Course Number & Title: EDUC 440 Educating Individuals with Exceptional Needs  
Term and Year: Winter 2018

Instructor:  
Megan A. Hirzel Best  
Office Location:  
TBD

CLASS LOCATION & TIME:  
Monday, 5:10-8:00 
02-213

Office Hours: Best: By appointment  
Email: mhirzel@calpoly.edu

Course Description: Characteristics, incidence, and etiology of individuals with exceptional needs. Attitudes, problems, assessment, and approaches toward accommodating exceptional students, including those from diverse backgrounds, in the regular classroom. 3 seminars, 1 activity.

COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize behavior commonalities among individuals with exceptionalities.</td>
<td>Reading Response; “Insights” Assign</td>
<td>1</td>
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<tr>
<td>2. Recognize individuals’ with exceptionalities academic, affective, and social strengths, weaknesses, and learning characteristics and understand how these factors could be applied toward appropriate classroom accommodations.</td>
<td>UDL Lesson Assign; “Insights” Assign</td>
<td>1</td>
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<tr>
<td>3. Recognize the impact of social, cultural, linguistic, and economic factors on the identification, placement, and educational programming of individuals with exceptionalities.</td>
<td>Reading Response</td>
<td>2, 5</td>
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<td>4. Recognize and describe the principles and strategies of nondiscriminatory assessment, placement in the least restrictive environment, instruction for individuals with exceptionalities.</td>
<td>Reading Response</td>
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<td></td>
<td>UDL</td>
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</table>
5. Develop effective use of individualized behavioral and instructional objectives, and appropriate instructional processes and strategies, for the modification of curriculum, instruction, classroom management, and student outcomes for individuals with exceptionalities in the regular classroom.

6. Understand the historical, legal, and ethical factors surrounding the provision of special educational services including IDEA, ADA, Section 504 of the Rehabilitation Act.

<table>
<thead>
<tr>
<th>Lesson Assign</th>
<th>Reading Response</th>
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<tr>
<td>1</td>
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<tr>
<th>Reading Response</th>
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<tr>
<th>UDL Lesson Assign</th>
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<tr>
<td>6</td>
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<tr>
<td>3.1</td>
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7. Describe, define, and delimit the movement, mobility, sensory, and specialized health-care needs required for individuals with exceptionalities to participate fully in classrooms, schools, and the community.

8. Use technology in preparing assignments and delivering presentations for this course.

<table>
<thead>
<tr>
<th>Lesson Assign</th>
<th>Reading Response</th>
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<td>1</td>
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<tr>
<th>Reading Response</th>
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<tr>
<th>UDL Lesson Assign</th>
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<tr>
<td>6</td>
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<tr>
<td>3.1</td>
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</table>

Note: Learning Outcomes and Dispositions are provided at the end of the syllabus.
<table>
<thead>
<tr>
<th>Week 1: January 8</th>
<th>Topics</th>
<th>Assignments Due Before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview</td>
<td>Course Overview History of SPED Person Centered Language UDL</td>
<td>Watch Willowbrook Video (Polylearn)</td>
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<td>Week 2: January 15</td>
<td>Holiday</td>
<td>None</td>
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<tr>
<td>Week 3: January 22</td>
<td>Law &amp; Inclusion IEPs &amp; 504 MTSS/RTI</td>
<td>Read Chapter 1 &amp; 2 Reading Responses Ch. 1 &amp; 2 Watch Podcasts (Polylearn)</td>
</tr>
<tr>
<td>Week 4: January 29</td>
<td>Parent/Family collaboration ELL</td>
<td>Read Chapter 3 &amp; 4 Reading Responses Ch. 3 &amp; 4 Watch Podcasts (Polylearn)</td>
</tr>
<tr>
<td>Week 5: February 5</td>
<td>Learning Disabilities ADHD</td>
<td>Read Chapter 7 &amp; 8 Reading Responses Ch. 7 &amp; 8 Watch Podcasts (Polylearn)</td>
</tr>
<tr>
<td>Week 6: February 12</td>
<td>Autism ABA/PBS</td>
<td>Read Chapter 10 Reading Responses Ch. 10 Watch Podcasts (Polylearn)</td>
</tr>
</tbody>
</table>
| Week 7: February 20 (Tuesday) | Emotional and Behavioral Disorders FBA/BIP | • Read Chapter 9  
• Reading Responses Ch. 9  
• Watch Podcasts (Polylearn) |
| Week 8: Feb 26 | Speech and Language Impairments Assistive Technology *SLP | • Read Chapter 11 & 5  
• Reading Responses Ch. 11 & 5  
• Watch Podcasts (Polylearn)  
Comment [VM8]: 1.1, 4.5 I/P (Introduced through readings and video/podcasts prior to class. Practiced through discussions and activities during class meetings).|
| Week 9: March 5 | Visual Impairments Hearing Impairments | • Read Chapter 12 & 13  
• Reading Responses Ch. 12 & 13  
• Watch Podcasts (Polylearn)  
• UDL Assignment  
Comment [VM9]: 1.1, 3.6, 4.5, 5.6, 5.8 I/P (Introduced through readings and video/podcasts prior to class. Practiced through discussions and activities during class meetings).|
| Week 10: March 12 | Intellectual Disabilities Low Incidence Disabilities *Guest Speaker: Occupational Therapist | • Read Chapter 6, 14, 15  
• Reading Responses Ch. 6, 14, 15  
Watch Podcasts (Polylearn)  
Comment [VM10]: 1.1, 4.5 I/P (Introduced through readings and video/podcasts prior to class. Practiced through discussions and activities during class meetings).|
| Week 11: March 19 | Finals Week-No Class | • Insights and Fieldwork Assignment  
Comment [VM11]: 1.1, 4.5 I/P (Introduced through readings and video/podcasts prior to class. Practiced through discussions and activities during class meetings).  
Comment [VM12]: 3.6 I/P |
Welcome to EDUC 440! This course is designed to provide you with an introduction to the understandings and skills you will need to teach students with exceptionalities in general education classrooms. Goals for this course include gaining knowledge of definitions, characteristics and methods relating to teaching students with exceptionalities. In addition, attitude development will be of equal importance. Themes of inclusion and collaboration will permeate this course as well as their corresponding values. These values include: (a) “envisioning the great expectations students with exceptionalities can attain;” (b) “enhancing the positive contributions students with exceptionalities can make;” (c) “building on the inherent strengths students with exceptionalities have;” (d) “enabling students with exceptionalities to act on the choices they can and should make;” (e) “encouraging students with disabilities to expand their relationships;” and (f) “honoring the rights of students with disabilities as citizens.”

TECHNOLOGY REQUIREMENTS

Students must have access to computers and the World Wide Web in order to complete assignments for this course. Students must have an active Cal Poly email address.

TEXT

Required:
EDUC 440 Syllabus. (Available on PolyLearn)
Podcasts may be placed on PolyLearn at the instructor’s discretion.

ATTENDANCE

Both attendance and participation are an important part of this class. As this is a seminar course in a professional program, active participation and professional demeanor are critical components. Students must attend a minimum of 90% of all classes (this means arriving to class on time, staying for the entire class, reading assigned materials, participating in class discussions), use appropriate communication and interpersonal skills and complete in-class and out-of-class assignments on time.

Grades will be reduced for students who miss more than 10% of all class sessions. It is the student’s responsibility to become informed regarding any class content missed and arrange to submit work electronically and on
time. Students are expected to establish partnerships with other classmates and contact them first versus relying solely on the instructor when absent.

Please turn off cell phones during class or switch to an inaudible signal. Please respond to calls only if it is an emergency. If you must respond to a cell call, please leave class to do so. In addition, laptops must be put away during guest speaker presentations. Finally, please notify the instructor via email mhirzel@calpoly.edu if you are unable to attend class.

ASSIGNMENTS

Assignments will be designed around the professional situations and needs of the students, to the extent that is practical. Many classes will include student led discussions of the assigned readings and include student and teacher led related activities. It is expected that everyone will have read the material and will be prepared to participate in the discussion and activities. Evaluation criteria includes the following:

1. Podcasts & Participation
2. Reading Response
3. Insights Field Study Assignment
4. Universal Design for Learning Assignment

PODCASTS & PARTICIPATION 16%

Due: Weekly

Why give credit for discussion leadership and participation in class? First, this is one way I can easily evaluate/access your thinking and your work. Second, I believe your thoughts, opinions, and the related information you provide are worth sharing with others. Third, as many students have a special interest in particular disabilities, this interactive opportunity allows every person to individualize a portion of this course to meet his/her needs. Lastly, this is a teacher preparation program, allowing you to assume instructional leadership is consistent with the goals of all our teacher preparation programs.

Participation will be based on several evaluative criteria. Each student is expected to participate actively in all activities and discussions throughout the quarter.

For each topic covered in class, you will watch an assigned podcast/YouTube video/Iris module prior to class and complete the corresponding activity in class. Informal assessments will be conducted by various group activities. The instructor will serve as evaluator of participation. Attendance will also be an indicator of each student’s level of participation.
Due: Weekly

For each chapter assigned, you are to write at least three key points from the chapter and reflect on how this information might impact your teaching practice. You will receive points for each reading response if it meets the following criteria:

1. On time
2. Incorporates the appropriate number of key points
3. Typed and organized (reference citation, brief description of the reading- no more than 5 sentences, bulleted key points, and reflection on teaching practice- no more than one paragraph). Each reading response should be approximately one page in length.

Due: March 5 (week 9)

This assignment will be a practical application of the knowledge gained in this course. The purpose of this assignment is to develop expertise with adapting standards-based general education instruction and develop lesson plans that differentiate instruction.

You will design one lesson plan. This plan will be designed for a specific general education classroom of your choosing (i.e., you may specify grade level). Each lesson plan will address reading, language arts, math or science standards.

You are required to post your UDL Assignment in the appropriate Forum of the Discussion Board for this class on the day it is due.

The following information must be included and you must organize your paper with the following headings:

I. Introduction (2 pages)
   a) Grade level
   b) Demographic profile of students in your general education class. The demographic profile must include the age, gender, strengths and areas of need for EACH student. Be sure that the student who is the focus of your modifications and or accommodations (e.g., student with learning disabilities) has strengths and areas of need clearly explained.)
   c) Subject
   d) Context for the lesson (i.e., where the lesson occurs in the long-range planning for the class)
   e) Lesson objective(s)
II. Special Factors and Considerations (2-3 pages)

a) Evidence of Universal Design for Learning. Utilize multiple means of **representation** ("what"), multiple means of **expression** ("how") and multiple means of **engagement** ("why").

b) List 4 modifications and/or accommodations made to fit the target student’s needs. Include an explicit statement for each one that explains the modification or accommodation and how it matches to the specific needs of the exceptional student.

c) The **IEP objectives** that will be addressed or accommodated for in the lesson. (Check with your cooperating teacher for IEP goals. Please maintain confidentiality in your paper.)

d) **Classroom arrangement** during implementation of the lesson, including a diagram of the class.

III. Lesson Plan (2-3 pages)

Provide the sequence of events/activities in the lesson. (Use a lesson plan format that works best for you. A lesson plan guide can be distributed if needed. A script of the lesson is not needed.)

IV. Rationale (at least one page in length)

Explain how objectives, sequence of activities, materials, accommodations and/or modifications, and classroom arrangement address the characteristics of the students in the demographic profile. Two or more citations are needed in this section to support your rationale. Citations can be from the following: Gargiulo text, peer-reviewed journal articles, peer-reviewed websites, scholarly books.

V. Attachments (optional)

Include any lesson materials that would be needed for the lesson such as worksheets or graphic organizers.

*Other notes:*

For the purposes of this lesson assume there is NO instructional aide available.

You are strongly encouraged to collaborate with other classmates and working teachers that you know in completing this assignment.

Be prepared to lead a 5-minute discussion.
Activity Portion of Course: Insights Field Study 33%

Due: March 19 (Week 11)

Goals:

• Connect course reading and discussion re. disability with real children and teachers through interview and observation.

• Gain a greater understanding of an exceptionality through analysis of secondary sources and personal contacts.

• 7 hours of observation. Observations must also include one hour of observation with a related service provider (speech, occupational therapy, adapted PE, vision and mobility specialist, behavior consultant), one hour of observation of a Student Study Team (SST) meeting and observation in a special education classroom (RSP, SDC). Credit for observation will also be given for attending an IEP meeting.

Instructions:

Part I.

Observation Summary and Forms: You will observe a special education classroom and a related service provider. (3 forms – see end of syllabus; summary of observation -- 2 pages)

Visit a local school and observe the classroom of a special educator and a related service provider (Speech Pathologist, Occupational Therapist, Adapted PE teacher, Physical Therapist, Vision Specialist, etc...)

Include the following information in your summary:

Summary of observations including:

a) Description of the school and student population, description of service delivery model, description of students served in the class/group.

b) Summary of observations in special education class including lessons/objectives, group size, accommodations and modifications used in class.

c) Summary of observations of related service provider including group size, accommodations and modifications used.

d) Teacher and related service providers views on and experiences with the exceptionality and special education

e) Insights you gained and personal reactions in light of 2 different citations that link what you learned about special education and the exceptionality in the literature.
Part II. Student Study Team (SST) (2 pages, plus attachments)

You will attend one or more Student Study Team (SST) meetings. This will count towards your 7 hours of fieldwork. Once you have experienced an SST, you will choose a student from your placement that would be a possible candidate for an SST meeting and prepare the necessary documents. **Note:** You do not have to actually submit your target student to the school team for SST.

Submit:

- Your school sites SST form filled out with student information and concerns. (If you do not have one, one will be provided for you) This should include a list of interventions that have been tried.
- Copies of data/student work samples, depending on reason for SST.
- 1 page summary of literature on suspected exceptionality with 3 different citations.
- 1 page summary of your experience at the SST meeting and your rationale for recommending your chosen student for an SST.

Part III. Conclusion (1 page)

This section should be a reflection of at least **three** of the most significant insights you gained through all parts of this assignment. Your conclusion should include, but is not limited to, the following:

1) Explain why each of the insights you are highlighting in this section was significant to you.

2) How will you take the insights gained and use them in your professional life as an educator?

3) How has your attitude toward people with disabilities changed or become affirmed?
Grading

An absolute "curve" will not be used for establishing the grades assigned to students in this class, it is expected that the following point system will be employed to establish the achievement of students. However, there may be adjustments as the quarter progresses and the value and quality of the assignments and examinations become more evident:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>16</td>
<td>75</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>16</td>
<td>75</td>
</tr>
<tr>
<td>UDL Assignment</td>
<td>33</td>
<td>150</td>
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<tr>
<td>Insights Case Study Assignment</td>
<td>33</td>
<td>150</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
<td>450</td>
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According to the Cal Poly Catalog, the following grading system is in effect:

A -- **Superior** attainment of course objectives (94-100%; A minus = 90-93%)

B -- **Good** attainment of course objectives (84-89%; B minus = 80-83%)

C -- **Acceptable** attainment of course objectives (74-79%; C minus = 70-73%)

D -- **Poor** attainment of course objectives (64-69%; D minus = 60-63%)

F -- Non-attainment of course objectives

"Plus" and "Minus" grades will be assigned. Grades of Incomplete (I) or Withdrawal (W) will be issued by the instructor only under the most extreme circumstances.

**Assignments and Incompletes**

Incompletes are rarely given, and never because you just need more time. An incomplete grade can be given only if you are doing satisfactory work, but for nonacademic reasons beyond your control, you are unable to meet the requirements of the course. We are very strict about giving an incomplete and it typically requires medical documentation.

Course assignments are purposefully distributed throughout the quarter, and it is not acceptable to try and complete all the work in a short period of time (e.g., during the last month of the quarter). Therefore, if the assigned work is not complete according to the schedule in the course syllabus, you will not pass the course. It is the student’s responsibility to raise questions regarding syllabus information and especially regarding course requirements, during the first week of the quarter.
GENERAL GUIDELINES

1. All assignments submitted to the instructor must be the original work of the student and shall not have been submitted for credit in any other course.

2. All assignments must be completed and presented to the instructor ON THE DUE DATES! Papers will be accepted late only under the most UNUSUAL and UNAVOIDABLE of circumstances. Grades will be reduced to reflect the additional time required to complete the assignment(s).

3. All written assignments must be typed and submitted as a PDF file.

4. Before submitting any assignments, reread your work to make sure that it reflects the professional quality expected of a teacher. Good sentence structure and grammar should be employed and all typing or spelling errors should be corrected. Papers that fail to adhere to these standards will be returned unread.

5. Unless otherwise indicated by the instructor, all assignments are to be completed by individual students, do not "share", copy or plagiarize other student's work.

7. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations.
Dear Colleague:

Thank you for agreeing to have _______________ doing her/his observation experience in your program. In order to complete this assignment successfully, the following points may be helpful.

1. The candidate will do 7 hours of field experience with candidates with students with disabilities in your program. This can include both observations and hands-on experience; but only the observation is required by me.
2. The candidate will ask you to sign the Field Experience Hours Log.
3. The candidate will fill out a few checklist forms (Instructional environment) to apply their knowledge to a real classroom setting.
4. The candidate may ask questions about your students, current issues in the field of special education, and your instructional methods.
5. The candidate will draw a diagram of your classroom to have a better idea of its instructional environment.
6. The candidate will also observe a related service provider who also interacts with students with disabilities.

Thank you again for having my student with you. I hope it will be an enriching experience for all. If you have any questions or concerns, please feel free to contact with me at mhirzel@calpoly.edu

Sincerely,
Megan A. H. Best, M.A.
Adjunct Professor, Special Education
California Polytechnic University, San Luis Obispo
Form 1: LOG FOR FIELD EXPERIENCE

Candidate Name:

Name of School District:

Name of School:

Name of Teacher:

Name of Related Service Provider:

<table>
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<tr>
<th>Date</th>
<th>Signature</th>
<th>Time in</th>
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<th>Hours</th>
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Total Hours:
Form 2: DIAGRAM OF THE SPECIAL EDUCATION CLASSROOM

Draw a layout of a classroom typical for their age, grade or content area. Include storage, media, maps, bulletin boards, any special features that are unique to their content, & doors/windows, etc.

Observe and describe the bulletin boards and other displays in the classroom: What topics are emphasized? Include a description of the type of programs and instructional approaches you observed. Are students working in large groups, small groups, or individually? Describe specific adaptations with children with special needs.

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EDUC 440 Winter 2018
## Form 3: ASSESSING THE SPECIAL EDUCATION INSTRUCTIONAL ENVIRONMENT CHECKLIST

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Arranges physical space to include appropriate furniture &amp; designated areas</td>
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<td>Established appropriate traffic patterns; facilitates access to materials</td>
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<td>Arranges seating to facilitate learning</td>
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<td>Makes the classroom visually appealing</td>
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<td>Emphasizes a sense of student ownership of the physical environment</td>
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<tr>
<th>Time/Instructional Management</th>
<th>5</th>
<th>4</th>
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<tr>
<td>Establishes and adheres to classroom/individual schedules</td>
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<tr>
<td>Establishes guidelines for management of daily routines</td>
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<tr>
<td>Monitors academic learning time carefully</td>
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<td>Manages nonacademic time efficiently</td>
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<tr>
<td>Determines goals and responsibilities</td>
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<td>Emphasizes individual achievement</td>
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<td>Matches instructional needs to curricula</td>
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<td>Implements a variety of instructional arrangements</td>
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<td>Uses relevant, purposeful, and motivating teaching methods, activities, resources, and technology</td>
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<td>Monitors progress and provides corrective feedback</td>
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<table>
<thead>
<tr>
<th>Behavior Management</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Posts, teaches, and enforces rules (positive, concise, fair)</td>
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<tr>
<td>Administers clear and appropriate consequences</td>
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<tr>
<td>Provides specific feedback for behavior</td>
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<td>Maintains a 3 to 1 ratio of attention to positive vs. negative events</td>
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<td>Uses a variety of interventions and reinforcers</td>
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<td>Individualizes interventions</td>
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<tr>
<td>Scripts out classroom routines</td>
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<td>Uses behavioral rehearsal</td>
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<td>Uses punishment sparingly</td>
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<td>Includes self-management and monitoring techniques</td>
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Comment [VM7]: Activity for Practice and Assessment of 2.2 & 2.3
### Teacher Effectiveness

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<tbody>
<tr>
<td>Maintains high expectations</td>
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<td>Knows students and accommodates diversity</td>
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<td>Has a sense of humor, confidence, enthusiasm</td>
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Please write a brief rationale for the scores you provided for each heading.

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EDUC 440 Winter 2018

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### VISION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

### MISSION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

### LEARNING OUTCOMES

1. Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

### SOE DISPOSITIONS

#### Professionalism

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

#### Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

#### Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.