California State University, Fresno

Leadership for Diverse Communities

Differentiated Instruction and Classroom Management
SPED 179, Fall 2010

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of all learners, with focus on students with special needs.

Multiple Subject Program Requirements:

Prerequisites: Successful completion of Phase One and Two in the Multiple Subject Credential program. This course is a required course in Phase 3 of the Multiple Subject Program. Taken concurrently, Field Study C is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study C will need to make special arrangements with the instructor.

Coursework will include varied instructional strategies (i.e. lecture, small/large group activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with disabilities.

Course Information: Differentiated Instruction and Classroom Management	Instructor Name:
Units: 3	Office: Hours:
Time:	Email:
Location	Telephone:
Website: csufresno.edu	

Required Texts and Instructional Materials:

Friend, M. & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers.* (2nd ed.), Columbus, OH: Pearson.

Evertson, C. M., & Emmer, E. T. (2009). *Classroom management for elementary teachers.* (8th ed.), Columbus, OH: Allyn & Bacon.

This course requires the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.esu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).

The candidate will:
- demonstrate knowledge of relevant state and federal laws, regarding special education, health and safety, teacher roles and responsibilities in the IEP process (identification, referral, assessment meeting and implementation). (CCTC 6, 10, 13; TPE 8 & 12; NCATE 1.6, 4.1)
- demonstrate an awareness of differences and similarities of exceptional and typical students including major disability categories , at-risk issues and giftedness. (CCTC 13; TPE 8; NCATE 4.1)
- select and implement specially planned, developmentally appropriate instruction, materials, and technologies in order to differentiate instruction to meet the needs of special populations. (CCTC 13; TPE 9; NCATE 1.3, 1.7, 4.1)
- work collaboratively to design and deliver effective, coordinated instruction to advance each student's academic achievement(IEP goals, content matter, curriculum based) and social integration.
- (CCTC 5, 6, 13; TPE 4 & 9; NCATE 1.3, 1.6)
- assess the learning, language, and special needs of students to support each student's development, motivation, and learning in order to identify students for referral for support services or programs. (CCTC 3, 13; TPE 3 & 12; NCATE 4.1)

Classroom Management
The candidate will:
- reflect on personal beliefs and create a positive classroom environment which promotes acceptance and provides an equitable classroom community and minimizes bias (safe, gender-fair…). (CTC 9; TPE 11; NCATE 1.4, 1.6)
- establish procedures and practice effective strategies and resources for classroom management, individual student behavior management, crisis prevention and conflict management. (CCTC 10, TPE 10 & 11; NCATE 1.4)
- promote student effort and engagement while developing and maintain clear and high expectations of academic and social behavior in the classroom. (CCTC 9; TPE 5 & 11; NCATE 1.4)
- study, learn and apply concepts and strategies that contribute to respectful and productive teacher relationships with families and the community. (CCTC 5, 6, 10; NCATE 1.4, 1.6)

Differentiated Instruction
The candidate will:
- utilize theories of human learning to design, supply and deliver a variety of models of teaching and reflect on their decisions and practices to determine alternate courses of action in teaching.
- (CCTC 3, 4, 6; TPE 4 & 9; NCATE 1.3, 1.6, 1.7)
- select appropriate electronic research tools and technological resources (ie software, equipment, assessments…) to support, manage, and enhance student learning. (CCTC 11; NCATE 1.3, 1.6)
- apply appropriate pedagogical practices/strategies to effectively teach diverse students (backgrounds, experiences, skills, abilities, languages…) recognizing each students' specific learning needs. (CCTC 9; TPE 9; NCATE 1.3, 1.6)

SPED Related Journals:

CCBD Newsletter	The Special Edge
Journal of Learning Disabilities	Educational Technology
Learning Disabilities Quarterly	Remedial and Special Education
CARS Newsletter	The Reading Teacher
Exceptional Children	Journal of School Psychology
Educational Leadership	Journal of Applied Behavioral Analysis

SPED 179

Related Readings:

Agnuiano, P. (2001). A first-year teacher's plan to reduce misbehavior in the classroom. *Teaching Exceptional Children, 33* (3), 52-55.

Baker, L. J., & Welkowitz, L. D. (2005). *Asperger's syndrome: Intervening in schools, clinics, and communities.* Mahweh, NJ: Erlbaum.

Buck, G. H., Williams, K., Patton, J. R. & Polloway, E. A. (in press). *Prereferral intervention resource guide*. Austin, TX: Pro-Ed.

Carter, E., Hughes, C., Guth, C., Copeland, S., & MacLean, W. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. *American Journal on Mental Retardation, 110*, 366-377.

Center for Applied Special Technology. (2010). Teaching every student: UDL online. Retrieved from www.cast.org/research/udl.

Dabkowski, D. (2004). Encouraging active participation in IEP team meeting. *Teaching Exceptional Children*, 36(3), 34-39.

Etscheidt, S., Bartlett, L. (1999). The IDEA Amendments: A four-step approach for determining   supplemental aids and services. *Exceptional Children*, 65 (2) 163-174.

Jensen, E. (2000). *Different brains, different learners: How to reach the hard to reach*. San Diego, CA: The Brain Store.

Kame'enui, E.J., & Carnine, D.W. & Dixon, R.C. & Simmons, D.C. & Coyne, M.D. (2002). *Effective teaching strategies that accommodate diverse learners*. New Jersey: Merrill-Prentice-Hall.

Kovalik, S. J. & Olsen, K. D. (2002). *Exceeding expectations: A user's guide to implementing brain research in the classroom*. (2nd ed.). Covington, WA: Books for Educators.

Levin, J., & Nolan, J.E. (2003). *What every teacher should know about classroom management*. Boston: Allyn & Bacon.

Mastropieri, M. A., & Scruggs, T. E. (2009). *The inclusive classroom: Strategies for effective instruction*. (4th Ed). Upper Saddle River, NJ: Merrill/Prentice Hall.

National Center for Response to Intervention. (2010). RtI Resources and Tools. Retrieved from www.rti4success.org.

Nicholas, G. & Geers, A. (2006). Effects of early auditory experience on the spoken language of deaf children at 3 years of age. *Ear Hear, 27,* 286-298.

Nunley, K. F. (2003). *A student's brain: The parent/teacher manual*. Kearney, NE: Morris.

Nunley, K. F. (2002). *Layered curriculum: The practical solution for teachers with more than one student   in their classroom.* (4th ed.). Kearney, NE: Morris.

Reick, W. A., & Wadsworth, D. E. (2005). Assessment accommodations: Helping students with exceptional learning needs. *Intervention in School and Clinic*, 40(4), 222-230.

Ryan, J., Corey P., & Mooney, P. (2008). Evidenced-based teaching strategies for students with EBD. *Beyond Behavior, 17* (3), 22-29.

Smith, T. E. C. (2001). Section 504, the ADA, and public schools: What educators need to know. *Remedial and Special Education*, 22, 335-343.

Stainback, W., Stainback, S., & Stefanich, G. (1996). Learning together in inclusive classrooms. *TEACHING Exceptional Children*, 28, (3), 14-19.

Tiedt, P. L., & Tiedt, I. M. (1999). *Multicultural teaching: A handbook of activities, information, and resources* (5th ed.). Boston: Allyn and Bacon.

Tomlinson, C. A., et. al.(2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted,* 27, 119-45.

Tomlinson, C. A. & McTighe, J. (2006*). Integrating differentiated instruction: Understanding by design*.   Alexandria Virginia, ASCD.

Winebrenner, S. (2000). Teaching gifted kids in the regular classroom: *Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented* (rev. ed.). Minneapolis: Free Spirit.

SPED 179

Wolfe, P. S. & Hall, T. E. (2003). Making inclusion a reality for students with severe disabilities. *TEACHING Exceptional Children*, 35 (4), 56-60.

Course Policies

Classroom Environment

1. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 179 note-taking or student presentations. No other use is acceptable.
3. Obtain advanced permission from the instructor for visitors.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, spouse, or child) prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
   a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
   b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. Deductions for attendance occur as follows:
   a. Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of 5 points per class session.
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
   a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
   b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss what, if anything, can be done to maintain your desired grade.
   c. Submit all assignments by the beginning of the following session.

Assignments
1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student's own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided in the syllabus.
   a. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. Most assignments have a rubric (evaluation) available.
   a. It is the student's responsibility to obtain, print, and staple/clip the paper rubric to its corresponding assignment.
   b. Assignments submitted without the appropriate rubric, without name and date, and/or not following the formats provided will be returned not graded.
6. All assignments will be submitted in paper copy and follow the guidelines listed below:
   a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 spaces between lines.

SPED 179

    b. Use transitions sentences, phrases, and words between ideas and paragraphs.
    c. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
    d. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.

7. Assignment Timelines/Due Dates:
    a. All assignments are due in paper copy before the end of the class session on the date the assignment is due to be eligible to receive full credit/points. It is the student's responsibility to submit all assignments on time.
    b. Exceptions will be made <u>only</u> for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
    c. Any assignment submitted late (after the class session in which it is due) will receive, at a maximum, the number of points to equal a grade no higher than a "B". Exceptions will be made only for excused/authorized absences. Do NOT email assignments.

Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as_____(fictitious first name)."

Grading

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

EXAMINATIONS AND MAJOR ASSIGNMENTS

QUIZZES: (Formative Assessment: TPE 12)

There will be six quizzes (worth 20 points each) given over the course of the semester as indicated on the schedule. These quizzes will cover assigned readings, in-class discussions and handouts. Quizzes will be taken in various formats (e.g., individual, pairs, small group, open book, closed book). No make ups on quizzes unless previously arranged with instructor. Total 120 points. Candidate Dispositions Addressed: Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity

FINAL EXAM: (Formative Assessment: TPE 12) A small group of students will be randomly assigned to complete the final exam in class. The final examination will be comprehensive and require practical application of concepts covered. Questions and preparatory materials will be given the week prior to the exam. Total 50 points. Candidate Dispositions Addressed: Reflection, Critical Thinking, Professional Ethics, and Valuing Diversity

DIFFERENTIATED INSTRUCTION AND ENVIRONMENT REPORT: (LS Standard 8) (Formative Assessment: TPE 9 & 19)

Utilize your student teaching placement to select two students (Focus 1 & Focus 2) with disabilities (High-Incidence or Low-Incidence) or other special learning needs (e.g., ADHD, Gifted, Culturally & Linguistically Diverse, At Risk) to observe, learn about and teach. You will organize a written, narrative report on each identified student based on the descriptors listed below. Please include the headings below in your paper.

DI Part One: Students in Context

1. Description of School: name of school, address, director/principal, supervising teacher, support staff
2. Description of Classroom: grade level, number of students (general education and students with special needs). Identify two students with special learning needs (at least one must be a student with a designated disability). The other student could be achieving below grade level, an EL learner, etc.
3. For each student describe in a narrative:
    - <u>Hypothetical name</u>, age, gender, ethnicity, language proficiency
    - Describe the designated disability or learning challenge
      For the student with a disability, review his/her IEP/ 504 Plan for emphasis areas (long-term goals) and any recommended accommodations or modifications.
    - Describe related services provided (e.g., teacher aide, speech, counseling, etc.)
    - Reading ability
    - Writing ability
    - General appearance (apparent physical disability, appearance)
    - Behavior (active, shy…)
    - Responsiveness (attentive, impulsive, withdrawn…)
    - Motivation (eager, indifferent…)
    - Mobility (wheelchair, balanced…)
    - Communication (talkative, non-verbal, vocabulary…)
    - Student's strengths
    - Student interests
    - Friendships
    - Other pertinent observations

DI Part Two: Content Analysis and Learning Outcomes, Assessment Plan, Design for Instruction
    Attach supporting documents (i.e., learning outcomes, assessments, lesson plans)

4. <u>Content Analysis and Learning Outcomes</u>

What specific considerations will you make in designing learning outcomes given the two students you have described above.

5. <u>Assessment Plan</u>
    What specific adaptations or modification, if needed, will be made to your assessments?

6. <u>Design for Instruction</u>
    How will you accommodate and/or modify instruction for your two identified students so that they will be successful in the learning outcomes you have described? Any modifications needed for behavior purposes (e.g., rule reminder, redirect to task, peer helper, etc.?)

7. <u>Instructional Decision-Making</u>
    Provide two examples of instructional decision-making based on the learning or responses of your two identified students.

DI Part Three: Reflection

8. Reflect on your ability to accommodate the two students with special learning needs. Were you successful in including these students in meaningful learning? If so, why? If not, what would you do differently next time?

Note: Remember to keep all information about the child confidential; it's the LAW. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

Final report must follow the outline described, be typed and 1.5-spaced. Paper will be reviewed and evaluated for thoroughness of information, content, organization, grammar, and thoughtful reflection. See rubric on Blackboard for evaluation details. Total 50 Points. Candidate Dispositions Addressed: Reflection, Valuing Diversity

INTERVIEWS: You must interview a special education teacher and a parent of a child with special needs. Introduce yourself and tell the person you are interviewing that you are working toward a teaching credential at CSU, Fresno. Thank them for agreeing to meet with you and share some of their experiences and perceptions. Tell them it will be helpful to you as a teacher of children with special needs or learning differences. Thank the parent and the teacher and assure them the interview will be kept confidential. In your paper, include a thoughtful reflection paragraph with several points about what you learned and how you will apply it in the future. Interview guidelines will be provided in class. Total 50 Points. Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Life-long Learning

IEP REFLECTION PAPER
You will attend an IEP (preferably of a student in your classroom) and write a 1-2 page reflection paper describing the meeting, its participants, their roles, the meeting process and results. Please discuss what you learned or what questions arose for you after attending the meeting. Total 15 points. Candidate Dispositions Addressed: Reflection, Valuing Diversity, Collaboration, Life-long Learning.

CLASSROOM MANAGEMENT PLAN
(FORMATIVE ASSESSMENT: TPE 10 & 11)
Soon you will have your own classroom. The following assignment is designed to get you thinking about what you will need to have in place to effectively manage the environment and the students in the classroom. You will need to use the forms from the websites listed below. Please develop a written plan that includes a response to or description of the following. See rubric for evaluation criteria.
1. Write a brief statement describing your general belief or philosophy about managing the behavior of children and youth (i.e., what is the most common cause of student misbehavior in the classroom and what responsibility does the teacher have for managing student behavior?)
2. How will you develop a positive learning community in your classroom?
3. List three to five classroom rules you would choose for your class. How will you teach the rules to your students?
4. Write procedures for the following activities in your classroom: handout will be given in class.

5. List 5 prevention strategies that help build a safe classroom environment and are engaging for all students. These strategies must have the potential to reduce inappropriate behavior.
6. Give a few examples of what you consider to be minor disruptions. Then, identify 5 general strategies you can use to respond to minor disruptive behavior.
7. Give a few examples of what you consider to be major disruptions. Then, identify 5 general strategies you could use to respond to major disruptive behavior. How will you teach new behavior to repeat offenders?
8. Describe a plan you would use to respond to a crisis (i.e., violence, medical emergency, abusive situations). How will you ask for assistance? Who will be notified? What is the overall plan for the safety of all students? Attach your school policies and procedures on this topic.
9. What strategies could you use to promote generalization and maintenance of newly learned behavior in different settings?
10. Please check your paper for spelling and grammar errors.

Total 50 points. Candidate Dispositions Addressed: Critical Thinking, Professional Ethics

LEARNING GROUP PRESENTATION (LS Standard 8)

This will be a collaborative, group presentation. In a team of 4-5 students you will teach a lesson (i.e., reading or math) to a hypothetical group of students. Each group will choose a "best agreed upon by supervisor's lesson) to present to the class. Each group will be assigned three students with varying disabilities (descriptions included) to be successfully integrated into the lesson you present. The 50-minute presentation will begin with an introduction of lesson objectives and a brief description of students with special needs. The introduction will be followed by the lesson itself and end with a group reflection of learning. THE PRESENTATION SHOULD BE HANDS-ON WITH AN ACCOMPANYING HANDOUT. The handout will include lesson plan and any special accommodations made for each student with special needs as well as a list of references/ resources pertinent to your presentation. Each group will need to bring all materials, realia, etc. needed to conduct the lesson. YOU DO NOT TELL, YOU DO! MAKE IT FUN!

Each group member will turn in a self-evaluation and an evaluation on each of their peer presenters to the instructor after the presentation. The evaluation form will be given to everyone at the beginning of the course. Group members will be graded, both by each group member for their contribution and by the instructor)
Total 50 Points. Candidate Dispositions Addressed: Collaboration, Life-long Learning

Assignment and Exam Schedule and Grading:

Date(s)	Assignment/Activity	Points Possible
	6 Quizzes	20 points each X 6 = 120 points
	Teacher Interview	25 points
	Parent Interview	25 points
	IEP Reflection Paper	15 points
	Classroom Management Plan	50 points
	Differentiated Instruction and Environment Report	50 points
	Group Presentation	50 points
	Final	50 points
		Total Points Possible = 385

SPED 179

Grading Range: A = 347-385 B = 308-346 C = 270-307 D= 231-269 F= below 231

"This syllabus and schedule are subject to change in the event of extenuating circumstances"

Session	Topic	Readings Due	Exams/Assignments Due
1	Introduction/Syllabus ***Assign Groups***		

2	The Foundation for Educating Students with Special Needs;
	  ▪ Key terms & concepts in SPED
	  ▪ Inclusive practices in today's schools
	Special Education Procedures & Services
	  ▪ Referral, assessment & eligibility
	  ▪ Placement options
	  ▪ IEPs/ Services
		FB Ch. 1, 2	**Quiz # 1**

3	Students with Low-Incidence Disabilities
	  ▪ What are low-incidence disabilities?
	  ▪ Accommodations for students with
	Autism Spectrum Disorders, Intellectual Disabilities,, Multiple Disabilities, visual and hearing Impairments physical, medical, or health disabilities
	Building Social Relationships
	  ▪ Promoting positive social Interactions among students with and without disabilities
	  ▪ peer tutoring and cooperative learning
	  ▪ teaching social skills
		FB Ch. 6
		FB Ch. 13
			DI Report: Part One Due
			
			Quiz # 2

4	Students with High-Incidence Disabilities;
	  ▪ What are high-incidence disabilities?
	  ▪ Academic and social needs of students communication disorders, learning & behavioral disabilities
	  ▪ Accommodations
		FB Ch. 7	

5	Students with Special Needs Other Than Disabilities
	  ▪ Section 504
	  ▪ ADHD, Gifted & Talented, students from Culturally diverse backgrounds
	  ▪ Accommodations
		FB Ch. 8	

6	Organizing Your Classroom & Supplies;
	  ▪ Case Studies/ My Education Lab
	Establishing Classroom Rules & Procedures;
	  ▪ Case Studies/My Education Lab
	Getting Off to a Good Start;
	Planning Instruction by Analyzing Classroom & Student Needs
	  ▪ INCLUDE strategy for making reasonable accommodations
	  ▪ grouping students for instruction in inclusive classrooms
	  ▪ evaluating instructional materials based on students' needs
		EE Ch. 1, 2, 4
		
		FB Ch. 5
			Teacher Interview Due

SPED 179

7	Maintaining Appropriate Student Behavior;
	   ▪ Monitoring Student Behavior
	   ▪ Consistency
	   ▪ Building a Positive Climate
	   ▪ Improving Class Climate through
	     Incentives and Rewards
	   ▪ Caution in the Use of Rewards
	Communication Skills for Teaching
	   ▪ Constructive Assertiveness
	   ▪ Empathetic Responding
	   ▪ Problem Solving
	   ▪ Talking with Parents
	   ▪ Vignettes/My EducationLab
		EE Ch. 7
		EE Ch. 8
			Quiz # 3

8	Assessing Student Needs;
	   ▪ Collecting and using assessment
	     Information to design instruction
	   ▪ Curriculum based assessments and
	     probes
	Differentiating Instruction;
	   ▪ Basic skills, content specific
	   ▪ Written and oral communication, independe
	     practice
	Strategies for Independent Learning
	   ▪ Student self-awareness and self-
	     advocacy
		FB Ch. 4
		FB Ch. 9
		FB Ch. 10
			Quiz # 4

9	Planning and Conducting Instruction;
	   ▪ Planning Instructional Activities
	   ▪ Kounin's Concepts for Managing Whole-
	     Group Instruction
	   ▪ Common Problems in Conducting Instruction
	   ▪ Further Reading
	   ▪ Suggested Activities
	   ▪ Case Study 5.1: Unclear Procedures
	   ▪ Case Study 5.2: A Science Lesson in a Sixth-
	     Grade Class
	   ▪ Checklist 5: Planning for Instruction/ My
	   Education Lab
	Managing Cooperative Learning Groups
	   ▪ Research on Cooperative Learning
	   ▪ Examples of Group Activities
	   ▪ Strategies and Routines That Support
	     Cooperative Learning
	   ▪ Monitoring Student Work and Behavior
	   ▪ Interventions for Groups
	   ▪ Effective Group Work Skills
	   ▪ Beginning the Use of Cooperative Learning
	     Groups
	Checklist 6: Planning for Cooperative Group
	Instruction My Education Lab
		EE Ch. 5
		EE Ch. 6	

10	Evaluating Student Learning;
	   ▪ Testing, grading accommodations, performa
	     based assessments, portfolio assessment
	   ▪ Procedures for Managing Student Work
	   ▪ Clear Communication of Assignments and
	     Work Requirements
	   ▪ Monitoring Progress on and Completion of
	     Assignments
		FB Ch. 11
		EE Ch. 3
			DI Report: Part Two Due
			
			Quiz # 5

	▪ Feedback to Students ▪ Case Study 3.1: Managing Student Work ▪ Case Study 3.2: Keeping Students Involved During Center Activities ▪ Case Study 3.3: Using Technology in an Upper Elementary Grade ▪ Case Study 3.4: Poor Work and Study Habits in a Fourth-Grade Class ▪ Checklist 3: Student Work Accountability Procedures/ My Education Lab		
11	Responding to Student Behavior; ▪ Positive behavior interventions & Supports ▪ Responding to serious individual behaviors Managing Problem Behaviors ▪ Goals for Managing Problem Behavior ▪ Management Strategies ▪ Special Problems	FB Ch. 12 EE Ch. 9	*DI Report: Part Three Due*
12	Building Partnerships Through Collaboration ▪ Basics of collaboration ▪ Working effectively with parents & paraprofessionals	FB Ch. 3	*Classroom Management Plan Due*
13	Student Presentations		*Quiz # 6*
14	Student Presentations		*Parent Interview Due*
15	Group Final Prep In Class Review Outcomes		**IEP Reflection Due**
16	**FINAL EXAM**		

Topics Descriptions
Belief that All Students Can Learning Through activities and discussions teacher candidates are asked to examine their own beliefs and biases about the concept of "All Students Can Learn", including their perceptions of their own experiences (at school, with family members…) and the role of teacher in normalization, expectations and promoting acceptance and advocacy. Research data is used to challenge and inform their beliefs.
Special Education Legal and Ethical Issues The history and current laws related to special education are addressed throughout the course. Teacher candidates explore the intent of the law and the passage and reauthorizations of IDEA. Teacher candidates are taught the referral process including Response to Intervention (RtI/SSTs) and the IEP referral process. They learn about and attend an IEP meeting. Ethical issues related to identification labels, and placements are discussed.
Differentiating Instruction Lessons represent and model for teaching strategies and activities for all students in content, critical thinking, social, and communication skills. These lessons are used to demonstrate instructional strategies, including ways to design lessons (UDL) that include all students in the original design, not as an add-on or fix. Specific accommodations and modifications will be taught, modeled and practiced. Teacher candidates learn the elements of effective lessons through readings, observations, and discussions, and then are expected to plan and teach lessons designed for all in their fieldwork placement.
Classroom Management Teacher candidates begin by learning about establishing the classroom environment that is positive and respectful. Classroom settings and organization are shared, and establishing, teaching, and supporting rules is covered. These principles are then applied to analyzing current textbooks, including their organization, lesson format, and resources. How to reinforce positive behavior and how to utilize positive behavior interventions are emphasized. Teacher candidates also learn how to deal with more serious behaviors and their role in collaboratively designing and implementing a Behavior Plan.
Teacher responsibility in instruction and collaboration Teacher candidates will learn about the roles of general and special education teachers, as well as other support personnel on the school site and in the school districts. Expectations regarding collaboration, co- or team teaching, roles in professional learning communities, and instruction will be shared, observed and modeled. Planning instruction utilizing UDL in a variety of settings and size (whole group, small group, individual). Working with paraprofessionals will also be covered.

SPED 179

Strategies and Resources for Students with disabilities, at-risk, GATE, EL…

Specific teaching and learning strategies for both high and low incident disabilities will be taught and practiced. Characteristics of learning differences and approaches will be discussed in each class session. Resources in the school, school district, SELPA, region and community will be shared. Accommodations and modification for instruction and assessment will be learned through a variety of activities and assignments.

Role as Professional Educator (Student and Family Efficacy/Advocacy)

The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. Their beliefs and biases about disabilities, advocacy, and teaching are explored continually in discussions. Their role in acting as an advocate for their students with disabilities in collaboration with families, other school professionals, agencies and the students themselves by providing information, family/parent trainings, self-determination instruction and other appropriate activities is applied through assignments and work as student teachers.

SPED 179

University Policies

University Policies are available for review on the following website:

lhttp://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
a)   understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
b)   neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
c)   take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

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Name_____   Date_____

Special Ed. 179—Fall, 2010
Quiz # 2 (Chapter 3)

1. Mr. Stoggoms, the principal at Spring Elementary, has asked his teachers to work in collaboration to develop grade-level curriculum. Mrs. Love and Mr. Bet have taught 5th grade across the hall from each other for several years and are friends. However, they hold very different ideas on curriculum. When they shared this with Mr. Stoggoms, he told them, "You need to collaborate. I want all the grade level teams working together on this." What key element of collaboration is he forgetting?
A. It includes shared responsibility.
B. It is emergent, evolves over time.
C. It is voluntary.
D. It is based on parity (equality).

2. Which of the following is **not** a key characteristic of collaboration?
A. Each person contributes some sort of resource.
B. Each person must work well with the others immediately.
C. Each person must value all contributions equally.
D. Each person must have an equal part in decision making.

3. Brainstorming is based on the notion that
A. quality of ideas is more important than quantity.
B. judgment of ideas should be suspended.
C. everyone must share at least one idea.
D. only novel ideas should be generated.

4. The most critical step of the shared problem solving process is _____.
A. proposing solutions
B. evaluating ideas
C. identifying the problem
D. discovering a shared need

5. The co-teaching approach in which both teachers are equally engaged and share leadership is called_____.
A. parallel teaching
B. teaming
C. alternative teaching
D. one teach, one drift

6. Teachers can foster more positive and realistic parental reaction to the child's disability by__.
A. telling them only good news about the child
B. sparing them the details of behavioral incidents
C. being sensitive to various emotions the parents may feel
D. being brutally honest and succinct when informing them

7. During a parent-teacher conference, the teacher should focus on the goal of ____.
A. establishing a 2-way exchange of information with the child
B. telling the parent all you know about the child's learning
C. eliciting personal information about the home-life
D. having their child with a disability removed from the classroom

8. One fundamental problem teachers face in working with paraprofessionals is that
A. paraprofessionals usually have limited experience with students.
B. teachers often lack experience or training in supervising adults.

C. teachers have no control over how paraprofessionals act with students.
D. paraprofessionals are legally allowed to make instructional decisions alone.

9. The person most responsible for seeing that the paraprofessional understands established classroom expectations is the
____.
A. paraprofessional
B. special ed. teacher
C. general ed. teacher
D. site administrator

10. Teachers who engage in collaborative efforts need, first, to
A. reflect on their personal belief systems.
B. put their students in collaborative groups.
C. demand that their colleagues work in teams.
D. compromise about educational practices.

FINAL SPED 179 – Spring 10

Refer to the lesson plan, written for 3-5 grade) given to your assigned group. Five students with disabilities are included in your general education classroom. Below is a description of each student. Identify students' strengths and weaknesses. Describe how you will modify or accommodate instruction to meet each student's need to participate in the lesson activities/ assignments. Identify type of adaptation made.

You are welcome to use textbook, notes, presentation and instructor handouts to complete the exam. Write each group member's name in the upper right hand corner of your paper. GOOD LUCK!

Casey has a difficult time with his behavior. He has an excessive activity level that makes it difficult for him to attend to one task for longer than 5 minutes. He often gets up from his desk and walks around the room without permission. He talks " a mile a minute," but he rarely says anything that is of interest to the other children. He is very unpopular with the other children because he is always accidentally tripping over someone or ruining someone's art project by spilling paint or glue. His handwriting is illegible and his reading is below grade level. It's been difficult to accurately estimate his academic abilities because of his attention difficulties. He does best when the activities in class are hands-on. He does not qualify for special education because his standardized test scores revealed he was functioning within the average range for his grade placement.

Casey was diagnosed last year by his physician as having attention-deficit disorder with hyperactivity. His schoolwork and behavior improved temporarily when medication was prescribed at the beginning of the school year, however, Casey began to develop significant side effects from the medication, including insomnia and facial tics. His parents decided to take him off the medication.

Miguel has Down's syndrome. His intellectual ability is significantly below average. He has limited vocabulary. He does make certain noises to express pleasure or disapproval. His IEP goals indicate that his parents and teachers are concerned that he be with his non-disabled peers to learn how to interact socially and to gain what he can academically. Miguel is working on learning functional skills. He has low vision and wears glasses. He often exhibits behavioral outbursts when he doesn't understand something or doesn't get his way. The non-disabled peers in the class like Miguel but are also somewhat irritated by his behavior. Several students in class, one male and two females, have become Miguel's buddies.   They do look out for him and try to correct him in the classroom and on the playground. Miguel gets really excited when he does well and is congratulated by his peers.

Daniel has Asperger's Syndrome**.** His testing results indicate that his single-word reading is at the 7th[h]-grade level, and spelling was above the 8th-grade level. Reading comprehension is another story. You can't assume that he understands what he can so fluently read. He is like a "little professor" because his speaking style is so adult-like, but still has difficulty initiating conversations with others. Daniel has a lot of anxiety about working in groups; he believes that his classmates are staring at him, so he keeps his head down and focuses his attention on his mechanical pencil; the illustration on his book, or the lines on the notebook paper. Thus, he frequently is unaware of the teacher's instruction and the assignments given. Daniel's inflexibility and inability to cope with change causes him to be easily stressed and emotionally vulnerable with his peers**.** Daniel does have a particular fixation and interest with animals.

Heather has been identified as having ADHD. She has above average intelligence. She enjoys school and often arrives early so she can spend time with friends on the playground. However, you are concerned because Heather is disrupting the class. Heather calls out answers during seatwork, speaks

over others during class discussion, and talks to neighbors during group and independent work. She is incredibly disorganized. She rarely brings her materials or homework to class. Students' in class get annoyed with her constant disruptions. Her IEP goals are related to increasing her focus and attention to tasks and organization skills. Her teacher is also working on building social skills. For example, Heather doesn't always think ahead or plan ahead before speaking or acting. One day at school, she took everyone's milk cartons, plastic containers, and lunch bags and stacked them to form what she called a "Super Sonic Biodegradable Space Shuttle." Everything went well until the rocket tipped over, and everyone was covered with milk. When asked why she did it, Heather just said, "I don't know."

She is a terrific artist though and loves to get involved when drawing, coloring, etc. is required in class activities. The downside is that she tries to run the show. Group members get frustrated when she tries to take over.

Kim was diagnosed with a learning disability in third grade. She has normal intellectual ability, but a significant deficit in visual perception. Her vocabulary and comprehension of connected language are well below expectancy for her age. Kim dislikes writing, and lately has been making numerous spelling errors.

Kim is a bright child with good verbal skills. She loves to go to school. She is a hard worker and is the first to notice when something is bothering one of her peers. She is well liked by her classmates. Kim's favorite parts of the day are art and science. She has made some very creative art projects, and in science, is fascinated by anything that relates to the environment. Her parents refused to have her placed in special education. She is not on an IEP or 504 Plan at this time.

Student: _____   Disability:_____

Strengths	Weaknesses

Activity	Necessary Skills	Accommodation/Modification/Indicate Type of Adaptation Made
Evaluation		

Name: **Date:**

Differentiated Instruction and Environment Report

Area to be Evaluated	Evaluation Criteria	Grading Criteria*		Your Score
	Part One: Students in Context			
Description of the School	**Comprehensive description of the school including name, address, principal, master teacher, any support staff.**	5 = Achieved 4 = Developing 3 = Beginning	2-0= Limited or Not Met	
Description of the Classroom	Comprehensive description of the classroom including grade level, number of students in general education and the number of students identified with a disability. The disability of each student with special needs is identified.	8-10 = Achieved 6-7 = Developing 4-5 = Beginning	3-0= Limited or Not Met	
Description of Target Students	Comprehensive and thorough discussion of the identified students including all descriptors listed in the syllabus.	8-10 = Achieved 6-7 = Developing 4-5 = Beginning	3-0= Limited or Not Met	
	Part Two: Content Analysis, Learning Outcomes, etc.			
Lesson Plan	Lesson plan(s) and supporting documents attached.	3-5 = Achieved	2-0 = Limited or Not Met	
Content analysis & Learning Outcomes	Specific considerations were clearly identified for the two targeted students in the design of learning outcomes	5 = Achieved 4 = Developing 3 = Beginning	2-0= Limited or Not Met	
Assessment Plan	Assessments are adapted or modified as necessary for identified students	5 = Achieved 4 = Developing 3 = Beginning	2-0= Limited or Not Met	
Instructional Design	Any specific accommodations or modifications for the identified students are highlighted in the lesson plan(s) and/or other supporting documents	5 = Achieved 4 = Developing 3 = Beginning	2-0= Limited or Not Met	
	Part Three: Reflection			
Reflection	Comprehensive, detailed, discussion of implications and insights gained from participating in this assignment that could be used in your teaching.	5 = Achieved 4 = Developing 3 = Beginning	2-0= Limited or Not Met	
<u>Structure</u> (Deductions only)	Paper is error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility	-5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility	
Headings (Deductions only)	Headings match the rubric and are used to signal and connect sections of the paper.	-5 = Headings do not match the rubric or are not used.		
Total Points	**Total possible points= 50** **Maximum Points if late = 40**			

SPED 179 – PARENT INTERVIEW QUESTIONS

Student:_____   Person Interviewed:_____

Date:_____   School Site:_____

Please interview a parent of a child with special needs. Introduce yourself and tell the parent(s) you are working toward a teaching credential at CSU Fresno. Thank the person(s) you are interviewing for agreeing to meet with you and share some of their personal experiences. Tell them you appreciate their willingness to share and that it will be helpful to you as a teacher of children with special needs. Please use the following questions and record your interviewee's responses on a separate paper. Remember to send the interviewee a thank you note soon after the interview.

1. Can you tell me a little about the nature of (child's name) special needs or learning differences?

2. When did you first become aware of your child's special needs?

3. Can you share any of your reactions to being told your child had some special needs?

4. Do you recall how other members of the family reacted?

5. What kind of help have you received in assisting your child? What kind of help would you like now?

6. How is your child doing at school? What does he/she do well? What is still a struggle?

7. Please describe your child's social activities.

8. Are there any limitations on the family because of your child's needs?

9. What do you see in your child's future at school? After leaving school?

10. What would you like to say to any teacher who has your child in their class?

Thank the parent(s) and assure them the interview will be kept confidential. In your paper, include a thoughtful reflection paragraph with several points about what you learned and will apply in your own teaching when working with families of children with special needs.

Name _____Date _____

Parent Interview Rubric
(Submit rubric with meeting notes and reflection attached)
SPED 179

Area to be evaluated	Evaluation Criteria	Grading Criteria	Score
Identify context of interview	Student clearly identified individual(s) at the interview, location, and setting and provided information on their involvement with the special education process.	5=Achieved 4=Developing 3=Beginning 2-1=Limited 0=Not met	
Attached the interview notes with no student identifying information	Notes are attached with no student identification evident. Each question addressed (not necessarily in the order presented but identified by the number of the question).	5=thorough notes 4=all questions addressed 3=most questions addressed	
Reflection	Comprehensive discussion of what student learned, any questions or concerns, and what thoughts were changed as the result of the interviews (if any).	10-9=Achieved 8-6=Developing 5-3=Beginning 2-1=Limited 0=Not met	
Structure	Paper is error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-3 = Few (3-4) errors, non interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5=Abundant (7 or more) errors, or any errors that interfere with comprehensibility	
Submitted according to directions	Rubric attached to Interview notes and Reflection. Parent Interview submitted separately from Special Education teacher interview	5=Achieved 4=Developing 3-Beginning 2-1=Limited 0=Not Met	
	Points Possible (per assignment) = 25 25 points Parent Interview/25 points fSpecial Education Teacher Interview If late, maximum possible =15		

Grading Criteria:
Achieved =	Grade A	Excellent response, exceeding criteria. Much detail/explanation provided.
Developing =	Grade B	Expectations met. Some details/explanation needed.
Beginning =	Grade C	Partially met. Basic details / explanation provided but more needed.
Limited =	Grade D	Minimal response. Few details / explanations provided; much more needed
Not met =	Grade F	Very minimal or no response / understanding demonstrated significant detail / explanation needed.

SPED 179

SPED 179 – SPECIAL EDUCATION TEACHER INTERVIEW QUESTIONS

Student:_____   Person Interviewed:_____

Date:_____   School Site:_____

Please interview a special education teacher. Introduce yourself and tell the teacher you are working toward a teaching credential at CSU Fresno. Thank the teacher you are interviewing for agreeing to meet with you and share some of their personal experiences. Tell them you appreciate their willingness to share and that it will be helpful to you as a teacher of children with special needs. Please use the following questions and record your interviewee's responses on a separate paper. Remember to send the interviewee a thank you note soon after the interview.

1. What type(s) of exceptional children do you teach? In what type of setting do you teach (general education classroom, resource room, self-contained class, etc.)?

2. Which teacher certification(s) do you hold? How long have you taught children with special needs?

3. To what extent do you work with general education teachers in meeting the needs of your students?

4. Do you find working with general educators is easy or difficult? Please explain.

5. What do you see as the most enjoyable aspect of your job?

6. What do you see as the greatest challenges as a special education teacher?

7. What are your views on the inclusion of special education students?

8. What role do your students' parents assume in their children's education?

9. What are some of the goals/expectations you have for your students?

10. What changes in teacher education do you believe would best help you meet the needs of your students?

11. Is there anything else you would like to share with me regarding special education that I did not ask?

Thank the teacher and assure them the interview will be kept confidential. In your paper, include a thoughtful reflection paragraph with several points about what you learned and will apply in your own teaching when working with children who have

Name _____Date _____

Special Education Teacher Interview Rubric
(Submit rubric with meeting notes and reflection attached)
SPED 179

Area to be evaluated	Evaluation Criteria	Grading Criteria	Score
Identify context of interview	Student clearly identified individual(s) at the interview, location, and setting and provided information on their involvement with the special education process.	5=Achieved 4=Developing 3=Beginning 2-1=Limited 0=Not met	
Attached the interview notes with no student identifying information	Notes are attached with no student identification evident. Each question addressed (not necessarily in the order presented but identified by the number of the question).	5=thorough notes 4=all questions addressed 3=most questions addressed	
Reflection	Comprehensive discussion of what student learned, any questions or concerns, and what thoughts were changed as the result of the interviews (if any).	10-9=Achieved 8-6=Developing 5-3=Beginning 2-1=Limited 0=Not met	
Structure	Paper is error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-3 = Few (3-4) errors, non interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5=Abundant (7 or more) errors, or any errors that interfere with comprehensibility	
Submitted according to directions	Rubric attached to Interview notes and Reflection. Parent Interview submitted separately from Special Education teacher interview	5=Achieved 4=Developing 3-Beginning 2-1=Limited 0=Not Met	
	Points Possible (per assignment) = 25 25 points Parent Interview/25 points Special Education Teacher Interview If late, maximum possible =15		

Grading Criteria:

Achieved =	Grade A	Excellent response, exceeding criteria. Much detail/explanation provided.
Developing =	Grade B	Expectations met. Some details/explanation needed.
Beginning =	Grade C	Partially met. Basic details / explanation provided but more needed.
Limited =	Grade D	Minimal response. Few details / explanations provided; much more needed
Not met =	Grade F	Very minimal or no response / understanding demonstrated significant detail / explanation needed.

SPED 179

Name _____ Date _____

SPED 179
IEP Reflection Paper

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
Identify Participants at the IEP Meeting and their roles	**Student identified participants attending the IEP meeting, (i.e.: parent(s), student, school administrator or designee, general education teacher, appropriate special education personnel, other support personnel, parent advocate) and their respective roles. Confidentiality was maintained by utilizing false names.**	5 = Achieved 4 = Developing 3= Beginning 2-1= Limited 0=Not met	
Meeting Process and Results	Student discussed the details of the meeting (i.e.: introduction of participants, discussion of evaluation data, parents given information regarding their rights, parents were involved in the discussion of each element of the IEP, transition goals were discussed if appropriate, placement options-least restrictive environment considered first) Student discussed their observation of the meeting including: Did the facilitator set a positive tone for the meeting by having an agenda, introducing participants and their roles, keep the group focused on the positive and the present, allowing for questions, concerns focus on the strengths of the student for their success, end the meeting at the designated time, etc.	5 = Achieved 4 = Developing 3= Beginning 2-1= Limited 0 = Not met	
Reflection	Comprehensive discussion of what they learned, any concerns or questions after attending the IEP	5 = Achieved 4 = Developing 3= Beginning 2-1= Limited 0=Not met	
Structure Deductions only	Paper is error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas	-3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility	
Headings Deductions only	Headings match the rubric and are used to signal and connect sections of the paper.	-5 Headings do not match the rubric or are not used.	
Total Points	**Total possible points= 15** *(If late, maximum points possible = 12)*		

Grading Criteria:

Achieved =	Grade A	Excellent response, exceeding criteria. Much detail/explanation provided.
Developing =	Grade B	Expectations met. Some details/explanation needed.
Beginning =	Grade C	Partially met. Basic details / explanation provided but more needed.
Limited =	Grade D	Minimal response. Few details / explanations provided; much more needed
Not met =	Grade F	Very minimal or no response / understanding demonstrated significant detail/ explanation needed.

Name:_____   Date:_____

Classroom Management Rubric

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
1. Philosophy Statement	The hypothesized causes of problem behavior and the special education teacher's responsibility in managing such behavior are described in detail.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
2. Safe and Supportive Learning Environment	The description of a positive learning community, including teacher-student, and student-student relationships is detailed and appropriate to the setting.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
3. Classroom Rules	There are not more than 5 rules. The rules are stated in a positive manner and are age appropriate. The methods for teaching the rules are clearly described and appropriate for the setting.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
4. Procedures	Five different classroom procedures are laminated. The steps for each procedure are observable and easy to follow. The methods for teaching the procedures are clearly described and appropriate for the setting.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
5. Motivation Strategies	Strategies address the needs of individuals as well as various groupings. The strategies promote a productive learning environment. Strategies have the potential to reduce inappropriate behavior.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
6. Response to Minor Disruptions	Examples of minor disruptions are clearly described. Identified strategies are respectful and proactive and help students to refocus on classroom tasks.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
7. Response to Major Disruptions	Examples of major disruptions are clearly described. Strategies are respectful, proactive, and are immediate as needed. Strategies for teaching repeat offenders new behaviors are explained in detail.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
8. Crisis Plan	The plan for responding to a crisis is comprehensive. It addresses violence in the classroom, medical emergencies and abusive situations as well as other emergency	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	

SPED 179

	situations. The plan includes ways to obtain assistance and individuals that need to be notified. The plan takes into account school and district policies and procedures.		
9. Plan for Generalization & Maintenance	Opportunities for students to practice and maintain new behaviors in a variety of settings are explained with appropriate detail.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
10. Spelling/ Grammar	The paper is essentially error free (0-1 error) for spelling, grammar, syntax, mechanics, sentence structure and organization of ideas. The language is clear, specific and neutral.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Point Totals		Total Possible = 50 If late, maximum possible = 35	

*Grading Criteria

Achieved = Grade A = Excellent response, exceeding criteria, Much detail/explanation provided.

Developing = Grade B = Expectation met. Some details/explanation needed.

Beginning = Grade C = Partially met. Basic details/ explanation provided but more needed.

Limited = Grade D = Minimal response. Few details/explanation provided; much more needed.

Not Met = Grade F or Zero = Very minimal or no response/understanding demonstrated Significant detail/explanation needed.

SPED 179

STUDENT: _____ **Check if Self Evaluation_____**

CHAPTER: _____

Group Presentation Evaluation Rubric

Content Coverage		
	• Main points from the text were covered as approved by instructor	9-10 = Achieved 7-8 = Developing 5-6 = Beginning 1-4 = Limited 0 = Not met
Presentation		
	• Time limit was adhered to. • Information was covered in an organized manner. • Presenters utilized a variety of strategies to deliver information • Audience was actively involved throughout the presentation.	9-10 = Achieved 7-8 = Developing 5-6 = Beginning 1-4 = Limited 0 = Not met
Handout		
	• All class members were provided handout covering information pertinent to topic presented. • The handout provides teachers with strategies and resources that can be used to help students with disabilities succeed in general education settings. • Handout was organized including a table of contents, references, and resources.	9-10 = Achieved 7-8 = Developing 5-6 = Beginning 1-4 = Limited 0 = Not met
Individual Student Contribution		
	• Student demonstrated professionalism, initiative, and contribution effectively to group project.	9-10 = Achieved 7-8 = Developing 5-6 = Beginning 1-4 = Limited 0 = Not met
	Total Points Possible = 40 **Maximum Points if late = 32**	**Points Earned =**

Note: Student, peer, and instructor evaluations are considered for the final score.

Grading Criteria:

Achieved =	Grade A	Excellent response, exceeding criteria. Much detail/explanation provided.
Developing =	Grade B	Expectations met. Some details/explanation needed.
Beginning =	Grade C	Partially met. Basic details / explanation provided but more needed.
Limited =	Grade D	Minimal response. Few details / explanations provided; much more needed
Not met =	Grade F	Very minimal or no response / significant detail and explanation needed.

SPED 179