



Course Syllabus

SPED 5830.W1: Evaluation Course Number/ Course Title	Dr. Mary Woodard Bevel Instructor	Term: Site: 50
Office Hours: TBA Phone : 961-2660 Ext. 7504 (W) 636-271-8408 (H) Webster Email bevelma@webster.edu Home Email- drmary1@mindspring.com	Class Schedule: Sixteen weeks Online Eight weeks Face to face course	Credit Hours: 3

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

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

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 ethics of evaluation and assessment of children with disabilities	1. "philosophical, historical and legal foundations of special education of students with special needs." 8. "improve the quality of life for students with disabilities	SOE 3.1, 3.2, 4.1, 4.2 SOE Dispositions: 2.1, 2.2, 2.3, 3.3, MO Step 6.1; 6.2 CEC 4s6; Gc7k1; Gc5k3
B. Review the legal issues surrounding evaluation, and assessment of individuals with disabilities and their non disabled peers in regard to the educational mandates: IDEA and NCLB and AYP.	1. "philosophical, historical and legal foundations of special education of students with special needs." 8. "improve the quality of life for students with disabilities	SOE 4.3; 4.4 SOE DISPOSITIONS:: 2.1, 2.2, 2.3, 3.3, MO_STEP 6.1;6.2 CC4S6; GC7K1; GC5K3
C. Increase knowledge of Learning theory / curriculum / remediation strategies	research based plan and design an effective teaching and learning environment. . .promotes integration and inclusion of students in general education setting	SOE 2.2 MO-STEP 1.2, 1.3,1.5, 2.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9
D. Critique models of curriculum based assessment on cognitive processes	Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills, and that are responsive and sensitive to the unique cultural, linguistic, and ethnic characteristics of the student and family	SOE Goal 2 MO-STEP 1.6 CEC Standard
E. Examine learning styles and the role different learning might play in successful adaptation modification of curriculum and assessment.	identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system	MOSTEP 33.1, 3.2, 3.3, 3.4 GC5K2

F. Develop, and implement a curriculum based assessment tool.	identify and use accommodations and modifications that will increase access and success of students with disabilities in the general education classroom/ system	SOE 2.1, 2.2, 2.3 4.3, 4.4 MO-STEP 1.2 1.3, 1.4, 1.5, 2.2, 2.3, 3.4, 5.1,5.2, 6.1, 11.2, 11.3
G. Webster students & faculty must behave in a professional manner at all times, including appropriate attire, professional responsibility, honesty, and treat all individuals with fairness, dignity, and respect.	6. demonstrate understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community leaders.	SOE Dispositions 3 and 4 SOE 2.2 MO-STEP 1.2, 1.3,1.5, 2.4, 3.4 CC4S3, GC4S7; GC5K2; GC5S2; CC7K4; CC7S9

Assessments	Links to Course Outcomes	Percentage of Grade
1.a: Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the ethics of evaluation and assessment of children with disabilities. Weekly discussion questions on readings (discussion group board online) each week10 points	Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.	10%
1.b: 2 page position paper10 points	Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.	10%
1.c. Responses to Foucault and Servan quotes in regard to education....Total of 5 points	Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities. Explore and discuss the philosophical grounding of the least restrictive environment (LRE) and the principle of evaluation.	5 %
1.d. Philosophy Statement 5 points	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	5%

	environment (LRE) and the principle of evaluation.	
2. (a) (3 Debates) IDEA and NCLB and AYP (total of 10 points) Be prepared to discuss each topic from both pro and con positions.	Review the legal issues surrounding evaluation, and assessment of individuals with disabilities and their non disabled peers in regard to the educational mandates: IDEA and NCLB and AYP.	10%
2. (b) Annotated Bib. Find 2 peer reviewed journal articles on each topic listed above. (total of 6 articles = 5 points)	Review the legal issues surrounding evaluation, and assessment of individuals with disabilities and their non disabled peers in regard to the educational mandates: IDEA and NCLB and AYP.	5%
3. Literature review of learning theory / curriculum /remediation using at least 5 peer reviewed sources (1 point each = 5 points)	Increase knowledge of learning theory / curriculum / remediation strategies	5%
4. Three Practical quizzes (1 points each, total 3 points)	Increase knowledge of learning theory / curriculum / remediation strategies	3%
5. a. Describe at least one model of CBA used in your classroom to your discussion group. (1 point) b. Critique the models (1 point)	Critique models of curriculum based assessment on cognitive processes	2%
6. Fruit Salad activity (5 points)	Examine learning styles and the role different learning might play in successful adaptation modification of curriculum and assessment.	5%
7. Develop, and implement a curriculum based assessment tool 30 points	Increase knowledge of learning theory / curriculum / remediation strategies	30%
8. Webster students & faculty must behave in a professional manner at all times, including appropriate attire, professional responsibility, honesty, and treat all individuals with fairness, dignity, and respect. Professional behavior and Class attendance/ participation:	SOE Dispositions : 3 and 4	10%

ALL CELL PHONES WILL BE TURNED OFF IN THE CLASSROOM.

Course Schedule: Reading Assignments / Discussion Questions/ Journal Articles Quizzes/Activities and Other Assignments

Week 1 Welcome- Introductions: Nuts and Bolts of the Course

Learning Theories: Intelligence

Activity: Fruit Salad

Assignments:

Chapter. 1 Reading and Discussion Questions

Week 2 Curriculum / remediation strategies

Task Analysis

Assignments:

Chapter 2. Reading and Discussion Question

Find Article on NCLB

Week 3. History ethics judgment

IDEA –RTI-NCLB -LRE

Philosophy Statement

Assignments:

Read Chapter 3.

Reading and Discussion Question

Position paper

Week 4

LRE continued

Share articles ON NCLB

Chapter 4. Reading and Discussion Question,

Journal Article #1

Week 5 –

Share Articles

Statistics

Statistics Power point review-

Assignments

Chapter 5. Reading and Discussion Question

Statistics Quiz #1

Week 6 – Debate

Principles of Assessment and Evaluation

Construction of CBA

Assignments

Chapter 6. Reading and Discussion Question

Article on climate/ behavior

Week 7.

Assessment / remediation language arts

Climate/ behavior/ Dispositions

Assignments

Chapter 7. Reading and Discussion Question

Annotated Bib

Week 8

Photo Reflection Activity

Practical Quiz

Assignment

Read Chapter 8.

Reading and Discussion Questions.

Journal Article #2

Week 9

Practical Quiz

Assignment

Read Chapter 9.

Reading and Discussion Questions. -

Week 10

Quiz #2 Assignments

Read Chapter 10.

Reading and Discussion Questions.

Week 11 –

Practical Quiz #3

Assignments

Read Chapter 11.

Reading and Discussion Questions -

Week 12 –

Share Lit Reviews

Chapter 12.

Reading and Discussion Questions -

Week 13

No class....Final project work week

Week 14 –

Chapter 14. Reading and Discussion Questions

Chapter 13. Reading and Discussion Questions

Final Project Due

Week 15. –

Share Final Project

Week 16

Reflection question and Servan

Criteria for Assignments

READINGS AND DISCUSSION QUESTIONS/ RESPONSES

PHILOSOPHY STATEMENT:

_____/ .25 Citation in APA format

_____/ .25 Correct grammar, spelling, and punctuation

RESPONSES TO QUOTATIONS

_____/ .25 Citation in APA format

_____/ .25 Correct grammar, spelling, and punctuation

RESPONSES TO PHOTO FILES

Please review and reflect on the photos in this file. Each photo represents sample of a school of individuals in school. Respond to the following questions in a succinct, yet clear manner, in a paragraph or two that demonstrates correlations and contrasts about the community of learners in each school. Remember that more does not increase the quality of your response. Consider these issues

_____/ .25 Citation in APA format

_____/ .25 Correct grammar, spelling, and punctuation

PRACTICAL QUIZZES

Be sure to follow/ include all the steps in

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

Quiz 1 Construct an evaluation plan to use in your classroom

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

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

be sure to follow/ include all the steps in

Chapters 7: Problem Solving Evaluation and Decision Making

8. *Define Purpose*
9. *Define quantity to be evaluated*
10. *Make quantity observable*

11. Do assessment/ collect data
12. CBE Process of Inquiry
13. Write Summary
14. Make Decisions

ANNOTATED BIBLIOGRAPHY OF JOURNAL ARTICLES

Requirements:

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

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

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

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

FINAL PROJECT

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

1. RESOURCES:

REQUIRED TEXT (S):

REQUIRED READINGS

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

REQUIRED WEBSITES:

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

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

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

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

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

Dispositions

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

6. GRADING SCALE : 1000 points possible

(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 NO 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 his/her own (through inadequate or inaccurate citations of reference material.)

Students:

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

You may locate those guides on the APA Purdue Website.

Consequences of Academic Dishonesty:

1. The student will receive a NC for the project.

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

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

4. **Accessibility/Accommodations Policy:**

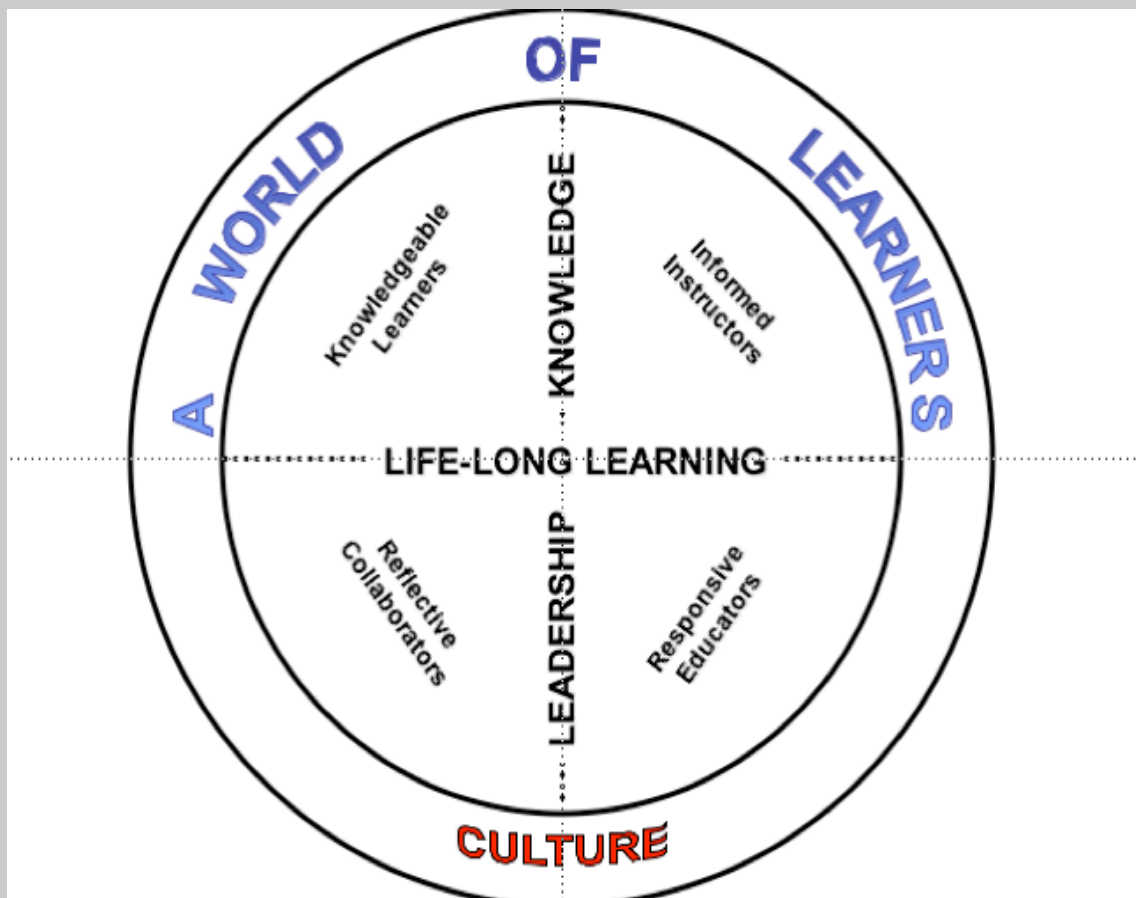
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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 base 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 base 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, an 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 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 standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and

MoSTEP Standards	Performance Indicators
	<p>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 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 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 team 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 resource for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually</p>

MoSTEP Standards	Performance Indicators
	<p>evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.