



Course Syllabus

EDUC 5090.01 COURSE NUMBER Dr. Mary Woodard Bevel INSTRUCTOR	COURSE TITLE: <u>CURRICULAR & INSTRUCTIONAL ADAPTATIONS & MODIFICATIONS</u>	TERM: SU 06 SITE: WEBSTER GROVES
Office Hours : 247 Webster Hall – T/R 3pm –5 pm Phone : 961-2660 Ext. 7504 (W) 636-271-8408 (H)	Class Schedule: Webster Hall Room Tuesday 5:00- 9:00 p.m. Webster Email bevelma@webster.edu Home Email- drmary1@mindspring.com	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.

2. LEARNING OUTCOMES

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
A. 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).	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,
B. Review the legal issues surrounding inclusion, and the mandates adaptations, modifications, accommodations or supply technology devices for students with disabilities in order to educate each child in the least restrictive environment (LRE).	"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 MO_STEP 6.1;6.2 CC4S6; GC7K1; GC5K3
C. Critique current research /	3. research based plan and	SOE 2.2

<p>literature related to : (1) full inclusion v mainstreaming, and (2) best practices in modification and adapting curriculum.</p>	<p>design an effective teaching and learning environment. . .promotes integration and inclusion of students in general education setting</p>	<p>MO-STEP 1.2, 1.3,1.5, 2.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9</p>
<p>D. Review and discuss a variety of social / academic strategies, and methods that facilitate effective inclusive education.</p>	<p>demonstrate understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community leaders</p>	<p>SOE 4.3; 4.4 MO_STEP 6.1;6.2 CC4S6; GC7K1; GC5K3</p>
<p>E. Develop Curricular for the instruction of motor, sensory, cognitive, social, language, affective, and functional life skills for individuals with disabilities.</p>	<p>identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system</p>	<p>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</p>
<p>F. Demonstrate the ability to adapt and/or develop current curriculum practices to facilitate content learning for individuals with disabilities in classrooms and the community.</p>	<p>6. demonstrate understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community leaders</p>	<p>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 GC 2S10; GC4S13; GC6S4; CC 7S8; CC7S10; CC 7S11, GC 7S3</p>
<p>G. Examine learning styles and the role different learning might play in successful adaptation modification of curriculum Review successful teaching strategies employed in inclusive educational and community settings.</p>	<p>4. identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system</p>	<p>MOSTEP 3.1, 3.2, 3.3, 3.4 GC5K2;</p>
<p>H. Discuss strategies and practices to build partnerships between schools, families, and communities with diverse backgrounds.</p>	<p>6. demonstrate understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community leaders</p>	<p>SOE 2.2 MO-STEP 1.2, 1.3,1.5, 2.4, 3.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9</p>
<p>I. Students must behave in a professional manner at all times.</p>		<p>SOE Dispositions 3 and 4</p>

<p>This includes appropriate attire, promptness, treating all individuals with fairness, dignity, and respect.</p>		
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3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS. (Insert Schedule)

Class time is used as an extension to the content of the reading assignments. The book(s) will not be taught in class. Students are expected to come to class prepared to discuss and apply the reading assignments.

All cell phones will be turned off in the classroom.

Week 1: Class

**Class norms & Dispositions
Course Expectations & Policies
Legal Issues, Legislation and Litigation
Special Education Procedures / Services
Introduction to LRE Issues
Video: *On the Road to Brown***

Assign grade level

- Grade 1*
- Grade 3*
- Grade 4*
- Grade 6*
- Grade 10*

Library Orientation

Warner, M. M. & Cheney, C.O. (1996). Guidelines for developing and evaluating programs for secondary students with disabilities. Intervention in School & Clinic, 31, 276-284. (on-line linked text through Emerson Library)

Assignments for Week 2

Read before coming to class next week:

- 1. *Meltzer*: Chapters 1 and 2
Hoover & Patton: Chapters: 1 and 2**
- 2. Warner, M. M. & Cheney, C.O. (1996). Guidelines for developing and evaluating programs for secondary students with disabilities. Intervention in School & Clinic, 31, 276-284. (on-line linked text through Emerson Library)**

<http://www.dese.state.mo.us/divimprove/curriculum/frameworks/science.htmls>

3. (Select Frameworks) Prior to next week's class review curricular frameworks for Science and print information appropriate for your assigned grade level.

Week 2: Class

1. Reflection: Individuals with Disabilities in

Assignments for Week 3

1. Go to the website "misunderstood minds" and enter

<p>the general education system.</p> <p>Discussion direct instruction/ support model Models of Service Delivery/ Responsibility, Cooperation/ Collaboration / CWC Multiple Intelligences, Learning Style Video: <i>The Giftedness in Us All</i> Discuss Unit Plan Assignments Discuss writing behavioral objects for social/behavioral issues.</p> <p>Work groups social skills curriculum</p>	<p><i>the area about attention. Complete the entire simulation. Write a review of the activity.</i></p> <p>http://www.pbs.org/wgbh/misunderstoodminds/intro.html http://www.pbs.org/wgbh/misunderstoodminds/attention.html</p> <p>2. Read assigned articles from reading list and write a report. Plan a five minute summary. Assign articles ADHD Assign articles Social skills</p> <p>3. Bring an example of social skills curriculum to class Week 3 for group project</p>
<p>Week 3: Class Jigsaw ADHD/ Behavior/Social Skills Frank Case study Meta cognitive Skills, Learning Strategies</p> <p>Work groups social skills curriculum</p>	<p>Assignments for Week 4:</p> <p>1. Read <i>Hoover & Patton</i> Chapter 3-5 2. Go to the website “misunderstood minds” and enter the area about attention. Complete the entire simulation. Write a review of the activity.</p> <p>http://www.pbs.org/wgbh/misunderstoodminds/intro.html http://www.pbs.org/wgbh/misunderstoodminds/reading.html http://www.pbs.org/wgbh/misunderstoodminds/writing.html</p> <p>Read assigned articles (2)</p>
<p>Week 4: Class Jigsaw Reading and writing Dyslexia - Guest Speaker</p> <p>Review Curriculum</p>	<p>Assignments for Week 5:</p> <p>1. Read <i>Hoover & Patton</i> Chapter 3-5 2. Go to the website “misunderstood minds” and enter the area about writing. Complete the entire simulation. Write a review of the activity. http://www.pbs.org/wgbh/misunderstoodminds/intro.html 3. http://www.dese.state.mo.us/divimprove/curriculum/frameworks/science.htmls (Select Frameworks) Prior to next week’s class review curricular frameworks for Science and print information appropriate for your assigned grade level. 4. Prior to next weeks class read Meltzer et al. : Chapters 5 and 7</p>
<p>Week 5 Social Skills Curriculum Due CWC- Science In class grade level activities</p>	<p>1. Go to the website “misunderstood minds” and enter the area about math. Complete the entire simulation. Write a review of the activity.</p>

Discussion of articles	http://www.pbs.org/wgbh/misunderstoodminds/intro.html http://www.pbs.org/wgbh/misunderstoodminds/math.html 2. Read Articles http://www.dese.state.mo.us/divimprove/curriculum/frameworks/science.htmls Readingquest.com Week 6: No Class
Week 6 No Class	Prior to Week 7 class Read assigned articles (1)
Week 7: Unit Plan 1 Due Curriculum review In Class grade level activities	
Week 8 Curriculum review In Class grade level activities Unit Plan 2 Due	

4. RESOURCES:

REQUIRED TEXT(S):

REQUIRED READINGS

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

REQUIRED WEBSITES:

“Experience Firsthand” activities

<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> (reading list)

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

<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> (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#writingweb>

ADDITIONAL READINGS/ RESOURCES

Attention reading list:

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

5. 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 given.

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

Assessments	Links to Course Outcomes	Percentage of Grade
Articles 2 Social Skills 2 ADHD/ Behavior 1 Differentiated Instruction 1 Adapting Curriculum 1 Models of Cooperation 1 Community Based Instruction 1 Education/Social Reform Issues 1 Reading	Critique current research / literature related to: (1) full inclusion v mainstreaming, and (2) best practices in modification and adapting curriculum. H. Discuss strategies and practices to build partnerships between schools, families, and communities with diverse backgrounds.	10%= 100 points
2. Professional behavior and Class attendance/ participation: In class: Social Skills Curriculum analysis and developing social skills curricula Due class 3 In class CWC activity Due class 4	SOE Dispositions : 3 and 4 Develop curricula for the instruction of motor, sensory, cognitive, social, language, affective and functional life skills for individuals	20% = 200 points
3. Web assignments 1.Misunderstood minds assignments Attention/ Reading/ Writing /Math	G. Examine learning styles and the role different learning might play in successful adaptation modification of curriculum	10% = 100 points

	Review successful teaching strategies employed in inclusive educational and community settings.	
5. Unit Plan (Direct Instruction Self Contained or Resource Setting)	F. Demonstrate the ability to adapt and/or develop current curriculum practices to facilitate content learning for individuals with disabilities in classrooms and the community.	30% = 300 points
4. Unit Plan (General Education Setting)	F. Demonstrate the ability to adapt and/or develop current curriculum practices to facilitate content learning for individuals with disabilities in classrooms and the community	30% = 300 points
		Total 1000 points

6. GRADING SCALE : 1000 points possible

(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/webpage 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.

Consequences of Academic Dishonesty:

Plagiarism is a serious offence, if one engages in plagiarism; the project will be counted as a NC.

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

4. ACCESSIBILITY/ACCOMODATIONS 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.

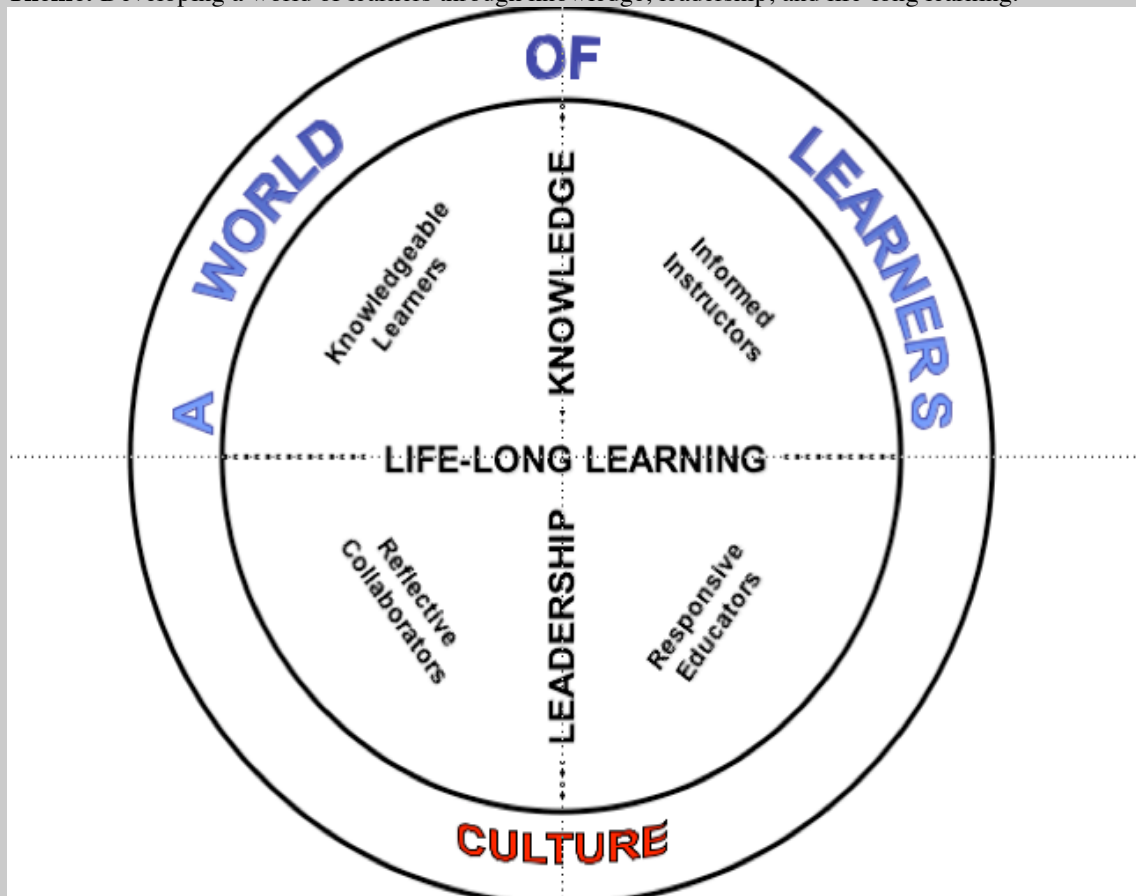
WEBSTER UNIVERSITY

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)

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
Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	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
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.	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
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.	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
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.	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

MoSTEP Standards	Performance Indicators
	<p>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>
<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</p>

MoSTEP Standards	Performance Indicators
	<p>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>