, and career, vocational and transition supports. IG9K1, IGC9K2, IGC10K3, IGC7K2, AP2, AP5, FLESE 1.3, FLESE1.8, FLESE6.3, FLESE7.3, FLESE7.4, COEDU2, COEDU5
- 3.1.5 Students will **demonstrate their understandings** of appropriate curricular emphases for students with more severe disabilities including “access points” to the general education curriculum. ICC4K1, IGC4K1, IGC5K3, DD1K2, DD2K1; AP1; FLESE 3.1-6, 8, 9, 11 COEDU 2
- 3.2.1 Students will **use their understanding to solve problems** about constructs important to assessment and students with disabilities including, intelligence, achievement, aptitude, behavior, social-emotional functioning, gross and fine motor skills, cognitive/information processing, reliability, validity, formal and informal assessment, progress monitoring, data-based decision-making, high stakes testing. ICC8K1, ICC8K2, ICC8K4, IGC8K1, AP1, AP4, FLRE 3.2, 3.5, 3.6, 3.11, COEDU2, ESOL 20
- 3.2.2 Students will **use their understanding to solve problems** about the characteristics and purposes of specific assessment practices including how data from assessments are interpreted, strengths and weaknesses, and biases in terms of cultural and linguistic diversity. ICC1K9, ICC1K10, IGC8K1, ICC8K3, ICC8K4, ICC8S6, AP2, AP4, FLESE2.1, FLESE2.2, FLESE2.3, FLESE2.6, FLESE3.1, FLRE 3.1, 3.2, 3.5, 3.6, 3.11, COEDU2, COEDU4, ESOL 20, ESOL 25
- 3.2.3 Students will **use their understanding to solve problems** about how assessment data is used within Problem Solving/Response To Instruction frameworks including technology applications that facilitate this process. ICC8K3, ICC8K4, IGC8K4, ICC8S3, AP4, AP5, FLESE2.1, 2.3, FLESE2.4, FLESE3.1, FLRE 3.2, 3.6, COEDU2, COEDU4
- 3.2.4 Students will **use their understanding to solve problems** about validated instruments and practices related to the identification and ongoing evaluation of students with disabilities emphasizing intellectual/ developmental disabilities, learning disabilities, attention deficit with hyperactivity disorder, emotional/ behavioral disorders, speech and language disorders, sensory impairments, and autism spectrum

- disorders. IGC1K1, ICC8K3, IGC8K2, DD8K2, DD8K3, LD8K2, PH8K1, AP4, AP5, FLESE2.1, FLESE2.2, FLESE3.1, FLRE 3.2, 3.6, COEDU2, COEDU4, COEDU6, ESOL 25
- 3.3.1 Students will **use their understanding to solve problems** about social-emotional development and typical age related expectations. ICC2K1, IGC2K4, AP2, FLESE4.1, FLESE4.5, COEDU, COEDU6, ESOL 4
- 3.3.2 Students will **use their understanding to solve problems** about signs of social-emotional distress among students. IGC2K4, ICC5K6, AP2, FLESE1.5, COEDU2, ESOL 4
- 3.3.3 Students will **demonstrate their understandings** of social competence and types of pro-social skills important to school and life success for students. ICC5K5, ICC5K7, IGC5K1, AP1, AP5, FLESE1.5, COEDU2
- 3.4.1 Students will **demonstrate their understandings** of theories of learning and their application to students with disabilities. ICC1K1, ICC2K2, AP2, AP5, FLESE1.5, FLESE2.6, FLESE 3.2, FLESE 3.3, FLESE 4.4, FLESE5.1, FLESE5.2, FLESE6.3, FLESE7.1, FLESE7.2, COEDU2
- 3.4.2 Students will **use their understanding to solve problems** about typical cognitive development. ICC2K1, AP2, FLESE1.5, COEDU2
- 3.4.3 Students will **use their understanding to solve problems** about cognition as it relates to students with disabilities with and emphasis on information processing and memory. ICC2K1, ICC2K5, IGC3K2, AP5, FLESE1.5, FLESE2.4, FLESE3.4, FLESE3.5, COEDU2
- 4.1.1 Students will **use their understanding to solve problems** about the definitions of disabilities as categorized by the IDEA. IGC1K1, ICC2K6, DD1K1, LD1K5, PH1K1, AP5, FLESE1.4, COEDU2, ESOL 25
- 4.1.2 Students will **use their understanding to solve problems** about the various theories related to explaining the causes and results of various disabilities including intellectual/developmental disabilities, learning disabilities, attention deficit with hyperactivity disorder, emotional/behavioral disorders, speech and language disorders, sensory impairments, and autism spectrum disorders. IGC2K3, LD1K2, LD2K1, LD2K2, LD2K3, AP75, FLESE1.5, COEDU2
- 4.1.3 Students will **use their understanding to solve problems** about the continuum of services for students with disabilities and how this continuum is applied within PS/RTI. IGC1K5, AP2, AP3, FLESE 1.2, FLESE1.3, FLESE2.1, COEDU2
- 4.1.4 Students will **use their understanding to solve problems** about the strengths and weaknesses of current identification procedures and make informed decisions about their relative merit and impact. ICC1K5, IGC1K1, ICC2K5, ICC2K6, ICC8K3, LD1K4, LD1K5, D&HH2K2, AP2, AP4, AP5, FLESE1.4, COEDU2, COEDU6, ESOL 25
- 4.2.1 Students will **use their understanding to solve problems** about how general disability related characteristics are common among many students with disabilities (learned helplessness, passive approaches to learning, academic skill deficits, anxiety about learning/school, memory deficits, attention deficits, cognitive/metacognitive processing deficits, expressive language deficits, fine and gross motor deficits, health/medical related issues, and internalizing and externalizing behaviors). ICC2K5, IGC2K2, IGC2K4, ICC3K1, IGC6K3, B&VI2K3, PH3K1, D&HH2K1, BD2K1, LD3K3, AP2, AP5, FLESE1.5, COEDU2, COEDU6
- 4.2.2 Students will **use their understanding to solve problems** about how general disability related characteristics common among many students with disabilities (learned helplessness, passive approaches to learning, academic skill deficits, anxiety about learning/school, memory deficits, attention deficits, cognitive/metacognitive processing deficits, expressive language deficits, fine and gross motor deficits, health/medical related issues, and internalizing and externalizing behaviors) affect school success. ICC2K2, ICC2K5, IGC2K2, ICC3K1, IGC2K3, ICC3K2, B&VI3K1, IGC2K5, B&VI2K4, IGC6K1, IGC7K4, IGC3K1, IGC3K2, IGC3K3, LD3K2, PH2K6, PH2K3, BD3K1, BD3K2, DD2K1, LD2K2, AP2, AP3, AP5, AP6, FLESE1.4, COEDU2, COEDU6
- 4.2.3 Students will **use their understanding to solve problems** about disability related characteristics that are unique to high and low incidence categories and how they affect school success. ICC2K2, ICC2K6, IGC2K2, IGC2K3, IGC2K4, IGC2K5, ICC3K1, IGC3K1, IGC3K3, DD2K3, AP2, AP3, AP5, FLESE1.4, COEDU2, COEDU6

- 4.3.1 Students will **use their understanding to solve problems** about how the role of families in the lives of students with disabilities manifests similarly and differently based on the severity of a disability. ICC1K7, ICC2K3, ICC2K4, IGC2K2, ICC10K2, ICC10K3, AP2, AP6, FLESE1.6, COEDU2, COEDU6
- 4.3.2 Students will **use their understanding to solve problems** about drug abuse to students with disabilities. AP2, AP5, AP6, FLESE1.5, COEDU6
- 4.3.3 Students will **use their understanding to solve problems** about child abuse to students with disabilities. AP2, AP5, AP6, FLESE1.5, COEDU6
- 4.4.1 Students will **use their understanding to solve problems** about how students with disabilities represent a very diverse cross-section of the school-age population both between and within disability categories. ICC2K3, ICC2K5, ICC2K6, AP2, AP5, FLESE 1.5, FLESE2.6, FLRE 4.9, COEDU5
- 4.4.2 Students will **use their understanding to solve problems** about the characteristics and needs of culturally and linguistically diverse students with and without disabilities. IGC1K7, ICC3K3, ICC6K1, ICC6K2, ICC6K3, AP2, FLESE2.6, COEDU5, ESOL 3, ESOL 25
- 5.1.1 Students will **use their understanding to solve problems** about the federal criteria used to identify students with specific disabilities categorized by the IDEA disabilities. ICC1K5, IGC1K1, ICC8K3, LD1K4, LD1K5, LD8K2, AP4, AP5, FLESE1.4, COEDU2, COEDU6
- 5.1.2 Students will **use their understanding to solve problems** about the State of Florida procedures and criteria for identifying students with specific disabilities emphasizing intellectual/developmental disabilities, learning disabilities, attention deficit with hyperactivity disorder, behavioral disorders, speech and language disorders, sensory impairments, and autism spectrum disorders disabilities. ICC1K5, ICC8K3, IGC1K1, LD1K4, LD1K5, LD8K2, AP4, AP5, FLESE1.4, COEDU2, ESOL 20, ESOL 25
- 5.1.3 Students will **use their understanding to solve problems** about the special education process within a PS/RTI model including procedures for identification of need for special education services, determination of appropriate services, and structures for delivering these services disabilities. ICC1K5, ICC1K6, ICC8K3, IGC8K2, IGC8K4, ICC10K2, IGC10K3, LD1K4, LD8K2, AP1, AP2, AP3, AP4, FLESE1.4, FLESE2.1, COEDU2, COEDU6
- 5.1.4 Students will **use their understanding to solve problems** about the strengths and weaknesses of the various service delivery methods in special education with emphasis on service delivery within PS/RTI and make informed decisions about their relative merit and impact disabilities. IGC1K5, ICC5K1, IGC5K1, IGC5K2, ICC10K2, BD5K1, D&HH3K1, DD1K2, AP2, AP3, FLESE1.7, FLESE3.2, COEDU2, COEDU6
- 5.2.1 Students will **use their understanding to solve problems** about key events and people in the history of special education at the early childhood, elementary, middle grades, secondary, and postsecondary levels with particular emphasis on the following disability categories: intellectual/ developmental disabilities, learning disabilities, attention deficit with hyperactivity disorder, behavioral disorders, speech and language disorders, sensory impairments, and autism spectrum disorders. ICC1K1, IGC1K3, D&HH1K2, DD1K3, LD1K3, LD1K1, PH1K2, AP5, FLESE1.1, FLESE1.2, COEDU2
- 5.2.2 Students will **use their understanding to solve problems** about the similarities and differences between the special education processes today compared to the special education process historically and make informed decisions about relative strengths and weaknesses including suggestions for the future. ICC1K8, IGC1K3, BD1K2, AP5, AP6, FLESE1.1, FLESE1.2, COEDU2
- 5.3.2 Students will **use their understanding to solve problems** about key pieces of legislation critical to the lives of individuals with disabilities, both school related and non-school related (e.g., IDEA, ADA, Section 504, and the Elementary and Secondary Education Act), and the socio-political contexts that gave rise to these legislative acts disabilities in order to solve problems. ICC1K2, ICC1K8, IGC1K3, IGC1K6, IGC1K7, AP5, AP6, FLESE1.1, COEDU2
- 5.3.3 Students will **use their understanding to solve problems** about the judicial system's (litigation's) role in the interpretation of disability related legislation with particular emphasis on education including the IDEA, ADA, Section 504, and the Elementary and Secondary Education Act. IGC1K3, IGC1K4, IGC1K6, IGC8K2, ICC8K3, BD1K2, LD1K3, AP5, AP6, FLESE1.1, COEDU2

- 5.3.4 Students will **use their understanding to solve problems** about the socio-cultural contexts of special education and make informed decisions about relative strengths and weaknesses including suggestions for the future. ICC1K8, ICC1K9, ICC1K10, IGC1K3, IGC1K7, AP2, AP5, AP6, FLESE1.2, FLESE1.8, COEDU5
- 5.4.1 Students will **use their understanding to solve problems** about the legal rights of students with disabilities and their families spanning early childhood through postsecondary levels. ICC1K2, ICC1K4, ICC1K6, IGC1K4, IGC1K6, ICC8K2, IGC8K2, AP5, AP6, FLESE1.1 FLESE1.2, FLESE1.3, FLESE1.6, COEDU2
- 5.4.2 Students will **use their understanding to solve problems** about how the delivery of special education has impacted students and their families in both positive and negative ways and make informed decisions about these positive and negative affects including making suggestions for the future for improvement. ICC3K1, IGC1K7, AP2, AP3, AP5, AP6, FLESE1.3, FLESE1.6, COEDU1, COEDU2
- 5.5.1 Students will **use their understanding to solve problems** about the terminology related to the field of special education including technical terms and associated acronyms. IGC1K1, IGC8K1, D&HH8K1, BD1K1, DD8K1, LD8K1, B&VI1K4, B&VI8K1, AP5, FLESE1.1, FLESE1.2, FLESE1.3, FLESE1.4, FLESE 2.1, FLESE4.4, COEDU2
- 5.5.2 Students will **use their understanding to solve problems** about person first language as it relates to individuals with disabilities, its importance, and compare and contrast use of person first language with language used to describe individuals with disabilities historically. AP5, AP6, FLESE1.8, FLESE6.3, COEDU2
- 5.6.1 Students will **use their understanding to solve problems** about ethical issues relative to special education including laws and principles that influence behavior management, issues of misrepresentation of students from ethnically, racial, culturally, and linguistically diverse populations, and issues of status relative to the special education/IEP process. ICC1K2, IGC1K7, IGC1K9, ICC8K2, AP2, AP6, FLESE1.2, FLESE2.6, COEDU5, ESOL 3, ESOL 4
- 5.6.2 Students will **use their understanding to solve problems** about “socially preferred” disability categories and the manner in which biases and power affect identification and service delivery decisions. IGC1K7, AP4, AP6, FLESE2.6, COEDU2, COEDU5
- 6.1.1 Students will **use their understanding to solve problems** about how parents and family members experience having a loved one with a disability and how their experience can affect their perception of schools and school personnel, their role in the education of their child, and the manner in which they communicate with school personnel. ICC1K7, ICC2K4, ICC10K2, ICC10K3, AP5, AP6, FLESE1.2, FLESE1.8, FLESE3.6, COEDU1, COEDU5
- 6.1.2 Students will **use their understanding to solve problems** about how cultural and linguistic differences between and among families can affect their interaction with schools and school personnel, with emphasis on how having a family member with a disability affects their interaction. ICC1K10, ICC3K3, ICC5K9, ICC5K10, ICC10K2, ICC10K3, ICC10K4, ICC6K1, ICC6K2, ICC6K3, AP2, AP5, AP6, FLESE2.6, COEDU1, COEDU5, ESOL 3
- 6.1.3 Students will **use their understanding to solve problems** about communication strategies for affecting collaboration with parents and families of students with disabilities. ICC6K3, ICC10K2, ICC10K4, AP2, AP5, FLESE1.2, FLESE3.6, COEDU1, COEDU5
- 6.2.1 Students will **use their understanding to solve problems** about the various service delivery methods that effectively provide access to the general education curriculum for students with disabilities with emphasis on PS/RTI. IGC1K5, IGC1K8, ICC5K1, IGC5K1, BD3K1, BD5K1, D&HH3K1, AP1, AP2, AP3, FLESE1.7, FLESE2.1, COEDU1, COEDU2
- 6.2.2 Students will **demonstrate their understandings** of collaborative teaching structures that provide students with disabilities access to the general education curriculum with emphasis on PS/RTI. IGC1K8, ICC5K1, IGC5K1, IGC5K3, BD3K1, BD5K1, ICC10K1, IGC10K2, IGC10K4, AP1, AP2, AP3, FLESE1.7, FLESE2.4, COEDU1, COEDU2
- 6.2.3 Students will **demonstrate their understandings** of collaborative teaching structures that provide students with disabilities with academic and social learning experiences with students without disabilities with emphasis on PS/RTI. ICC4K1, AP1, AP2, AP3, FLESE 1.2, FLESE 2.2, COEDU2

- 6.2.4 Students will **demonstrate their understandings** of practical strategies for special education case management including data collection, paperwork, and compliance with emphasis on PS/RTI. ICC4K1, AP1, AP4, FLESE 1.2, FLESE 2.2, COEDU2
- 6.3.1 Students will **use their understanding to solve problems** about the concept of data-based decision-making as it relates to the PS/RTI process. ICC8K4, IGC8K3, AP1, AP3, AP4, FLESE2.3, FLESE2.4, FLESE3.1, FLESE4.2, FLESE4.3, COEDU2
- 6.3.2 Students will **use their understanding to solve problems** about specific types of data collection used for instructional decisions relative to PS/RTI. ICC7K1, ICC8K4, AP1, AP4, FLESE2.3, FLESE2.4, FLESE3.1, FLESE4.2, FLESE4.3, COEDU2
- 6.3.3 Students will **use their understanding to solve problems** about the different roles that special educators can have in PS/RTI. ICC10K2, IGC10K2, IGC4K4, AP1, AP4, AP5, FLESE1.6, COEDU1, COEDU2
- 6.4.1 Students will **use their understanding to solve problems** about evidence based/research supported teaching and learning practices for promoting positive academic outcomes for students with disabilities within a variety of PS/RTI contexts. IGC4K3, ICC4K1, IGC5K3, IGC7K3, IGC4K2, IGC4K5, D&HH4K1, AP1, AP2, AP3, FLESE3.2, FLESE3.3, FLESE3.4, FLESE3.5, FLESE3.7, COEDU2, COEDU6
- 6.4.2 Students will **demonstrate their understandings** of evidence based/research supported teaching and learning practices for promoting positive behavior outcomes for students with disabilities within PS/RTI. IGC1K9, IGC1K2, ICC4K1, ICC5K2, ICC5K3, ICC5K5, IGC7K1, IGC10K1, AP1, AP2, AP3, AP4, FLESE4.1, FLESE4.4, FLESE4.5, COEDU2, COEDU6
- 6.4.3 Students will **demonstrate their understandings** of evidence based/research supported teaching and learning practices for promoting positive social-emotional outcomes for students with disabilities within a variety of PS/RTI contexts. IGC2K4, ICC4K1, ICC5K3, BD3K2, PH3K3, AP1, AP2, AP3, AP4, FLESE4.1, FLESE4.5, COEDU2, COEDU6
- 6.4.4 Students will **demonstrate their understandings** of reading development; design and implement reading instruction and gather assessment data to document increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations within a variety of PS/RTI contexts. ICC3K2, IGC4K3, IGC7K4, B&VI3K1, LD3K2, D&HH4K1, AP1, AP3, AP4, FLESE4.2, FLESE4.4, FLESE4.5, FLESE4.6, FLRE 1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.F.3, 1.F.4, 2.2.A, 2.2.B, 2.2.C, 2.2.D, 2.2.E, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, COEDU2, COEDU6, ESOL 21, ESOL 25
- 6.4.5 Students will **demonstrate their understandings** of the development of mathematical thinking; design and implement effective mathematics instruction and gather assessment data to document increased student mathematics proficiency for struggling students, including students with disabilities and students from diverse populations within a variety of PS/RTI contexts. ICC3K2, IGC4K3, IGC4K6, D&HH4K1, AP1, AP3, AP4, FLESE4.2, FLESE4.4, FLESE4.5, FLESE4.6, COEDU2, COEDU6
- 6.4.6 Students will **use their understanding to solve problems** about effective transition practices for students with disabilities. ICC3K2, IGC7K2, IGC10K3, B&VI4K7, B&VI4K8, AP1, AP2, AP3, FLESE7.1, FLESE7.2, COEDU2
- 6.4.7 Students will **use their understanding to solve problems** about teaching practices that address the cultural and linguistic needs of diverse students with disabilities. ICC10K4, ICC5K7, ICC5K8, ICC5K9, ICC5S1, ICC5S13, ICC5S14, ICC6S2, ICC9S6, ICC7S8, AP2, AP3
- 6.4.8 Students will **use their understanding to solve problems** about technology to enhance learning outcomes for students with disabilities. ICC6K4, ICC7K4, IGC5S1, AP2
- 6.4.9 Students will use their understanding to solve problems about Universal Design for Learning (UDL). ICC6K4, ICC7K4, IGC5S1, AP2
- 6.4.10 Students will **demonstrate their understandings** of the theories and research that underpin effective classroom management practices. IGC1K2, IGC1K9, ICC5K2, ICC5K3, ICC5K4, ICC5K8, IGC7K1; AP2; FLESE 3.1-11, 5.5-7, 11; COEDU 2, COEDU 6

- 6.4.11 Students will **demonstrate their understandings** of appropriate test and learning accommodations for students with disabilities. ICC4K1, IGC4K2, IGC4K3, IGC5K3, ICC6K4, IGC7K3, ICC8K5; AP2, AP3; FLESE 3.1-11, 5.5-7, 11; COEDU 2, COEDU 6
- 6.4.12 Students will **demonstrate their understandings** of techniques for addressing crisis situations. ICC5K6, PH5K3; AP2; COEDU 2
- 6.4.13 Students will **demonstrate their understandings** of instructional planning. ICC7K2, ICC7K3, ICC7K4, IGC10K4; AP1; FLESE 3.3, 5, 9, 11; COEDU 2
- 7.1.1 Students will **use their understanding to solve problems** about their personal beliefs, attitudes, and ways of knowing that impact their perspectives about education, schools, teaching, students, and special education. ICC9K1, AP5, COEDU4
- 7.1.2 Students will **use their understanding to solve problems** about how their personal beliefs, attitudes, and ways of knowing impact their perception of themselves as special educators and impact the manner in which they pursue professional development. ICC9K1, ICC9K2, AP5, COEDU4
- 7.2.1 Students will **use their understanding to solve problems** about what self-reflection is with respect to effective teaching including its purpose and process. ICC9S11, AP5, COEDU 4
- 7.3.1 Students will use their understanding to solve problems about professional dispositions that allow special educators to be effective change agents within schools for students with disabilities. ICC9K1, ICC9K3, ICC9K4, AP5, AP6, COEDU4
- 7.3.2 Students will **use their understanding to solve problems** about professional dispositions, skills, and abilities that are pertinent to obtaining a teaching position. ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, AP5, COEDU4

V. Content Outline

The overarching theme for this semester is Beginning to Teach in Special Education with specific focus on Reading and Behavior. Following are the guiding questions and topic areas that will be addressed in an integrated fashion throughout this semester. In this instructional block teacher candidates are enhancing their understandings and beginning to use these understandings to critically think and problem solve. Content will be revisited from the first semester in a scaffolded way that is considerate of the developmental needs of teacher candidates.

- I. What are K-12 schools?
 - a. How K-12 Educational Policy Decisions are made
 - b. The structure of K-12 education at the federal, state, and local levels.
 - c. How schools operate on a day to day basis
 - d. Accountability
- II. What is “teaching” in today’s K-12 schools?
 - a. Responsibilities, activities, issues, and stressors of teachers in K-12 schools
 - b. Basic pedagogical practices that occur in general education classrooms
 - c. Teacher as problem-solver
 - d. Inclusive education
- III. What should students learn and how is their learning assessed?
 - a. K-12 curriculum in: reading/literacy, writing, mathematics, science, and social studies
 - b. Assessment Practices
 - c. Social/emotional Domains
 - d. Cognitive Development and Learning Theories
- IV. Who are students with disabilities and how do they learn?
 - a. Disabilities as categorized by the IDEA
 - b. Effect of Primary Disability Characteristics on School Success
 - c. The Lived Experience of Students with Disabilities
 - d. Diverse Students with Disabilities

- V. What is special education and how does it work?
 - a. Identification methods for service delivery
 - b. History of special education
 - c. Socio-political context of Special Education
 - d. Impact of special education on the lives of students with disabilities and their families
 - e. Technical and professional language of special education
 - f. Ethical issues in special education
- VI. Who is the special educator in today's schools and what do they do?
 - a. The roles of special education teachers in fostering positive family-school relationships
 - b. Roles of special educators for facilitating inclusive practices
 - c. The problem-solving process and its relationship to effective teaching
 - d. Research-supported practices for students with disabilities that address academic, behavioral, social-emotional, and transition needs
- VII. Who am I in relation to becoming a special educator, and what do I need to achieve this goal?
 - a. Understanding self and its impact on my perspective as a special educator
 - b. Self-reflection and effective teaching
 - c. Building personal and teacher self-efficacy and resilience

VI. Required Texts and/or Readings and Course Materials

Honig, B., Diamond, L., & Gutlohn, L. (2018). Teaching reading sourcebook . *Consortium on Reading Excellence in Education*.

Boothe, K. A., & Hathcote, A. R. (2021). *A Case Study Approach to Writing Individualized Special Education Documents: From Preschool to Graduation*. Council for Exceptional Children. 1110 North Glebe Road Suite 300, Arlington, VA 22201.

***Additional relevant readings will be provided to students throughout the semester.**

VII. Supplementary (Optional) Texts and Materials

CAST Website

- <http://www.cast.org/teachingeverystudent/>

IRIS Modules

- <http://iris.peabody.vanderbilt.edu>
This site contains high-quality resources for college and university faculty and professional development providers about students with disabilities. Refer to separate document listing IRIS Modules that correlate with course objectives.

National Center on Response to Intervention

- http://www.rti4success.org/index.php?option=com_frontpage&Itemid=1
This site contains multiple resources including PowerPoints, video clips, and briefs on RTI.

Problem Solving and Response to Intervention

- <http://floridarti.usf.edu:16080/resources/websites/>

MathVIDS – Mathematics Video Instructional Development Source

- <http://www.coedu.usf.edu/main/departments/sped/mathvids>

VIII. Grading Scale*

A+ = 97% - 100%

A = 93% - 96%

A- = 90% - 92%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 73% - 76%

C- = 70% - 72%

D = 65% - 69%

F = below 65%

*A satisfactory level of proficiency in written work is expected and a grading component for all assignments will be the quality of written expression. This includes proper spelling, punctuation, syntax, format, and presentation. Excessive problems with written expression may result in receiving a failing grade on individual written assignments.

IX. Grade Categories and Weights

Evaluation of Student Outcomes	
Course Assignments & Quizzes – 40% of course grade All course assignments and quizzes due are specified on each Canvas course session page. **Assignments include but are not limited to the assignments described below.	
A. Reflections	–1-2 page exploration of ideas and concepts presented in particular readings or experiences. In the reflection, teacher candidates discuss what they have learned, why what they have learned is important, and finally how they will apply what they have learned in their practice. Reflections also include any questions that emerged from the reading or areas in need of additional information or clarification.
B. Guided Reflections	- 1-2 page responses to guided questions pertaining to particular readings or experiences.
C. Case Studies	Case studies address pertinent issues in education (e.g., challenge with behavior in the classroom; meeting the needs of diverse learners, etc.) and may take any one of the following formats (Waterman & Stanley, 2005): • Extensive detailed case study: Students are provided a scenario of an event and the decisions made by key players. They then analyze the decisions and provide recommendations for change. • Description, narrative case: Students are provided a narrative of a particular situation that is open-ended and has no clear correct answer. Students analyze the information and generate hypothesis about the events. • Mini case: Students are provided a brief description of a dilemma and respond based on their pre-existing knowledge. • Fixed choice options: Students are provided a particular scenario with 4-5 possible solutions. Working in small groups, students reach agreement on one solution and defend their choice.
D. Exams/Quizzes	– Exams will cover course readings, lectures, and discussions. They will be varied in format and consist of multiple choice, short answer, essay, role plays, simulations, web quests, etc.
E. Topical Outlines	– Weekly topical outlines of assigned chapter readings which include both chapter information and student reflections, application, or questions about outlined chapter content.
F. Instructional Routines, Lesson Plans, and Curriculum Hunts	
G. Exercises from textbooks	

Attendance/Class Discussions/ Participation 10% – Facilitated discussions in small and whole group addressing specific content or concepts pertaining to various topics. To receive full credit, you must be present at each in-class session on-time, and be prepared (have readings completed, bring materials & assignments due as specified on the Canvas course session page) and fully participate in all class activities/discussions. Leaving class early will be marked the same as a being late.

See attendance policy below for important details about making up work.

Behavior Intervention Plan (Key Assessment) 25% This assignment requires teacher candidates to work with an individual student from their practicum setting to help him or her engage in successful behaviors in the classroom. Their supervising teacher will assist them by identifying the student they will work with and provide them support and feedback as the candidate observes and hypothesizes the reason for the behavior, collect baseline data, design and implement intervention strategies, determine the success of the strategy, and identify next steps.

Horizontal Lesson Plan and Implementation Project (Key assessment)- 25% of course grade
See Canvas course home page for project requirements and rubric.

Key Assessment:

The Program Key Assessments for the Department of Special Education Undergraduate Program during this semester are the Horizontal Lesson Plan and Behavior Intervention Plan.

This assessment is aligned with the Council for Exceptional Children Knowledge and Skill Standards, the Florida Educator Accomplished Practices, the Florida Department of Education Exceptional Student Education Competencies and Skills, and the College of Education Conceptual Framework. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the candidate is progressing toward competency in the standards listed above. Candidates must demonstrate competency by performing satisfactorily on all components associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each competency in the Key Assessment Rubric. If the candidate does not achieve competency on the first attempt, the Key Assessment must be re-submitted with appropriate revisions by the date designated by the course instructor. Failure to pass the Key Assessment will affect your ability to continue your progression in the program (i.e., you will not be able to continue taking classes in the core ESE program and will have to retake the Level 2 instructional block and practicum the following year which will delay your graduation by at least one year). **Scores for subsequent submissions to achieve mastery will not be used in the computation of the final grade for the course.**

Digital Portfolio – USF is in the process of adopting a new e-portfolio system. Your instructor will notify you with more information.

FERPA Statement: Student information is protected under the Family Educational Right and Privacy Act (FERPA). The College of Education at the University of South Florida wants to ensure that students' records are protected and that teachers and potential teachers have the most appropriate training opportunities.

Candidates must adhere to the FERPA statute that can be found at <http://www.ed.gov/policy/guid/fpco/ferpa/index.html>

This project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under FERPA. When referring to students in the written or oral assignment, reference should be made to the **student(s) by a pseudonym**.

Audio recordings, video recordings, and/or images should not be posted or stored on any electronic medium that has the potential to be viewed by any individuals other than those for whom they were intended in order to complete the assignment. Media may not be used for professional presentations, bulletin boards, Facebook, You Tube, or any non-secure, non-password protected web site and/or venue that will violate students' privacy without student and parental written permission. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor."**

X. Course Policies: Grades

Attendance/Professional Behavior:

The Department of Teaching and Learning maintains a professional teacher-training program and as such, all students are expected to conduct themselves in a professional manner during all activities associated with this course, including class and on-line discussions, and teaching and learning at your internship setting. Appropriate interactions between and among students and instructor are expected at all times. Disruptions to the academic process will result in appropriate disciplinary action.

Students are expected to arrive on time, remain for the full class session, and be prepared to actively participate. Active participation includes being prepared for class by having completed all required reading, contributing to class discussions, and participating in class activities.

Students are expected to arrive on time, remain for the full class session, meet all video-related class expectations, and actively participate. Active participation includes being prepared for class by having completed all required reading, contributing to class discussions, and participating in class activities.

Regular class attendance is expected. Both absences, late arrival, and leaving early will result in the deduction of class participation points. Written confirmation from your course instructors is required for an absence to be counted as "excused." **In the event of illness, death**

in family, or other medical/health related reason for an absence, official documentation of the reason must be submitted to your course instructor within one week of the missed day.

Make Up Work Policy:

1. Excused Absences = full credit for assignments submitted within 1 week

2. Unexcused Absence = Total loss of attendance and assignment points

* One or more unexcused absences or tardies/leaving early = Professional growth plan meeting

* Two or more excused absences = Action Plan Meeting

Late/Missing Work Policy: All assignments are due at the date listed in Canvas. **There are no late points allowed for missed in-class participation/assignments or key assessment assignments - if submitted late a non-negotiable grade of zero will be applied.** For all other assignments submitted late - there will be an automatic grade deduction of 30% per day.

Grading Criteria*: Grading consists of letter grades. Assignment of a plus or minus may be implemented according to university guidelines. A grade of Incomplete will be awarded for extenuating circumstances and only if a substantive amount of coursework has been completed and the student is in good standing with the course grade. A minimum grade of "C-" or "S" must be achieved in courses within your major.

General Grading Rubric:

This is a course for ESE teacher candidates. The focus of this semester is on demonstrating your comprehension, application, and analysis skills. In all assignments and reflections, students are expected to be able to demonstrate knowledge comprehension and application (Define, Describe, Identify, Label, Recall, Sequence, Write, Demonstrate, Discuss, Explain, Report, Review, Summarize, Apply, Choose, Prepare, Produce, Select, Show, and Use information). Depending on the points in each assignment, the instructor may use the following rubric for grading:

100% = demonstrates exceptionally thoughtful and thorough connections to class reading or reflection on the entire assignment (including making multiple connections to prior classes or recent class sessions, content, readings, AND teaching etc.).

80% = demonstrates thoughtful and thorough reading or reflection on the entire assignment (including making connections to class or content or teaching etc.).

70% = demonstrates superficial reading or reflection on the entire assignment OR thoughtful reading of only part of the assignment.

0 = demonstrates superficial reading of only part of the assignment (no thoughtful reflection or connections made).

XI. Course Schedule See Attached Documents in Canvas*

* Note: The Schedule is subject to revision

XII. Course Policies: Technology and Media

Email: Students are expected to communicate with the instructors via email.

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Live Virtual Class Do's & Don'ts

DO

- Arrive on time for the meeting.
- Make sure to turn and keep your video ON.
- Sit in a quiet spot in your home with limited distractions.
- Sit at a desk or table so you are able to organize materials and take notes.
- Keep yourself on MUTE until it is your turn to speak, unless otherwise directed.
- Make sure family members know not to interrupt you at this time.
- Dress appropriately for a professional teacher training program.
- Raise your virtual hand to speak.
- Be kind and respectful at all times.

DON'T

- Don't multi-task or surf online during class time.
- Don't drive or attend class while in a moving vehicle, coffee shop, or restaurant.
- Don't walk around with your device. Make sure to stay in one spot during our meeting.
- Don't interrupt your classmates when they are speaking.
- Don't turn on music or television during our meeting.
- Don't eat, lounge in bed, or on the couch during our meetings, please.
- Don't forget to smile and be happy to participate in our learning community!

XIII. Course Policies: Student Expectations

Academic Integrity

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently

accredited institution. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF System Regulation 3.027](#).

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the [Office of Student Rights and Responsibilities](#) (OSSR) or the [Office of Diversity, Inclusion, and Equal Opportunity](#) (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the [USF Center for Victim Advocacy and Violence Prevention](#): (813) 974-5757.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF System Policy 10-045](#)). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

Turnitin: In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

The Writing Studio: Offer information about the Writing Studio.

Example: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

SMART Lab: Offer information about the SMART Lab.

Example: The SMART Lab is a learning environment dedicated to supporting students in introductory math courses. Equipped with over 300 computers, students, with the assistance of instructors, tutors and teaching assistants, work on improving their performance in SMART Lab courses. For more information or to make an appointment, visit <http://www.lib.usf.edu/smart-lab/>, stop by LIB 2nd Floor, or call 813-974-9944.

Reflection Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.
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Case Study Rubric

	Target	Acceptable	Unacceptable
Analysis and Synthesis	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student's strengths, weaknesses, etc.
Diagnosis	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included
Interventions	Includes five to six sessions; detailed summary of strategies and techniques used; strong plan	Includes four sessions; detailed summary of strategies and techniques used; average plan	Less than four sessions; weak summary of strategies and techniques used; poor plan
Evaluation	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or referral	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or referral

Reflection	Thoughtful description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes
Miscellaneous	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length

Horizontal Lesson Plan and Implementation Project Rubric

Purpose: To demonstrate an understanding of planning targeted intervention instruction across days to build proficiency and automaticity with the foundational reading skill selected based upon focus group student needs. Teacher candidates will plan a two-week lesson that demonstrates a spiraling of skill instruction throughout the areas of an effective intervention lesson plan.

Lesson Elements Related	5 Outstanding	4 Proficient	3 Adequate	2 Limited	1 Poor
Objectives & Standards Related to Student Background/ Need <u>ESOL</u> 2.1b, 2.3e, 4.1 <u>COEDU</u> 2,4 <u>FEAPS</u> 1a, 3c, 3e <u>CEC</u> 3.2,5.6 <u>FLESE</u> 5.6,5.7	Lesson plan includes clear & reasonable objective(s) with at least one foundational reading skill connected to the standards. Objectives are measureable and achievable and clearly linked to prior learning/what comes next and demonstrates need for remediation based upon student data.		Lesson plan includes objective(s) with at least one foundational reading skill connected to the standards. Objectives are achievable and measurable.		Objective is unclear; is not explicit, sequential, or systematic; or is not relevant to the students' needs.

Modeling FEAPS 3b, 3d COEDU 3,5 ESOL 2.1d CEC 5.0 FLESE 3.4,3.6	Lesson plan clearly illustrates teacher modeling of skill and there is evidence that it is <u>responsive</u> to student needs. Lesson plan reflects teacher use of modeling that supports student acquisition of skill and spiraled instruction. Teacher reflection piece illustrates whether or not the students needed the planned amount of modeling, more modeling, or less and moved into	Lesson plan utilizes modeling based upon the student needs. Lesson plan reflects teacher use of modeling which supports student acquisition of skills and spiraled instruction.	Lesson plan utilizes modeling as part of the lesson plan. Lesson plan is reflective of student need and shows a progression across days.	Lesson plan minimally utilizes modeling as part of the plan. Modeled skill does not appear reflective of student need.	Modeling is not used; or teacher does most of the work by not releasing responsibility to students.
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Guided Practice ESOL 1.1c, 4.1e COEDU 4,6 FEAPS 3b, 3g CEC 3.1, 4.4, 5.6 FLESE 3.1,3.2	Lesson plan provides opportunities for students to practice lesson content with teacher guidance and/or scaffolding. The <i>plan clearly outlines</i> the teacher's actions and what the student will be expected to do which evidences explicit instruction of skill (i.e. using dry-erase board, using flash cards, use of manipulatives). Lesson plans also anticipate where student(s) may need feedback and provides options for	Lesson plan provides opportunities for students to practice lesson content with teacher guidance and/or scaffolding. The <i>plan outlines</i> the teacher's actions and what the student will be expected to do which evidences explicit instruction of skill (i.e. using dry-erase board, using flash cards, use manipulatives etc.).	Lesson plan provides an opportunity for students to practice skill with teacher guidance. The <i>plan outlines</i> the teacher's actions and what the student will be expected to do.	Lesson plan provides an opportunity for students to practice lesson content with teacher guidance.	Guided practice is not provided and/or is not relevant to student needs.
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Formative Assessment, Data Collection, and Instructional Decision Making COEDU 4,6 FEAPS 1d, 3g, 3h CEC 4.2, 4.4 FLESE 2.6,3.6 ESOL 5.3a, 5.3f	Plan specifically details how the teacher will <i>check for student understanding or misconception</i> of the lesson objective to determine the next steps for instruction. The with-in lesson assessment is linked to guided practice. An instructional decision making chart is included that effectively documents teacher decision making that is clearly linked to student assessment data. Additional instructional steps, (modeling or small group reteach etc.) are provided in the event students are not meeting	The lesson plan describes how the teacher will <i>check for student understanding</i> and next steps. The with-in lesson assessment is linked to guided practice.	The lesson plan describes how the teacher will <i>check for student understanding</i> and the next steps. There is evidence of an in-lesson assessment.	The lesson plan states the teacher will check for understanding without clearly describing how.	The lesson plan does not included formative assessment after guided practice.
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Independent Practice/Lesson Assessment COEDU 2,3 FEAPS 3b, 3i, 4b CEC 1.0, 5.6 FLESE 2.2, 5.6 ESOL 2.3e	Lesson plan provides a variety of opportunities and/or <u>choices</u> for student independent practice of lesson content. Independent practice clearly assesses student understanding of <u>all lesson objectives</u>. The plan explicitly describes the specific criteria for evaluation and makes clear the connections between the criteria and the objectives. Assessment conditions are effectively modified as needed to accommodate	Lesson plan provides an opportunity for student independent practice of lesson content with limited choice to meet the lesson objectives. Plan clearly describes how students will be assessed and the criteria for evaluation. Assessment conditions are modified as needed to accommodate learning needs.	Lesson plan provides an opportunity for student independent practice to assess the lesson objective. Assessment conditions are modified as needed.	Lesson plan provides an opportunity for assessment but assessment does not clearly meet the lesson objective. Assessment conditions are modified but do not take individual learning needs into account.	Lesson plan does not provide an opportunity to assess the lesson objective. Assessment conditions are administered the same regardless of student need.
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Evidence of Progression (Sequential) COEDU 2,6 FEAPS 1b, 1c FLESE 2.5,3.3 CEC 5.6	Two week plan affords skills to build and are cumulative (i.e. skills move from simple to complex; or the skills progress through a sequence; phonics skill is taught/ reviewed/ practiced daily over the course of the two weeks; or the skills is practiced with fading scaffolds/ supports leading to independent	Two week plan affords skills to move from simple to complex and are taught/ reviewed/ practiced daily over the course of the two weeks.	Two week lesson plan allows for skill(s) to be practiced daily over the course of the two weeks, but skill is not progressive or is not practiced with fading scaffolds/ supports.	Two week lesson plan identified skill(s) are repeatedly practiced but the order does not support student acquisition of skill.	Two week lesson plan has no evident skill identified to be practiced over days.
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Students Work Samples <u>ESOL</u> 5.3f <u>COEDU</u> 4, 6 <u>FEAPS</u> 3i <u>FLESE</u> 2.6	Graded student work samples, directly related to lesson content/objectives, are attached to the lesson plan. Work samples include meaningful written feedback OR a key to the documentation system of student results for each objective and clearly details		Graded student work samples related to lesson content are included with lesson plan.		Student work samples are not included.
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Content is Explicit ESOL 2.2a COEDU 4,6 CEC 5.0 FEAPS 3a, 3g FLESE 1.6, 3.2	Daily description of activities includes clear evidence that lesson instruction makes content understandable through appropriate processes such as use of embedded routines, task analysis, scaffolding, graphic organizers, and visual/verbal examples, forms of knowledge, direct instruction, and guided practice. This clearly connected and well-planned step by step process facilitates	Daily description of activities includes evidence that lesson instruction makes content understandable through task analysis, scaffolding, graphic organizers, visual/verbal examples, forms of knowledge, or direct instruction, and guided practice. This step by step process facilitates students' understanding .	Daily description of activities includes evidence that lesson instruction makes content understandable through clearly articulated direct instruction, and guided practice. This step by step process facilitates students' understanding.	Daily description of activities includes evidence that lesson instruction makes content understandable through direct instruction (missing evidence of guided practice).	Content is not clearly defined to ensure understanding for students.
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Content is Systematic <u>COEDU</u> 2,6 <u>CEC</u> 1.0 <u>FEAPS</u> 3b, 3g <u>FLESE</u> 3.3, 5.6 <u>ESOL</u> 4.1e	Lesson plan includes clear evidence that lesson content meaningfully and effectively connects to student's demonstrated need based upon data provided. Instruction is scaffolded and provides the student the means to connect to prior knowledge.	Lesson plan includes evidence that lesson content connects to student's need based upon data and incorporates prior learning.	Lesson plan includes evidence that lesson content connects to students' need based upon data.	Lesson plan does not utilize student data to plan an appropriate skill for remediation.	Lesson plan does not connect to student students' needs.
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Day by Day Description COEDU 4,6 CEC 3.1 FEAPS 1b, 1f FLESE 1.7 ESOL 4.1c, 4.1d	Day by day description is clear and explicit and sufficiently describes what the teacher is to do each of the eight days over the two weeks of ESY. Description includes all information necessary to replicate the lesson including word lists and activities. The complete description supports the sequential nature of the overall plan and addresses	Day by day description is complete and describes what the teacher is to do each of the eight days over the two weeks. Description includes most information necessary to replicate the lesson. The description supports the sequential nature of the overall plan.	Day by day description addresses what the teachers is to do but lacks clarity in some places. The activities are explained, but some information to replicate the lesson are missing.	Day by day description is bare bones and difficult to follow or replicate.	Day by day description is unclear or not present.
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Teacher Reflection COEDU 4 CEC 6.0, 6.1 FEAPS 3j, 5c, 5e FLESE 2.6, 3.3	Teacher reflection clearly uses student data to describe in detail: • What went well? • What needs did not go well and why? • Based on the above anything that you will change/ adjust to ensure the lesson goes better next time and lesson implementation in general improve • How you effectively convey high expectations for all	Lesson Plan Reflection uses student data to describe: • What went well? • What did not go so well? • Based on the above anything that you will change/ adjust for the next lesson. • How you effectively convey high expectations for all students.	Lesson Plan Reflection begins to make connections with student data to describe: • What went well? • What did not go so well? • Based on the above anything that you will change/ adjust to improve the next lesson. • How you effectively convey high expectations for	Lesson Plan Reflection describes: • What went well? • What did not go well?	Lesson plan reflection not included or not directly related to lesson.
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Student Evaluation Results <u>COEDU</u> 4,6 <u>CEC</u> 4.1 <u>FEAPS</u> 1e, 4c, 4f <u>FLESE</u> 2.2, 3.1	Lesson evaluation results from the post testing are included in a chart that clearly and efficiently documents the outcomes of the lesson assessment. The attached chart lists (post testing of Cool Tools or Rewards pre-assessment) all students' results for the two weeks. Technology is effectively utilized to organize and integrate	Lesson evaluation results are included in a chart that documents the outcomes of the lesson assessment. The attached chart lists all students' results for each lesson objective and includes a brief error analysis of the student of data. Technology is used to organize and document assessment data.	Lesson evaluation results are included in a chart that documents the outcomes of the lesson assessment. The attached chart lists students' results for the lesson objectives and includes a superficial error analysis. Technology is used to document data.	Lesson evaluation results are included in a chart that documents the outcomes of the lesson assessment. Technology is used to document assessment data, but organization of data is unclear.	Chart is unorganized or not included. Assessment data is not included.
Total Score					/60

Learning Contract

Name: _____ Course: _____ Topic: _____

Date Absent: _____ (E / UE) Due Date: _____

In addition to reviewing materials and completing assignments from the missed class, I will complete one make up assignment from the menu below.

Make Up Assignment:

- € Write a 2-3 page paper (APA) based on the topic missed, based on texts and readings
- € Interview 2-3 people at your practicum site about the topic, submit 2-3 page report
- € Create a 10 minute presentation & handout for the class, based on texts and readings
- € Complete an IRIS module on the topic, submit answers to all questions

Evaluation Criteria:

Make up work must thoroughly address the topic of the class you were unable to attend. You must accurately use APA style for all references and citations. Final determination of quality will be made by the instructor.

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____