



Course Syllabus

SPED 5090	SPECIAL EDUCATION PRACTICUM	SPR 08
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COURSE DESCRIPTION:

This practicum provides supervised field experience for graduate students who are taking professional education courses concurrent with working as paraprofessionals or classroom teachers under provisional certificates. Teachers are given the opportunity to analyze pedagogical competencies and to build personal strategies for teaching and learning.

1. LEARNING OUTCOMES:

Learning Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
Analyze assessment data and describe a student's present level of performance	Preservice special education candidates develop long-range individualized instructional plans	SOE 2.4; MO-STEP 8.4 CC8S1; CC8S5
Develop and IEP that meets district, state, and federal standards	Preservice special education candidates are anchored in both general and special curricula. Special educators also develop a variety of individualized transition plans. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.	SOE 2.1; Disposition 3.1 MO-STEP 4.1; 4.2; 4.3 CC7S2; CC7S5; CC7S6; CC7S7
Create and teach a curricular unit that meets individual student needs and that provides access to the general education curriculum	Preservice special education candidates possess a repertoire of evidence-based instructional strategies to individualize instruction, design adaptations and modifications for individuals with ELN. They promote problem solving, self-management, self-control, self-	SOE 2.1, 2.2, 2.3, 2.4, 4.3, 4.4 MO-STEP 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2; CC4S3-6; GC4S1-7; GC4S10-16; CC6S1;GC6S1; CC7S1; CC7S8-13; GC7S2-3; CC8S2; CC8S4; GC8S3; GC8S5
Engage in other professional activities appropriate for special education such as the development of a professional development plan, instructional plan, and student positive behavior support plan	Preservice special educators work to develop student reliance and self-esteem. They emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	SOE 1.3; 2.1; 2.2; 3.2; 3.3; Disposition 3.2; 3.3 MO-STEP 4.3; 6.1 CC4S1-2; GC4S8-9; CC5S1-7; CC5210-13; GC5S3-6; CC7S4; GC7S1; GC7S6; GC7S8; GC10S3; CC10S9-10
Be guided by the profession's	Preservice special education	SOE 3.1

ethical and professional practice standards.	candidates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession.	SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CC9K3-4; CC9S1-12; GC9S2; CC10S1
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2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

A minimum of 45 clock hours in the classroom is required for each credit of practicum. There must be a minimum of one supervisory visit per credit hour of practicum. At least one observation will be scheduled during the time the unit plan developed (see assignments) is being implemented. Observations will be scheduled at mutually agreed upon times and will depend on the competencies that need to be observed.

At least one conference with the instructor will be scheduled outside of practicum hours in order to discuss assignment progress, observations, etc. Additional conferences may be scheduled at the discretion of the instructor.

A schedule of assignment due dates will be developed with the instructor during the first week of practicum.

3. RESOURCES:

Assignment scoring guides

4. EVALUATION:

Assessments	Links to Course Outcomes	Grade weight
develop a complete IEP for one student and write 1-2 page summary comparing the IEP to the IEP developed by the cooperating teacher	Develop and IEP that meets district, state, and federal standards	75 points 4=75, 3=57, 2=38, 1=19
develop a professional development plan focusing on the improvement of a teaching behavior	Engage in other professional activities appropriate for special education such as the development of a classroom management plan, individual positive behavior support plans, and grade level or post-secondary transition plans	75 points 4=75, 3=57, 2=38, 1=19
design and implement a unit plan of at least 4-6 lessons ***	Create and teach a curricular unit that meets individual student needs and that provides access to the general education curriculum	100 points 4=100, 3=75, 2=50, 1=25
conduct an informal assessment and write and implement an instructional plan to teach an individual student a targeted skill	Engage in other professional activities appropriate for special education such as the development of a classroom management plan, individual positive behavior support plans, and grade level or post-secondary transition plans	125 points 4=125, 3=94, 2=63, 1=32
gather data and resources to support the development of an individual student positive behavior support plan	Engage in other professional activities appropriate for special education such as the development of a classroom management plan, individual positive behavior support plans, and grade level or post-secondary transition plans	75 points 4=75, 3=57, 2=38, 1=19
supervisor evaluation (based on attached observation form)	Create and teach a curricular unit that meets individual student needs and that provides access to the general education curriculum Be guided by the profession's ethical and professional practice standards.	150 points 4=150, 3=112, 2=75, 1=38
		600 points total

Grading: A 555-600 points B+ 525-539 C+ 465-479 NC 419 and below
 A- 540-554 points B 495-538 C 435-464
 B- 480-537 C- 420-434

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE OR MAY BE PICKED UP IN THE SPECIAL EDUCATION OFFICE (crate in front of Dr. McMullen's office).

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines. Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted to turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

7. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

8. OTHER

Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. No assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

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

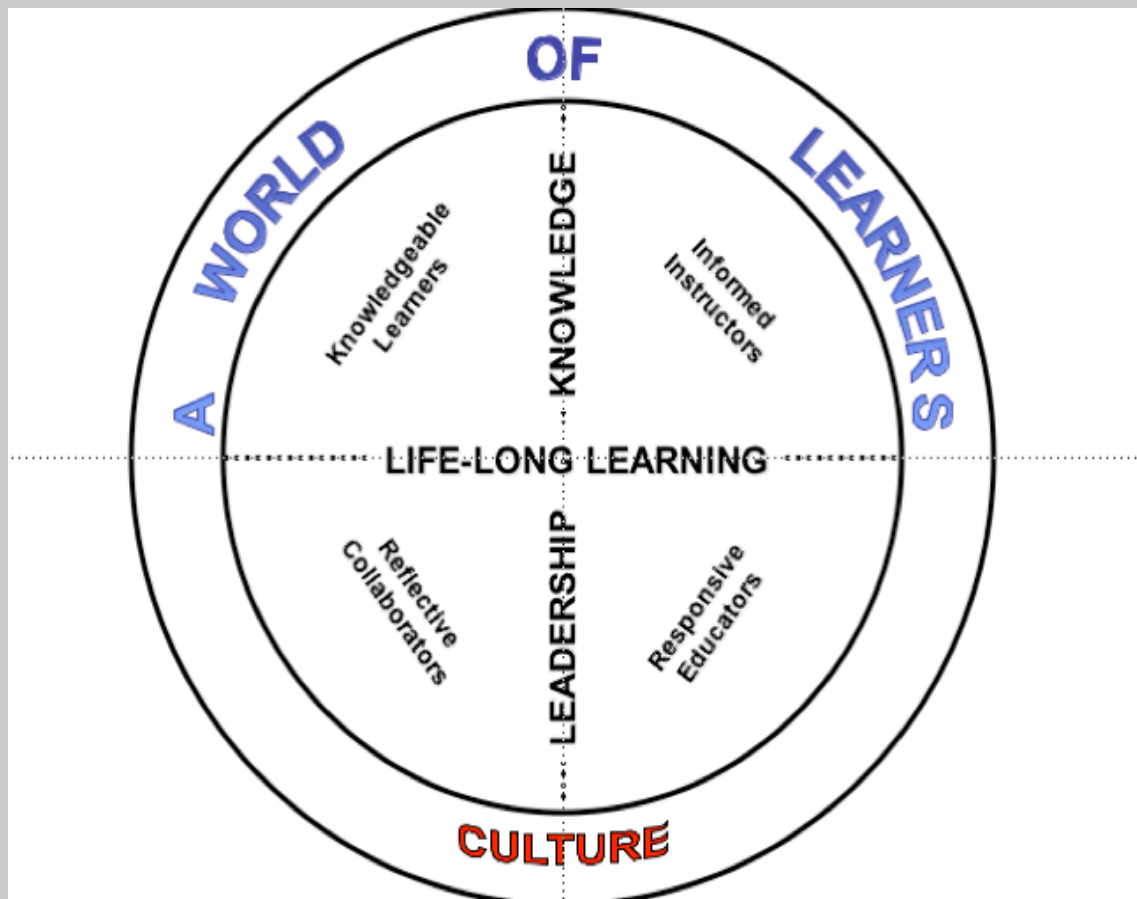
WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

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

Mission: The School of Education 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
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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</p>
<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>

MoSTEP Standards	Performance Indicators
<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</p> <p>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</p> <p>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</p> <p>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</p> <p>9.2 uses resources available for professional development</p> <p>9.3 practices professional ethical standards</p>
<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
<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>

THE IEP consists of

A listing of the participants' roles

A present level of performance that includes how the disability affects the student's involvement and progress in the general education curriculum, provides relevant background information, indicates the level of academic skills, social skills, and functional life skills as appropriate and is positively worded, detailing the student's strengths as well as describing areas of need

Measurable annual goals and benchmarks that provide a description of: the behavior the student is to perform, the conditions under which the behavior will be performed, and the criteria needed for mastery

Special education and services are listed and the projected date for beginning the services and program modifications are given as well as the anticipated frequency, location and duration of each

Supplementary aids and services, including assistive technology have been considered and incorporated into the IEP as appropriate

The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes and in extracurricular and other nonacademic activities

Any individual modifications in the administration of state or district-wide assessments

How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress

Modifications to the district discipline policies are listed as needed

Transition statement beginning at age fourteen, transition plan beginning at age sixteen, and notification one year before majority of transfer of rights are included as appropriate

Please make sure you have removed identifying information from the IEP before you turn it in. Failure to do so will result in a 25% reduction as a result of confidentiality breach.

IEP Scoring Guide

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Not all participants are listed.	Some participants are listed without identification of their roles	All participants and their roles are listed.	All participants and their roles are listed.
	Not all component needed in a present level of performance are addressed.	Present level of performance includes general statements about how the disability affects the student's involvement and progress in the general education curriculum, provides relevant background information, indicates level of academic skills, social skills, and functional life skills as appropriate, and the student's strengths as well as needs are detailed.	Present level of performance includes specific statements about how the disability affects the student's involvement and progress in the general education curriculum, provides relevant background information, indicates level of academic skills, social skills, and functional life skills as appropriate, and the student's strengths as well as needs are detailed.	Present level of performance includes specific statements about how the disability affects the student's involvement and progress in the general education curriculum, provides relevant background information, indicates level of academic skills, social skills, and functional life skills as appropriate, and is positively worded, detailing the student's strengths as well as describing areas of need.
	Most of the behavioral objectives are missing one or more of the needed components (condition; observable behavior, or criteria)	Some of the behavioral objectives are missing one of the needed components (condition; observable behavior, or criteria)	Measurable annual goals and benchmarks that provide a description of: the behavior the student is to perform, the conditions under which the behavior will be performed, and the criteria needed for mastery.	Measurable annual goals and benchmarks that provide a description of: the behavior the student is to perform, the conditions under which the behavior will be performed, and the criteria needed for mastery.
	2 or more items of information are missing from the special education and related services section of the IEP	1 item of information is missing from the special education and related services section of the IEP	Special education and related services are listed and the projected date for beginning the services and program modifications are given as well as the anticipated frequency, location and duration of each	Special education and related services are listed and the projected date for beginning the services and program modifications are given as well as the anticipated frequency, location and duration of each
	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	The supplementary	Supplementary aids	Supplementary aids	Supplementary aids

	aids and services section of the IEP is not filled out.	and services that are commonly provided for an individual with the characteristics listed are not considered or there is not documentation that they were considered.	and services, including assistive technology have been considered and incorporated into the IEP as appropriate; if no supplementary aids are services are needed; appropriate documentation indicates this.	and services, including assistive technology have been considered and incorporated into the IEP as appropriate; if no supplementary aids are services are needed; appropriate documentation indicates this.
	The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes is not documented	The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes is documented	The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes is documented and a rationale is given for the time the student is not in general education	The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes and in extracurricular and other nonacademic activities is documented and a rationale is given for the time the student is not in general education
	Individual modifications in the administration of state or district wide assessments of student achievement are not addressed	Individual modifications in the administration of state or district wide assessments of student achievement that are commonly provided for an individual with the characteristics listed are not considered	Individual modifications in the administration of state or district wide assessments of student achievement are listed	Individual modifications in the administration of state or district wide assessments of student achievement are listed
	Documentation of student progress and/or how this information will be provided to parents is not addressed	How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress are generally described	How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress are specifically documented	How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress are specifically documented
	Comparison of IEP assignment and the IEP written by the cooperating teacher is	Comparison of IEP assignment and the IEP written by the cooperating teacher is	Comparison of IEP assignment and the IEP written by the cooperating teacher is	Comparison of IEP assignment and the IEP written by the cooperating teacher is

	not included	written in a general, global manner	specific and detailed	specific and detailed with discussion as to why differences between the two IEPs might be occurring
+ - NA	Modifications to the district discipline policies are listed as needed			
+ - NA	Transition statement beginning at age fourteen, transition plan beginning at age sixteen, and notification one year before majority of transfer of rights are included as appropriate			
	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

The Professional Development Plan should include:

An objective that is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery

A specific rationale that draws upon past professional experiences and input from other professionals is provided

Activities needed to address objective and a timeline in which activities will be implemented

Specific data collection procedures with performance data by which to judge progress toward meeting the objective

Results and reflection on implementation

Special Education Professional Development Plan Scoring Guide

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Plan objective lacks one or more of the specified components	Plan objective indicates a behavior that is difficult to observe or measure, 2) does not clearly specify the conditions under which the behavior will occur or, 3) inadequately describes the criteria needed for mastery	Plan objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery	Plan objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery; objective is written with an emphasis on how the teacher will apply the skill in situations that have direct impact on students
	No rationale is provided as to why the particular objective was chosen	A limited rationale is provided as to why the particular objective was chosen	A specific rationale that draws upon past professional experiences and input from other professionals is provided	A specific rationale that draws upon past professional experiences and input from other professionals and provides detailed examples of each is provided
	Activities needed to address the objective and/or a subsequent timeline in which the activities will be implemented are not provided	Activities needed to address objective and/or subsequent timeline in which activities will be implemented are limited such as not to allow a thorough and meaningful focus on the objective	Activities needed to address objective and subsequent timeline in which activities will be implemented are general	Activities needed to address objective and subsequent timeline in which activities will be implemented are specific and detailed with examples provided as needed
	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain performance data or are formatted in such a way that data collection is cumbersome or confusing	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little performance data by which to adequately judge progress toward meeting the objective	Data collection procedures are detailed and specific; data collection sheets are streamlined and clear with student data provided by which to adequately judge progress toward meeting the objective
	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Results and/or reflection on plan	Results and/or reflection on	Results and reflection on implementation is	Results and reflection on implementation is

	implementation are absent	implementation are limited	general	detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future
	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

The Unit Plan consists of:

A clear and concise description of the learners including grade level, range of age, ability, prior knowledge and skills, developmental levels, and relevant IEP objectives

Learners objectives that specifically describe the content the student is to learn and how the students will demonstrate that knowledge; objectives should list conditions, observable measurable behaviors, and criteria for mastery

Identification and relation of a few appropriate content and process Show-Me Standards to the learner objectives

Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction. Questions guiding the assessment, assessment procedures, and observations/data collection are specified

Daily lesson plans include specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery); information on instructional activities, materials, and assessment activities, including scoring guides where appropriate

Adaptations and modifications specific to students' IEPs; adaptations and modifications specific to the lesson

A plan to incorporate critical thinking skills and problem solving within the unit is specifically addressed with plan components embedded within instruction; post assessment directly ties to these skills and results of post assessment are discussed in the reflection on P-12 learning

Ways in which verbal, nonverbal, media communication, and technology are used are specifically discussed with multiple examples within the unit's lesson plans being highlighted

Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times)

Resources, including appropriate children's literature and an indication of how it is integrated into the unit are provided

A post-unit assessment that addresses the unit objectives; administration and scoring directions are included; if the assessment occurs over time, the data collection procedures are specified.

A reflection on the implementation of each day's lesson (What have I learned from teaching this lesson?; what would I do differently next time?; what adjustments were needed during the lesson?; what have I learned about individual students?) as well as a reflection on P-12 learning after the unit is taught

Special Education Unit Plan Scoring Guide

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Description of the learners includes fewer than half of the designated components; description is vague	Description of the learners includes half of the designated components; description is vague	Description of the learners includes most of the designated components; description is clear and specific	Description of the learners includes grade level, range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives; description is clear and specific
	Learner objectives for the unit inadequately describe the content the student is to learn and how the student will demonstrate that knowledge; objectives are missing some of the following: conditions, observable, measurable behaviors, and criteria for mastery	Learner objectives for the unit broadly describe the content the student is to learn and how the student will demonstrate that knowledge; objectives list at least two of the following: conditions, observable, measurable behaviors, and criteria for mastery	Learner objectives for the unit specifically describe the content the student is to learn and how the student will demonstrate that knowledge; objectives list at least two of the following: conditions, observable, measurable behaviors, and criteria for mastery	Learner objectives for the unit specifically describe the content the student is to learn and how the student will demonstrate that knowledge; objectives list conditions, observable, measurable behaviors, and criteria for mastery
	Show-Me Standards selected are inappropriate to the content or skills identified in the objectives or no standards are identified	Identification and relation of a few appropriate content or process Show-Me Standards to the learner objectives	Identification and relation of a few appropriate content and process Show-Me Standards to the learner objectives	Identification and relation of appropriate content and process Show-Me Standards to the learner objectives
	Pre-unit assessment of learners' prior knowledge and skill levels is minimal or absent and its impact on instruction is unclear. Questions guiding the assessment, assessment	Pre-unit assessment of learners' prior knowledge and skill levels is broadly targeted and its impact on instruction is unclear. Questions guiding the assessment,	Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction. Questions guiding the assessment, assessment	Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction based on student responses.

	procedures, and observations/data collection are not specified	assessment procedures, and observations/data collection are not clearly specified	procedures, and observations/data collection are specified	Questions guiding the assessment, assessment procedures, and observations/data collection are specified
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	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Daily lesson plans are missing a number of the following: specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery), instructional activities, materials, and assessment activities, including scoring guides where appropriate; lessons are not specific enough to allow a substitute teacher to step in and teach the lessons	Daily lesson plans include most of the following: specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery), instructional activities, materials, and assessment activities, including scoring guides where appropriate; lessons are not specific enough to allow a substitute teacher to step in and teach the lessons	Daily lesson plans include specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery); information on instructional activities, materials, and assessment activities, including scoring guides where appropriate is provided but lacks the clarity that would allow a substitute teacher to step in and teach the lessons	Daily lesson plans include specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery); detailed scripting of instructional activities, materials, and assessment activities, including scoring guides where appropriate is provided to the point that a substitute teacher could easily step in and teach the lesson.
	Adaptations and modifications are few or absent; adaptations and modifications are not specific to the lesson or individual students' IEPs	General adaptations and modifications; adaptations and modifications are not specific to the lesson or individual students' IEPs	General adaptations and modifications specific to students' IEPs; adaptations and modifications are not specific to the lesson	Individual adaptations and modifications specific to students' IEPs for each day's lesson plans
	A plan to incorporate critical thinking skills and problem solving within the unit and/or subsequent post assessment is not addressed	A plan to incorporate critical thinking skills and problem solving within the unit is generally addressed; post assessment items are either inappropriate in assessing these skills or do not efficiently pinpoint these skills for assessment purposes	A plan to incorporate critical thinking skills and problem solving within the unit is specifically addressed with plan components embedded within instruction; post assessment directly ties to these skills; results of post assessment are generally discussed	A plan to incorporate critical thinking skills and problem solving within the unit is specifically addressed with plan components embedded within instruction; post assessment directly ties to these skills; results of post assessment are specifically discussed with reflection regarding possible reasons for

				student performance on these items of the post assessment
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	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Ways in which verbal, nonverbal, media communication, and technology are used are not addressed	Ways in which verbal, nonverbal, media communication, and technology are used are generally discussed or highlighted within the unit's lesson plans	Ways in which verbal, nonverbal, media communication, and technology are used are specifically discussed with multiple examples within the unit's lesson plans being highlighted	Ways in which verbal, nonverbal, media communication, and technology are used are specifically discussed with multiple examples within the unit's lesson plans being highlighted; specific reflection on what techniques were effective/ineffective and plans for adjustment of these techniques consistently occurs as a component of each lesson plan reflection
	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times) are not present	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times) are limited	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times) are general	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times) are specific
	Few resources are listed and it is unclear how they are integrated into the unit; formatting of listed resources is incorrect	Resources, including appropriate children's literature are listed, but it is unclear how the literature is integrated into the unit; formatting of listed resources is incorrect	Resources, including appropriate children's literature and an indication of how it is integrated into the unit are provided; formatting of listed resources is incorrect	Resources, including appropriate children's literature and an indication of how it is integrated into the unit are provided in APA format
	The unit assessment does not address most of the unit objectives; administration and scoring directions are nonspecific; data collection procedures are unclear.	The unit assessment addresses most of the unit objectives, but a sample is not provided; administration and scoring directions are nonspecific; data collection procedures	A sample of the unit assessment is provided; most of the unit objectives are addressed; administration and scoring directions are specifically detailed; if	A sample of the unit assessment that addresses all objectives is provided; administration and scoring directions are specific-ally

		are unclear.	the assessment occurs over time, the data collection procedures are specified.	detailed; if the assessment occurs over time, the data collection procedures are specified. Results of the unit assessment are included with implications for reteaching
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	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Reflection on the implementation is absent for some of the lessons	Limited reflection on implementation of each day's lesson	Global reflection on the implementation of each day's lesson (What have I learned from teaching this lesson?; what would I do differently next time?; what adjustments were needed during the lesson?; what have I learned about individual students?)	Detailed specific reflection on the implementation of each day's lesson (What have I learned from teaching this lesson?; what would I do differently next time?; what adjustments were needed during the lesson?; what have I learned about individual students?; what will I teach students next?)
	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

The Instructional Plan consists of:

A clear and concise description of the learner(s) including grade level, range of age, ability, prior knowledge and skills, developmental levels, and relevant IEP objectives

An informal assessment of learner's prior knowledge and skill levels that specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; it is expected that this assessment will impact instruction

An objective that specifically describe the skill the student(s) is/are to learn and how the student(s) will demonstrate that knowledge; objective should list conditions, observable measurable behaviors, and criteria for mastery

Specific identification of the setting and materials

Detailed description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures

A description of the type of reinforcement and reinforcement schedule

A description of how prompts will be faded over time

A description of how reinforcement will be faded over time

A plan for generalization that addresses at least one additional setting/person/materials; the plan should include systematic probes scheduled to assure maintenance of skill

A plan for data collection procedures that is detailed and specific; data sheets with student data should be included

A reflection on the implementation of the instructional plan and its effect on P-12 learning.

Special Education Instructional Plan Scoring Guide

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Description of the learner includes fewer than half of the designated components; description is vague	Description of the learner includes half of the designated components; description is vague	Description of the learner includes most of the designated components; description is clear and specific	Description of the learner includes grade level, range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives; description is clear and specific
	Informal assessment of learner's prior knowledge and skill levels is minimal or inappropriate and its impact on instruction is unclear; one or more of the following components are missing: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction	Informal assessment of learner's prior knowledge and skill levels generally addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is unclear	Informal assessment of learner's prior knowledge and skill levels specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is general	Informal assessment of learner's prior knowledge and skill levels specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is direct and specific
	Learner objective lacks one or more of the specified components or is inappropriate based on informal assessment results	Learner objective indicates a behavior that is difficult to observe or measure, 2) does not clearly specify the conditions under which the behavior will occur or, 3) inadequately describes the criteria needed for mastery	Learner objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery	Learner objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery; objective is written with an emphasis on how the student will apply the skill in situations that are functional and meaningful
	Identification of the setting and/or the materials is not addressed	Nonspecific identification of the setting or the materials	Specific identification of the setting and materials	Specific identification of the setting and materials with a rationale as to why the setting and materials were chosen for instruction

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Description of the instructional procedure is nonspecific and omits scripting of what the teacher and the student will do, prompting sequences, or error correction procedures or one or more of the above components are inappropriate given the student and/or the skill to be taught	Description of the instructional procedure that includes scripting of what the teacher and the student will do, prompting sequences and error correction procedures is general	Description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures is specific, but does not provide enough detail	Description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures is detailed and specific
	Reinforcement is not addressed or is inappropriate for the student and/or targeted skill	Type of reinforcement is indicated, but reinforcement schedule is not clearly described	Type of reinforcement and reinforcement schedule is clearly detailed	Type of reinforcement and reinforcement schedule is clearly detailed with a rationale regarding why the reinforcer(s) and reinforcement schedule were chosen
	Fading prompts is not addressed or is inappropriate for the student and/or targeted skill	Plan for fading prompts is nonspecific	Plan for fading prompts is detailed and occurs over time,	Plan for fading prompts is detailed, occurs over time, and moves toward the least intrusive prompt possible
	Fading reinforcement is not addressed or is inappropriate for the student and/or targeted skill	Plan for fading reinforcement is nonspecific	Plan for fading reinforcement is detailed and occurs over time	Plan for fading reinforcement is detailed, occurs over time, and moves toward the most natural reinforcement possible
	Generalization and/or maintenance are not addressed or are inappropriate for the student and/or targeted skill	Plan for generalization and maintenance is nonspecific	Plan for generalization addresses at least one additional setting/person/materials ; systematic probes are scheduled to assure maintenance of skill	Plan for generalization addresses at least two additional settings/persons/materials; systematic probes are scheduled to assure maintenance of skill
	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain student data or are formatted in such a way that data collection is cumbersome or confusing	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little student data by which to adequately judge student progress	Data collection procedures are detailed and specific; data collection sheets streamlined and clear with student data provided by which to adequately judge student progress

	Unsatisfactory	Nearing Proficiency	Proficient	Advanced
	Reflection on implementation is absent	Reflection on implementation is limited	Reflection on implementation is general	Reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future
	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

Positive Behavior Support Plan Development Scoring Guide

- _____/5pts. Description of student is provided.
- _____/10pts. Behavior(s) of concern is specified in a way that can be observed and measured.
- _____/5pts. Rationale provided regarding why the behavior(s) of concern is problematic.
- _____/25pts. Data collection procedures are described. These procedures are designed to pinpoint the following (as appropriate):
frequency of behavior(s) of concern; antecedents/consequences of the behavior(s); environments/contexts/people in which/with whom behavior(s) does and does not occur; etc. are specified. (Make sure these data are included in the final submission of this assignment.) *A minimum of 20 data days is required – you will need to start this project at least by early October.*
- _____/10pts. Hypothesis(es) regarding why behavior(s) is occurring based on the data collected are specified
- _____/15pts. A statement regarding general strategies involving preventing the behavior from occurring, teaching alternative replacement behaviors, and reacting to behavior when it does occur is included.
- _____/5pts. Mechanics
- _____/75pts.

LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade; physical set-up of classroom; number of students; environmental factors)

Description of the Learners: What do I know about the learners that has influenced my decisions in planning this lesson? How do I know this? (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals)

Goals and Objectives: In what ways does this lesson address the specific needs of these learners? (Goals are broad, speaking to the long-term needs of the learner. Objectives are related to goals but narrow enough to be measurable. Every objective will need to be assessed. Behavior objectives must 1) be observable and measurable, 2) give the conditions under which the behavior will occur and, 3) indicate the criteria needed for mastery. Indicate how this instruction relates to the IEP of those children who receive special education.

Show-Me Standards: What Show-Me Standards were addressed or what connection was made to the Alternate Framework for Curriculum Development? How does this plan relate to the performance based standards of the MAP or the portfolio based assessment of the MAP-A?

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? Outline your data collection procedure and include a copy of any tool, scoring guide, chart, and/or graph you will use.

Instructional Planning: What will I do to engage the learners? How will I make the objectives of the lesson clear to the learners? How do I review previous relevant material?

Instructional Process: Describe in detail sequentially what the teacher and the learners will do. As appropriate, include:

- examples you will use
- questions to be asked
- modeling
- how guided and independent practice will be used
- a list any material you will be using, including texts, literature
- a description of support materials such as charts, bulletin boards
- a description of any technology to be used in the lesson
- a description of how you will meet specific needs and provide modifications or accommodations for individuals
- a copy of anything you will be using with the students
- if a paraprofessional is working with this student or class, indicate his/her role in instruction

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the rules in effect and how these will be shared with students. Describe time management and procedures to smooth transitions, especially for younger children.)

Reflection: What have I learned from teaching today? How have I listened to the learner and responded to his/her discourse? How have I documented our dialogue? What worked? What will I do differently next time? How did I adjust the lesson to meet the needs of the learners?

Additional points of information:

*Due dates for assignments are only negotiable in the case of an emergency. It is your responsibility to contact me in a timely manner if you need extra time to complete an assignment. Feel free to turn in assignments early.

*If you need an adjustment to the schedule for assignment completion, you must call or e-mail me IN

ADVANCE in order to set new parameters. Once the deadline has passed, assignments will not be accepted if you have not been proactive.

*Late assignments automatically lose 25% of points and continue to lose 25% of the total with each week the assignment is delayed.

*Complete, and appropriate, headings and identification should be on all submitted assignments.

*I will actually use the rubrics published in this syllabus to grade your assignments. The expectations are clearly laid out. Use them to guide your preparation.

*Lesson plans for all lessons taught during this course should be kept in a notebook for me to see when I come to observe.

*In an emergency which may keep you from teaching the day of an observation, you must contact me by phone and e-mail to ensure I get the message.