

Stone Child College
Teaching Exceptional Learners
EDU 337

COURSE INFORMATION

- A. Number: EDU 337
- B. Title: Teaching Exceptional Learners
- C. Credits: 3
- D. This course is offered Spring Semester
- E. Co-requisite: EDU 380

INSTRUCTOR INFORMATION

- A. Instructor: Kadene Drummer
- B. Office Hours: TBD

REQUIRED MATERIALS

- A. Smith, D. and Tyler, N. (2014). *Introduction to Contemporary Special Education*. Upper Saddle River, NJ: Pearson.
- B. Kluth, P. & Danaher, S. (2010). *From Tutor Scripts to Talking Sticks*. Baltimore, MD: Brookes Publishing.

COURSE DESCRIPTION

EDU 337 Teaching Exceptional Learners is designed to provide an historical and contemporary overview of the special education process while focusing on various types of learners with special needs, including students with disabilities, gifted learners, and children at risk. Topics include: IEP/IFSP development, legal requirements and laws, partnering with parents/families, categories of exceptionality, identification and intervention, collaboration, and research-based best practices, including Response to Intervention (RTI) and Universal Design for Learning (UDL).

CREDIT HOURS

Following the SCC Credit Hour policy, to meet the identified objectives of this course, this 3 credit course, delivered over a 15 week term will approximate: 3 hours/week classroom or direct faculty instruction (45 hours). In addition out-of-class student work will approximate a minimum of 6 hours each week (2 hours per credit) for about 90 hours.

COURSE RATIONALE

Today students with all levels of abilities are included in all classes. No longer are all children in a given community similar in background and experience. Thus, every teacher will need to adapt to those differences. Students with disabilities are included in all classrooms. Teachers will be a part of the special education team for those students in their classroom that are identified with disabilities. This class prepares you to meet the challenges and opportunities of being an active participant in the school life of students with disabilities.

ACADEMIC HONOR CODE

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own.

Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

COURSE RESPONSIBILITIES

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructor will notify you of any changes in writing.

INSTRUCTIONAL METHODOLOGIES

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. There may be guest speakers and/or videos and movies.

Students are responsible for coming prepared to class.

REASONABLE ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer or consult the SCC web page for Students with Disabilities for more information.

CULTURAL RELEVANCY

This course is founded on the diversity of abilities and learning capabilities of students with disabilities as defined by IDEA 2004. Those disabilities will also be discussed in terms of ethnicity, gender, rural vs. urban, socio-economic status, and race. Sensitivity to various forms of diversity will be the key to developing positive attitudes and dispositions within the course. Cultural relevancy is addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Candidate Objectives:

1. Candidates will examine how children with special needs have been typically educated within their cultural group;
2. Candidates will participate in discussions, activities and reflective writings about cultural relevancy in course topics;
3. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building, and teaching strategies.

CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

Candidate Objectives:

1. Candidates will analyze the process of including all students in learning;
2. Candidates will differentiate lesson plans to individualize for each student's needs;
3. Candidates will apply information learned in class to improve their work with parents, students and other professionals;
4. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.

COMMUNICATION

Candidate Objectives:

1. The candidate communicates in ways that demonstrate sensitivity to differences (e.g. using people first language, appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
2. The candidate defines terminology in the field of special education.
3. The candidate communicates clearly with students, colleagues and professionals.

STANDARDS OF EFFECTIVE PRACTICE

PEPP STANDARD 10-58-532 (I) Candidates will be able to demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;

PEPP STANDARD 10.58.501 (b) Candidates will be able to use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

Interstate Teacher Assessment Support Consortium (InTASC) Standards supported in this course

InTASC Principle 2. Learning Differences: Candidates use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
InTASC Principle 3. Learning Environments: Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
InTASC Principle 7. Planning for Instruction: Candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
InTASC Principle 9. Professional Learning and Ethical Practice: Candidates engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
InTASC Principle 10. Leadership and Collaboration: Candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for Exceptional Children (CEC) Standards supported in this course

Standard 1. Learner Development and Individual Learning Differences: Candidates understand how exceptionalities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. Learning Environments: Candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. Curricular Content Knowledge: Candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 5. Instructional Planning and Strategies: Candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6: Professional Learning and Ethical Practice: Candidates use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. Collaboration: Candidates collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

The Council for the Accreditation of Educator Preparation (CAEP) Standards supported in this course

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Objectives	CAEP	CEC	InTASC
1. Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.	1.1	1	2
2. Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language, and risk factors affect students with special needs.	1.1	1	2
3. Develop or modify lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individual and groups of learners based upon Universal Design for Learning (UDL).	1.2 1.3	3, 5	7
4. Develop environmental, curricular, and management strategies that will assist students with learning differences in all areas.	1.4	2, 3, 5	3, 7
5. Apply knowledge of the processes (IFSP, IEP, Transitions, RTI, etc.) that are outlined in IDEA to ensure that all students identified with disabilities have their individual rights met.	1.4	3, 5	7
6. Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, specialists, and students.	1.1	7	10
7. Utilize effective technology with the curriculum to meet the needs of students with learning differences.	1.5	5	5
8. Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.	1.2	6	9

COURSE CONTENT

- Exceptionalities
- Specific Disabilities
- Theories of intelligence and learning
- Brain development
- History of Special Education
- Legal Issues in Special Education
- Laws and Legislation
- Requirements
- Inclusion
- Obstacles and Opportunities
- IEP and IFSP Development
- Collaboration
- Differentiated Instruction
- Accommodations
- Task Analysis
- Direct Instruction
- Abuse and Neglect
- Bullying
- Professionalism
- Professional organizations
- Classroom organization
- Creating Positive Learning Environments
- Strategies for teaching
- Promoting positive behavior change
- Response to Intervention
- Resources in special education

COURSE OBJECTIVES

Upon completion of the course, candidates will:

1. Develop a working understanding of the history of special education, the current laws that govern it (IDEA, Section 504, and ADA), and how curriculum standards affect special education students.
2. Demonstrate a working knowledge of the characteristics of the major disability categories as written in IDEA and how socio-economic status, gender, culture, language and risk factors affect students with special needs.
3. Develop lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individuals and groups of learners.
4. Develop environmental, curricular and management strategies that will assist students with learning differences in all areas.
5. Apply knowledge of the processes (Evaluation, IEP, Transitions, etc.) that are outlined in IDEA to insure that all students identified with disabilities have their individual rights met.
6. Utilize positive communication techniques with parents of students with special needs, fellow teachers, administrators, and students.
7. Utilize effective technology with the curriculum to meet the needs of students with learning differences.
8. Describe how personal experiences and assumptions can directly influence relationships with students with disabilities and their families.

PEPP STANDARDS AND InTASC PRINCIPLES ASSESSED IN THIS COURSE

10.58.501 (b) Candidates will be able to use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

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

Assessment Indicator: 1.2 Ensure an inclusive environment for each learner

10.58.532 (l) Candidates will be able to demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;

ASSIGNMENTS AND GRADING

An Incomplete grade (“I”) is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

1. Case Study and Special Education File 50 points

- Each candidate will develop a case study about a fictional student with a disability.
- The case study must describe this student’s learning needs, strengths and family/community life
- A special education process file for the student will include IEP or IFSP goals, a modified evaluation report, and parent involvement strategies
- This case study will be included in the TEP portfolio for some TEP students

2. Assessment using IRIS modules 100 points

- 4 assessments that cover the content in 4 IRIS modules each worth 25 points
- The following IRIS Modules are required as out-of-class assignments: 1) Classroom Diversity: An Introduction to Student Differences; 2) Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students; 3) Collaborating with Families; and 4) Differentiated Instruction: Maximizing the Learning of All Students.

3. Lesson plan using differentiated instruction 50 points

- You will modify a lesson plan that follows the guidelines of differentiated instruction and Universal Design for Learning.
- Your lesson plan will be based on the needs of the student in your case study
- **This lesson plan will be scored as a potential artifact for the Reflective Practice and Professional Growth Plan.**

4. A short review, critique, and presentation of a non-fiction book on a special needs topic and a creative representation 150 points

- Present your book review and creative project to the class from a book you select dealing with children with special needs. These presentations can be role-play presentations, art or creative expressions or another type of presentation in which the major concepts of the research are portrayed to the class. For this project, you must provide the class with a handout of the major points and at least 3 discussion questions and your reference sources (journal article, book, magazine essay, internet source). You will be graded according to the following criteria:
 - The handout contained the major points, 3 discussion questions and source citation: 25 points

- The presentation was clear, organized and well presented: 25 points
- The presentation gave accurate information covering the research: 25 points
- The presentation and project was creative and original: 25 points
- The book review was a one-page well written essay on your opinions (positive and negative, if any) about the book, including how it impacted your future teaching: 50 points

5. 5 examples of differentiation 50 points

- You may write up a summary **or** create a sample using the book, *From Tutor Scripts to Talking Sticks*. Your summary needs to include a brief description of the strategy and when/how you would use it. For 1 strategy, you must create a sample and present it to the class. Questions? Ask me!

6. Self-evaluation assessing skills and abilities working with students with special needs 50 points

- A template will be provided.

7. Observation of an educational professional in a special education setting 50 points

- An observation form will be provided.

8. Reflective Essay – Principle 2

9. Evidence Documentation Form for 10.58.532

EVALUATION

Case Study and Special Education File	= 50 pts	600-540 = A
Assessments in 4 IRIS modules (25 x 4)	=100 pts	539-480 = B
Differentiated Lesson plan	= 50 pts	479-420 = C
Book report and presentation	=150 pts	419-300 = D
Differentiated examples and presentations	= 50 pts	Below 300 = F
Observation of an educational specialist	= 50 pts	
Self-assessment	= 50 pts	
\	=100 pts	

Total points: 600 PTS

RUBRIC FOR REFLECTIVE ESSAY: InTASC PRINCIPLE 2

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and

artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

Stone Child College's Education Department Reflective Essay Rubric

Domain: _____ InTASC Principle: _____

Candidate: _____

Reviewed by: _____ /Date/s: _____

Essential Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>In a thoughtful, articulate, and clearly written essay:</p> <p>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</p> <p>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</p> <p>(3) Summarize your commitment to the principle and highlight your goals related to the principle.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Score: _____ Comments and suggestions: _____

EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

The essential elements for this assessment are: The artifact must demonstrate the candidate's ability **to ensure an inclusive environment for each learner (Assessment Indicator 1.2)** by **a)** demonstrating an understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning; and **b)** demonstrating the ability to differentiate instruction for learners of all cognitive abilities.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p>The artifact must demonstrate the candidate's ability to ensure an inclusive environment for each learner by</p> <p>a) demonstrating an understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and b) demonstrating the ability to differentiate instruction for learners of all cognitive abilities.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

Evidence Documentation Guidelines

This document is intended to provide teacher candidates with information and examples for writing and submitting the Evidence Documentation Forms for the Reflective Practice and Professional Growth Plan. Refer to the **Evidence Documentation Rubric** for detailed scoring information.

1) Describe the artifact or piece of evidence that you are submitting for the InTASC Principle or Assessment Indicator

Example:

Domain 1: The Learner and Learning

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

I am submitting my philosophy of education as evidence of meeting the standard related to student learning. I believe that by having a well-developed philosophy statement about how I believe children develop and learn, I can be more aware of how I am able to meet students' developing needs in my teaching. I have learned much from educational theorists, such as Jean Piaget, and am able to describe in my philosophy statement how I apply his theory in my teaching.

2) Describe how the artifact is related to the InTASC Principle, PEPP Standard, or Assessment Indicator

Example:

Domain 1: The Learner and Learning

My philosophy essay relates to this standard as it is critical for teachers to understand how children develop and grow, and to be aware of the various theories that influence us as we support children's development and learning. I have used my philosophy essay to reflect on what I think is important to teach children, how to teach them, and how to improve on my teaching. I think a thoughtful teaching philosophy is an important place to begin to articulate what is important in one's teaching and why.

3) Summarize the feedback that you received on this artifact and any revisions you made

Example:

Domain 1: The Learner and Learning

I have revised my philosophy statement and beliefs about children's learning as I have taken courses and learned from my instructors and the experts in the field. I understand more clearly how children vary in their development from each other and how I can support each child's learning by first knowing about each child. I appreciated the feedback from my instructors so that I can describe not only what I think about how children develop, but I can also quote others who have done much research and contributed to our understanding about how people develop and learn. I still have much to learn but I'm proud of my philosophy statement as it shows what I know about learners and the process of learning.

COURSE TOPICS AND OUTLINE

Topic	Objective	Readings	Assessment
Course Overview Attitudes and biases What is inclusion? Intro to IRIS: Exploration of site and Module: <i>What do you see? Perceptions of Disability</i> Special Education Laws and History Quote of the Week: "I choose not to place "DIS", in my ability." ~ Robert M. Hensel "Disability is not a brave struggle or 'courage in the face of adversity.' Disability is an art. It's an ingenious way to live." - Neil Marcus	1, 8	Chapter 1	Due: Self-Assessment: Begin initial self assessment* - Philosophy of Inclusion Essay – In class collaborative essay

<p>Supporting All Learners Evidence-Based Practices Cultural and Linguistic Diversity In-class work on IRIS Module: <i>Cultural and Linguistic Differences: What Teachers Should Know</i></p> <p>Quote of the Week: “If a child can’t learn the way we teach, maybe we should teach the way they learn.” -Ignacio ‘Nacho’ Estrada</p>	1, 2, 8	Chapters 2 and 3	Due: IRIS Module 1: <i>Classroom Diversity: An Introduction to Student Differences</i>
<p>Planning and Services Special Education Processes IEPs and IFSPs Partnering with families Introduction to Case Studies</p> <p>Quote of the Week: “Being happy does not mean everything is perfect. It means you’ve decided to see beyond the imperfections.” – Tiffany Chesnowski</p>	1. 2. 5, 6	Chapter 4 Handouts	Due: IRIS Module 2: <i>Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</i> -
<p>Speech and Language Impairments and Services Technology supports in special education In class work on IRIS Module: <i>Assistive Technology: An Overview</i></p> <p>Quote of the Week: “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” - John Dewey</p>	2, 7	Chapter 5	Due: IRIS Module 3: <i>Collaborating with Families</i>
<p>Learning Disabilities and RTI Differentiated Instruction In class work on IRIS Module: <i>RTI (Part 1): An Overview and IRIS Case Study: RTI: Data-Based Decision Making</i></p> <p>Quote of the Week: “Never do anything for a student that he is capable of doing for himself. If you do you, you’ll make him an educational cripple...a pedagogical paraplegic.”-Howard Hendricks</p>	2, 3, 4	Chapter 6	Due: Case Study and IEP/IFSP Process*
<p>ADHD and Emotional/Behavioral Disorders and Services - In class IRIS Case Study: <i>Encouraging Appropriate Behavior</i></p> <p>Quote of the Week: "Let’s stop "tolerating" or "accepting" difference, as if we’re so much better for not</p>	2, 3, 4	Chapters 7 and 8	Due: IRIS Module 4: <i>Differentiated Instruction: Maximizing the Learning of All Students.</i>

being different in the first place. Instead, let's celebrate difference, because in this world it takes a lot of guts to be different." - Kate Bornstein			
Intellectual and Physical Disabilities Disorders and Services Quote of the Week: "I like a teacher who gives you something to take home to think about besides homework." ~Lily Tomlin as Edith Ann "One should not feel compelled to creep when one feels destined to soar." – Helen Keller	2, 3, 4	Chapters 9 and 10	
Hearing and Vision Disorders and Services - IRIS Module: <i>Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities</i> Quote of the Week: "Walking with a friend in the dark is better than walking alone in the light." -Helen Keller	2, 3, 4	Chapters 11 and 12	Due: Differentiated Lesson Plan*
Autism Spectrum Disorders Gifted Education Quote of the Week: "Give me rigor or give me mortis!" -Michael Clay Thompson	2, 3, 4	Chapters 13, 14, and 15	Due: Examples of differentiation
Book Review Presentations Course Summary Quote of the Week: "The world is full of suffering. It is also full of overcoming." - Helen Keller	2, 6, 8		Due: - Self Assessment: Final Review and Completion* - Book review and presentation - Documentation of hours - Observation of professional

- These assessments may be included in the Reflective Practice and Professional Growth Plan with the Evidence Documentation Form.

BIBLIOGRAPHY

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- Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). *Evidence-based practices for students with sensory impairments* (Document No. IC-4). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>
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- Payne, R.K. (2001) *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.
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- Skrtic, T.M., Harris, K.R., and Shriner, J.G. (2005) *Special education policy and practice*. Denver, CO: Love Publishing.
- Tomlinson, C.A. (1999) *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2001) *How to differentiate instruction in mixed-ability classrooms*. 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

Rubrics for Key Assessments

1. Differentiated Lesson Plan

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>PEPP STANDARD 10-58-532 (l) Candidates will be able to demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;</p> <p>PEPP STANDARD 10.58.501 (b) Candidates will be able to use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;</p>	<p>Candidate shows little or no evidence of linking learning activities to the student’s needs, strengths, prior understanding, or interests.</p> <p>Candidate shows no evidence of including the family, culture or community in the activity (e.g., through sharing plans or asking for participation).</p> <p>Lesson plan lacks appropriate strategies.</p>	<p>Candidate provides at least two examples of linking learning activities to the student’s needs, strengths, prior understanding, or interests.</p> <p>Candidate provides evidence that families have been included in the activity (e.g., through sharing activity plans or asking parents to participate).</p> <p>Strategies are partially explained, somewhat relevant or do not include all 3 UDL areas.</p>	<p>Candidate provides multiple, rich examples of linking learning activities to the child’s needs, strengths, prior understanding, or interests.</p> <p>Candidate provides substantial evidence that families have been included in the activity (e.g., through sharing activity plans or asking parents to participate).</p> <p>Strategies are well developed, relevant to the student’s needs, contain all needed information, and include all 3 areas of UDL.</p> <p>A rationale for the selected strategies is provided that describes the impact on long and short term outcomes.</p>	<p>Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

2. Self-Assessment

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>InTASC Principle 9. Professional Learning and Ethical Practice: Candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Candidate provides a self-assessment that lacks clarity and thoughtfulness or does not connect reflections to an action or goal plan for improvement.</p>	<p>Candidate provides a brief but clear reflection of teaching practices and the ability to adapt or adjust instruction, and connects this self-assessment to a few general goals on an action or goal plan.</p>	<p>Candidate provides a clear, detailed reflection, self-assessment, and action plan related to teaching practices and the ability to adapt or adjust instruction. Candidate provides a rich explanation of links between the assessment and an action or goal plan. Goals reflect knowledge of valuing and building relationships with parents and colleagues, and supporting all learners.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>