

Course Syllabus

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| EDUC 5830. 01: Evaluation Course Number/ Course Title | <u>Dr. Mary Woodard Bevel</u> Instructor | Term: Site: 50 |
| Office Hours: TBA Phone: 961-2660 Ext. 7504 (W) 636-271-8408 (H) Webster Email bevelma@webster.edu Home Email drmary1@mindspring.com | Class Schedule: Sixteen weeks Online Eight weeks Face to face course | Credit Hours: 3 |

Course Description: (Student Focus, rationale, scope, prerequisites)

This course is designed for all educators who wish to explore the importance of formal and informal evaluation procedures related to teaching in the classroom. Evaluation will : differentiate between evaluation and assessment, review the concepts of assessment and measurement, study curriculum based evaluation, teaching and decision making, functional curriculum/behavioral assessment, discuss the possible impact of "national standards," and explore social/cultural transformations in education related to the ethical issues inherent in evaluation.

Each week's lesson will open on Sunday morning **at 1 am CST**. You will have one week to complete and post your weekly work. Your weekly work will be due by Saturday midnight CST.

Example:

Week 1 opens Sunday 1 am CST, all weekly work due Saturday midnight CST.

Week 2 opens Sunday 1 am CST, all weekly work due Saturday midnight CST.

Week 3 opens, Sunday 1 am CST, all weekly work will be due Saturday midnight CST.

Longer major assignments will be due by a specified due date and time.

Articles

You are required to find six peer reviewed journal articles: on Learning Theory, Assessment and Remediation These articles will be the basis of several assignments. The two major ones are: (1) compiling an annotated bibliography and (2) writing a literature review. Websites and online documents are not acceptable for these assignments.

Learning Outcomes

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| Course Outcomes | Program Outcomes | SOE Goals, SOE Dispositions, |
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| Course Outcomes | Program Outcomes | SOE Goals, SOE Dispositions, and Standards Addressed |
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| A. Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the ethics of evaluation and assessment of children with disabilities | 1. “philosophical, historical and legal foundations of special education of students with special needs.” 8. “improve the quality of life for students with disabilities | SOE 3.1, 3.2, 4.1, 4.2 SOE Dispositions: 2.1, 2.2, 2.3, 3.3, MO Step 6.1; 6.2 CEC 4s6; Gc7k1; Gc5k3 |
| B. Review the legal issues surrounding evaluation, and assessment of individuals with disabilities and their non disabled peers in regard to the educational mandates: IDEA and NCLB and AYP. | 1. “philosophical, historical and legal foundations of special education of students with special needs.” 8. “improve the quality of life for students with disabilities | SOE 4.3; 4.4 SOE DISPOSITIONS:: 2.1, 2.2, 2.3, 3.3, MO_STEP 6.1;6.2 CC4S6; GC7K1; GC5K3 |
| C. Increase knowledge of Learning theory / curriculum / remediation strategies | research based plan and design an effective teaching and learning environment. . .promotes integration and inclusion of students in general education setting | SOE 2.2 MO-STEP 1.2, 1.3,1.5, 2.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9 |
| D. Critique models of curriculum based assessment on cognitive processes | Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills, and that are responsive and sensitive to the unique cultural, linguistic, and ethnic characteristics of the student | SOE Goal 2 MO-STEP 1.6 CEC Standard |

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| E. Examine learning styles and the role different learning might play in successful adaptation modification of curriculum and assessment. | identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system | MOSTEP 33.1, 3.2, 3.3, 3.4 GC5K2 |
| F. Develop, and implement a curriculum based assessment tool. | identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system | SOE 2.1, 2.2, 2.3 4.3, 4.4 MO-STEP 1.2 1.3, `4, 1.5, 2.2, 2.3, 3.4, 5.1,.5.2, 6.1, 11.2, 11.3 |

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| <p>G. Webster students & faculty must behave in a professional manner at all times, including appropriate attire, professional responsibility, honesty, and treat all individuals with fairness, dignity, and respect.</p> | <p>6. demonstrate understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community leaders.</p> | <p>SOE Dispositions 3 and 4 SOE 2.2 MO-STEP 1.2, 1.3,1.5, 2.4, 3.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9</p> |
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| Assessments | Links to Course Outcomes | Percentage of Grade |
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| <p>1. a: Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the ethics of evaluation and assessment of children with disabilities. (discussion board online) Weekly discussion questions on readings, Post on discussion board Each week .625 pts. /total of 10 pts</p> | <p>Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.</p> | <p>10% Each worth .625 pts. / total of 1</p> |
| <p>1.b: 2 page position paper Post on (Total of 10 points)</p> | <p>Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.</p> | <p>10%</p> |
| <p>1. c. Responses to Foucault and Servan quotes per education.... Post on (Total of 3 points)</p> | <p>Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities.</p> | <p>3 %</p> |
| <p>1. (d) Philosophy Statement Post on (5 points)</p> | <p>Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.</p> | <p>5%</p> |
| <p>2. Journal Articles a. Six peer reviewed journal articles about learning theory and remediation Post on (5 points)</p> | <p>Increase knowledge of learning theory / curriculum / remediation strategies</p> | <p>5%</p> |
| <p>2. b. Annotated Bibliography of 6 articles listed above. Post on (5 points)</p> | <p>Increase knowledge of learning theory / curriculum / remediation strategies</p> | <p>5%</p> |
| <p>2 c. Literature review 6 peer reviewed articles delineated above. Post on (5 points)</p> | <p>Increase knowledge of learning theory / curriculum / remediation strategies</p> | <p>5%</p> |
| <p>3. Read and discuss web sites on IDEA, NCLB and RTI (10 points) Discussion format: KBD</p> | <p>Review the legal issues surrounding evaluation, and assessment of individuals with disabilities and their non disabled peers in regard to the educational mandates: IDEA and NCLB and RTI.</p> | <p>10%</p> |
| <p>4. Three quizzes (1 traditional and 2 practical.) 1 point each, total 3 points</p> | <p>Increase knowledge of learning theory / curriculum / remediation strategies</p> | <p>3%</p> |

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| <p>5. a. Describe at least one model of CBA used in your classroom to your discussion group. (1 point) b. Critique the models (1 point) Post on (Total of 2 pts)</p> | <p>Critique models of curriculum based assessment on cognitive processes</p> | <p>2%</p> |
| <p>6. Fruit Salad Activity Post on (2 points)</p> | <p>Examine learning styles and the roles different learning might play in successful adaptation modification of curriculum and assessment.</p> | <p>2%</p> |
| <p>7. Develop, implement and analyze the results of your curriculum based assessment tool. The analysis should include a statement delineating how this CBA will impact student achievement. This project includes the work in Practical Quiz 1 and Practical Quiz 2, and is expected to contain polished reflection of the process and implementation. Post on (30 points)</p> | <p>Increase knowledge of learning theory / curriculum / remediation strategies</p> | <p>30%</p> |
| <p>8. Webster students & faculty must behave in a professional manner at all times, including appropriate attire, professional responsibility, honesty, and treat all individuals with fairness, dignity, and respect. Professional behavior and Class attendance/ participation: (.625 each week, total of 10 points)</p> | <p>SOE Dispositions : 3 and 4</p> | <p>10%</p> |
| <p>Total points available in the course= 100</p> | | <p>Total= 100%</p> |

Course Schedule: Reading Assignments / Discussion Questions/ Journal Articles

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| <p>Week 1 Welcome- Introductions: Nuts and Bolts of the Course in the Overview and Roadmap for Week 1 Evaluation and Judgment Learning Theories: Intelligence/ Curriculum <u>Assignments:</u> Chapter.1 Educational Decision Making Chapter 2.Thinking About Learning Discussion Questions Fruit Salad due Saturday midnight</p> |
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Week 2 Curriculum / remediation strategies

Task Analysis Activity

Legislation that impacts curriculum, teaching and learning

Articles: **LRE / Inclusion**

Assignments:

Chapter 3. Thinking About Curriculum

Chapter 4. Thinking About Instruction

Discussion Questions

Read Information posted on the //////////////// web sights on LRE/ Inclusion

Philosophy Statement due Saturday midnight

Week 3. History Learning, Ethics, and Judgment

Intro to IDEA –RTI-NCLB –LRE

Legislation that impacts curriculum, teaching and learning: IDEA, NCLB, RTI

Articles posted IDEA Read Information posted on the //////////////// web sights on IDEA

Articles posted NCLB Read Information posted on the //////////////// web sights on NCLB

Articles posted RTI Read Information posted on the //////////////// web sights on RTI

Assignments:

Read Chapter 5. Fundamental of Evaluation

Discussion Questions

Week 4

Discussion on laws, curriculum and assessment in classrooms

Assignments:

Chapter 6. Tools for Assessment

Discussion Question,

Journal Article #1 due Saturday midnight

Week 5 –Statistics

Tools for Assessment continued

Share Articles

Statistics / Statistics Power point review-

Assignments:

Chapter 6. Once Again Please Reread

Discussion Questions

Statistics Quiz #1 due Saturday midnight

Journal Article #2 due Saturday midnight

Week 6 – 18 Principles of Assessment and Evaluation

Construction of CBA

Practice CBA

Parameters of Major CBA Assignment/ due Week 14

Baseline data, development, implementation, analysis of assessment data, recommendations

Assignments:

Chapter 7. Problem-Solving

Discussion Question

Collect baseline data due Saturday midnight

Week 7. Assessment / Remediation Language Arts

CBE

Baseline data

Annotated Bibliography

Assignments:

Chapter 8. Reading and Discussion Question

Journal Article #3 due Saturday midnight

Week 8: Perceptions

Photo Reflection Activity

Articles of teacher perceptions

Practical Quiz 1

Assignments:

Read Chapter 9. Decoding

Discussion Questions.

Journal Article #4 due Saturday midnight

Week 9

Practical Quiz 2

Assignments:

Read Chapter 10. Language

Discussion Questions. -

Journal Article #5 due Saturday midnight

Week 10

Dyslexia

Assignments:

Chapter 11. Written Expression

Discussion Questions.

Journal Article #6 due Saturday midnight

Week 11

Difference between annotated bibliography and literature review

Assignments:

Read Chapter 12. Math

Discussion Questions -

Annotated bibliography due Saturday midnight

Week 12 –

Companion Skills

Foucault quote in class

Assignments:

Chapter 13 Social Skills

Discussion Questions -

Literature review due Saturday midnight

Week 13

CAPD

Online CAPD

Assignments:

Final Project Due Saturday midnight

Week 14 –

Autism

EBD

Read Journal Article on climate/ behavior

Differentiated Instruction, Collaborative Teaching

Chapter 14. Task Related Behavior

Discussion Questions

Week 15. –

ADHD

Share Final Projects

Position Paper

Week 16

Emotional Intelligence and Friendship

Reflections question and Servan

IDEA

Contains the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, the source law for many of the rights of the disabled student.

www.ed.gov/offices/OSERS/IDEA/

IDEA Practices

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for ...

www.ideapractices.org/

IDEA

IDEA is our nation's special education law. IDEA stands for Individuals with Disabilities Education Act. The IDEA was originally enacted by Congress in 1975 ...

www.nichcy.org/idea.htm

IDEA at Wrightslaw

IDEA 2004 at Wrightslaw includes information about IDEA topics including child find, eligibility, evaluations, reevaluations, high stakes testing, IEPs, IEP teams, IEP meetings, accommodations, alternate assessments, placements, transition, parental rights, and more.

<http://www.wrightslaw.com/idea/index.htm>

IDEA '97

The Individuals with Disabilities Education Act (IDEA) is the law that guarantees all children with disabilities access to a free and appropriate public ...

www.dssc.org/frc/idea.htm

NECTAC: The Individuals with Disabilities Education Act (IDEA)

The NECTAC Web site provides information for early childhood programs funded under the Individuals with Disabilities Education Act, including state Early ...

www.nectas.unc.edu/idea/idea.asp

MORE RESOURCES:

<http://www.google.com/search?q=IDEA+%22Individuals+with+Disabilities+Education+Act%22>

RTI:

Infomancy » RTI - Response to Intervention

I have mentioned Response to Intervention (RTI) before, but only in brief passing as an area of potential concern for teacher-librarians.

...

schoolof.info/infomancy/?p=170

RTI_Wire: Your Guide to Free Resources for Response To Intervention

'Response to Intervention' (RTI) is an emerging approach to the diagnosis of Learning Disabilities that holds considerable promise. In the RTI model, ...

www.jimwrightonline.com/php/rti/rti_wire.php

Response to Intervention / Response to Instruction (RTI) ...

URL: <http://www.nrcl.org/html/research/rti/RTIinfo.pdf> Describes core characteristics of Response to Intervention models: student-centered assessment and ...

www.wrightslaw.com/info/rti.index.htm

International Reading Association : Focus on Response to ...

information about Response to Intervention RTI) as encouraged in the US IDEA ... Response to Intervention (RTI) is a problem-solving approach aimed at ...

www.reading.org/resources/issues/focus_nclb_IDEA_RTI.html

MORE RESOURCES:

<http://www.google.com/search?hl=en&lr=&q=RTI+%22Response+to+Interventio n%22&btnG=Search>

NCLB

No Child Left Behind

No Child Left Behind Signed by George W. Bush on January 8, 2002, the No Child Left ... Spellings announces more workable, common sense approach to NCLB. ...

www.ed.gov/nclb/

ECS: No Child Left Behind

The No Child Left Behind (NCLB) Act of 2001, the revised Elementary and Secondary Education Act, is a potent blend of new requirements, incentives and ...

nclb.ecs.org/nclb/

No Child Left Behind

about No Child Left Behind · -- and What It Means for Missouri · Professional Development · blue bullet ... NCLB Accountability Presentation. (08/15/03) ...

dese.mo.gov/divimprove/nclb/

Communities For Quality Education || No Child Left Behind NCLB Missouri's schools are improving, but the No Child Left Behind law insists many of them are failing. Find out which of Missouri's top schools No Child Left ...

www.qualityednow.org/research/pubs/ayp/mo/2004/

Criteria for Assignments

ADINGS AND DISCUSSION QUESTIONS/ RESPONSES

PHILOSOPHY STATEMENT:

_____/ .25 Citation in APA format

_____/ .25 Correct grammer, spelling, and punctuation

RESPONSES TO QUOTATIONS

_____/ .25 Citation in APA format

_____/ .25 Correct grammer, spelling, and punctuation

RESPONSES TO PHOTO FILES

Please review and reflect on the photos in this file. Each photo represents sample of a school of individuals in a school. Respond to the following questions in a succinct, yet clear manner, in a paragraph or two that demonstrates correlations and contrasts about

the community of learners in each school. Remember that more does not increase the quality of your response. Consider these issues

- _____/.25 Citation in APA format
- _____/.25 Correct grammar, spelling, and punctuation

PRACTICAL QUIZZES

Be sure to follow/ include all the steps in

Chapter 5: Fundamentals of Evaluation and Chapter 6: Tools for Assessment

Quiz 1 Construct an evaluation plan to use in your classroom

1. Define Purpose
2. Define quantity to be evaluated
3. Make quantity observable
4. Do assessment/ collect data
5. CBE Process of Inquiry
6. *Write Summary*
7. *Make Decisions*

Quiz 2. Implement and report on your evaluation plan in your classroom.

be sure to follow/ include all the steps in

Chapters 7: Problem Solving Evaluation and Decision Making

8. *Define Purpose*
9. *Define quantity to be evaluated*
10. *Make quantity observable*
11. *Do assessment/ collect data*
12. *CBE Process of Inquiry*
13. *Write Summary*
14. *Make Decisions*

ANNOTATED BIBLIOGRAPHY OF JOURNAL ARTICLES

Requirements:

The student shall read and report on no fewer than three articles on the process of evaluation. Each article is to be recorded in an annotated bibliography, which shall include a complete bibliographical reference and 1/2 page review of the article. The review must include your reaction to the information.

- _____/.25 Citation in APA format
- _____/.25 Correct grammar, spelling, and punctuation
- _____/.50 pt Summary of article
- _____/1 pt Your reaction and application to your professional life

Note on Resources: There are many good solid research based journals. Please do not use trade publications such as *Kappan*, or *Instructor*. The student is free to use any professional resource, a peer reviewed publication **such** as the following:

Journal of Learning Disabilities.

*Intervention in School and Clinic
Academic Therapy
Remedial and Special Education
Journal of Mental Retardation
Exceptional Children*

FINAL PROJECT

_____/ .25 Citation in APA format

_____/ .25 Correct grammar, spelling, and punctuation

1. RESOURCES:

REQUIRED TEXT:

Howell, K.W., & Nolet, V. (2000). Curriculum-based evaluation (3rd Ed.). Stanford, CT: Wadsworth Publishing.

RESOURCE TEXTS:

Anastasi, A. (1976). Psychological testing. New York: Macmillian Publishing.

Walsh, W. B., & Betz, N. E. (1990). Tests and assessment. Englewood Cliffs, NJ: Prentice-Hall.

Bartz, A. E. (1988). Basic statistical concepts. New York: Macmillian Publishing

REQUIRED READINGS

Attention reading list:

<http://www.pbs.org/wgbh/misunderstoodminds/resources.html#attart>

REQUIRED WEBSITES:

<http://www.pbs.org/wgbh/misunderstoodminds/intro.html>

<http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

<http://www.pbs.org/wgbh/misunderstoodminds/resources.html>

[#attart](http://www.pbs.org/wgbh/misunderstoodminds/resources.html#attart) (reading list)

<http://www.pbs.org/wgbh/misunderstoodminds/reading.html>

<http://www.pbs.org/wgbh/misunderstoodminds/resources.html>

[#readart](http://www.pbs.org/wgbh/misunderstoodminds/resources.html#readart) (reading list)

<http://www.pbs.org/wgbh/misunderstoodminds/writing.html>

<http://www.pbs.org/wgbh/misunderstoodminds/resources.html>

[#writingweb](http://www.pbs.org/wgbh/misunderstoodminds/resources.html#writingweb) (reading list)

<http://www.pbs.org/wgbh/misunderstoodminds/math.html>

<http://www.pbs.org/wgbh/misunderstoodminds/math.html>

(reading list)

<http://www.pbs.org/wgbh/misunderstoodminds/resources.html#writingwe>

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2. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Class participation and attendance is mandatory. In the event of an emergency, that is an unplanned, unavoidable incident, the student must contact the professor prior to class. The possibility of make up assignments will be discussed. Should a student miss a 4 hour class session, the final course grade will be reduced by one-half a letter grade. Students who miss two or more classes are advised to withdraw; a NC will may be issued for the course. Incompletes are not an option.

Dispositions

1. Students must behave in a professional manner at all times. This includes appropriate attire, promptness, treating all individuals with fairness, dignity, and respect.
2. Students will examine and articulate his/her assumptions, beliefs and practices about individuals with disabilities.
3. Students will develop a variety of ways to enhance and insure learning for all students.
4. Diversity is considered in developing learning experiences

6. GRADING SCALE : 1000 points possible

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|------------------------|------------------------|-------------------------|------------------------------|
| (1000 -920 = A) | (899- 880 = B+) | (799 - 780 = C+) | (Below 700 no credit) |
| (919-900=A-) | (879-820=B) | (779 -720 = C) | |
| | (819-800= B-) | (719-700 = C-) | |

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

3. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/web page address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

You may locate those guides on the APA Purdue Website.


Consequences of Academic Dishonesty:

1. The student will receive a NC for the project.
2. If there are additional infractions against academic honesty, the student's final grade will be lowered by a full letter grade; and/ or the student may not receive a grade for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

4. **Accessibility/Accommodations Policy:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.



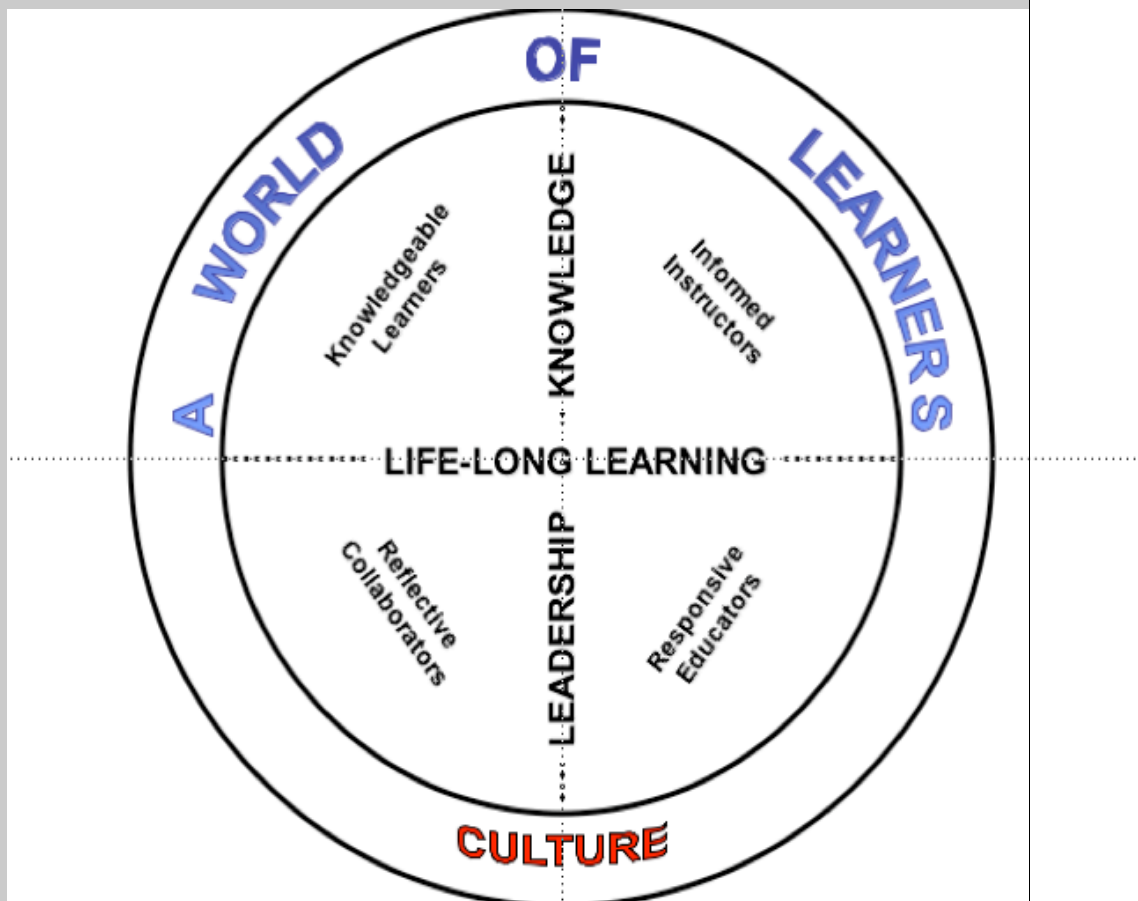
WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The **Error! Reference source not found.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop

knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

| MoSTEP Standards | Performance Indicators |
|--|--|
| The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students. | 1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning |
| Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. | 2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning |
| Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | 3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community |
| Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. | 4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning |

| MoSTEP Standards | Performance Indicators |
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| <p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> | <p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p> |
| <p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> | <p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p> |
| <p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p> |
| <p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> | <p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p> |
| <p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p> | <p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p> |

| MoSTEP Standards | Performance Indicators |
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| <p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p> | <p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p> |

| MoSTEP Standards | Performance Indicators |
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| <p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p> | <p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p> |

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

4. Special education professionals exercise objective professional judgment in the practice of their profession.

5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

6. Special education professionals work within the standards and policies of their profession.

7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2

(p. 4). Reston, VA: Author.

This syllabus is subject to change at the discretion of the instructor