GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School	Mary Lou Fulton Teachers College	Department/School	**Division of Teacher Prep- SPE**

Prefix:	**SPE**	Number:	**430**	Title:	Professional Practices, Foundations, and Collaborative Teaching in Special Education	Units:

3

Course description:

Methods and issues in cooperative teaching for students with disabilities in the general education classroom.

Is this a cross-listed course?	No	If yes, please identify course(s):

Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?   (Choose one)

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Literacy and Critical Inquiry–L   **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017   For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Juliet Hart Barnett, Ph.D.	E-mail	Juliet.Hart@asu.edu	Phone	480-727-3263

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):

Date:

Chair/Director (Signature):

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.
Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

YES	NO		Identify Documentation Submitted
ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*	Course Syllabus and Justification-- see pages 1, 4, 5, 6, 13-15

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

C-1
Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".**

YES	NO		
☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Course Syllabus and justification-see pages 1, 4, 5, 6, 13-15

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

C-2
Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".**

YES	NO		
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Course Syllabus and justification-see pages 1, 4, 5, 6, 13-15

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

C-3
Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".**

ASU - [L] CRITERIA			
YES	**NO**		**Identify Documentation Submitted**
⊠	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*	Course Syllabus and Justififcation-see pages 1, 4, 5, 6, 13-15

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

C-4

Course Prefix	Number	Title	General Studies Designation
SPE	430	Professional Practices, Foundations, and Collaborative Teaching in Special Education	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1: 50% of the course should derive from writing assignments	Course assignments related to literacy and inquiry constitute over 50% of course grade.	Professional Development Workshop, Critical Research Review, and Professional Lesson Development Plan make up 300 of 375 avaialble course points, thereby constituting more than half of the course grade, meeting criteria 1. See course syllabus assignment descriptions, rubrics,h and scoring criteria.
C2: Writing assingments should involve gathering, interpreting, and evaluating evidence	Critical research critique paper as well as professional development plan involve students engaging in reviews of best practice research studies and evaluating their application to planning for students with disabilities.	Course assignments, including the research paper and group presentation, directly reflect advanced, discipline-related literacy skills of comunication as well as inquiry skills of identifying credible eviednce and engaging in evaluation of best practice research. See course syllabus assignments descriptions.
C3: Syllabus should include at least two writing or speaking assignments of substantial depth	Professional Development Workshop assignment and Critical Research Paper meet this requirement.	The Professional Development Workshop requires students to synthesize current research, develop a presentation for stakeholders, and communicate findings in a relevant, informative, and engaging manner. The Research paper requires students to go into substantial depth, investigating the research literature on a relevant course topic, evaluate the extant research, and draw conclusions about how this informs practice. Both are formal, academic papers/presentations that demand critical inquiry and evaluation.
C4: Timely feedback to enable progressive course performance improvement	Course assignments meeting this criteria include: Professional Development Workshop, Research Paper, and Professional Development Lesson Plan. Professional Lesson Plan also completed in phases to promote mastery learning.	Course assigments targeting literacy and inquiry skills are organized and sequenced progressively in the course to promote student incorporation of instructor feedback for improvement. The PD Workshop is due beginning in Week 4 whereas the Research Paper is due in Week 14 and the final Lesson Plan in due in week 15. In addition, the final assignment (lesson plan) is completed in phases and across several courses in the term, allowing students to benefit from preliminary feedback in order to correct errors and make progressive improvement.

SPE 430 - Professional Practices, Foundations, and Collaborative Teaching in Special Education
Schedule line #

Instructor Information:

Dates of classes: Click here to enter a date.

Instructor Name: Click here to enter text.

Office Location: Click here to enter text.

Email: Click here to enter text.

Work Phone: Click here to enter text.

Office Hours: Click here to enter text.

Course Information:

Catalog Description
Methods and issues in cooperative teaching for students with disabilities in the general education classrooms.

Course Format
This course will make use of a variety of delivery formats and activity options, including guided lectures, podcasts, learning modules, group discussions, small group activities, discussion-board activities on Blackboard, video, and web-based exploration activities. This course is also writing and research intensive, with the requirement that you will engage in a substantial amount of critical reading and evaluative review of the research on best practices and will synthesize your findings in both formal written papers and oral presentations. *Enrollment in field experience (or student teaching) is a co-requisite for this course.*

Required Course Texts, Materials and Resources
Required Text
Friend, M. & Cook, L (2015). *Interactions: Collaboration Skills for School Professionals* (8th ed.). Boston, MA: Pearson.
Chapman, R. (2015). *The everyday guide to special education law.* Mighty Rights Press; Third edition

Additional required readings provided in Blackboard
Additional articles and readings will be posted on BB to accompany course topics. APA 6th edition formatting is required for all written assignments.

Required Materials
- Mary Lou Fulton Teachers College Internet resource – Tk20 via the web: Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. There is a one-time only, non-refundable subscription fee for Tk20. You can purchase the program online at http://mytc.asu.edu/tk20-system.
- You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

Provided Materials
- ASU Blackboard Course Management Website at *http://myasucourses.asu.edu* (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	InTASC Standard	ISTE Standards	CEC
1. Describe orally and in writing effective school collaboration approaches	1k, 3a, 3n, 7e, 9c, 10 a, 10b, 10c, 10e, 10i	ISTE Teacher Standard 1	CEC: Standard 1, GC1K8; Standard 3, CC3K2, CC3K3; Standard 4. CC4S1; Standard 5, CC5K1; Standard 7, CC7K2; Standard 10, C10K1
2. Describe evidnce-based strategies for inclusive general education curriculum design and implementation	4f, 4j, 4l-4n, 8a-8s	ISTE Teacher Standards 1, 2	CEC: Standard 4, CC4S3, CC4S1, GC4S1; Standard 5, GC5K3, CC5S1, CC5S4.
3. Plan instruction for inclusive general education settings that accommodate students with disabilities and are based on Arizona State Standards	7a, 7b, 7c, 7d, 7e 7g, 7i-q, 9a	ISTE Teacher Standards 1, 2, 3, & 5	CEC: Standard 4, CC4S3, CC4S1, GC4S1; Standard 5, GC5K3, CC5S1, CC5S4.
4. Identify evidence-based strategies for adapting general education settings to accommodate students with disabilities	2a, 2b, 2g, 3d, 3e, 6q, 7b, 8a, 8d, 8e, 8n, 8r, 8s	ISTE Teacher Standards 1, 2, 3, & 5	CEC: Standard 4, CC4S3, CC4S1, GC4S1; Standard 5, GC5K3, CC5S1, CC5S4.
5. Identify evidence-based methods for monitoring the effectiveness of instruction in general education settings	6a, 6h, 6j, 6o, 6p, 6s, 6t, 6u, 6v	ISTE Teacher Standards 1, 2, 3, & 5	CEC: Standard 4, CC4S3, CC4S1, GC4S1; Standard 5, GC5K3, CC5S1, CC5S4.
6. Articulate a personal philosophy of how to work as a special educator with general educators based on an integration of best practice, research evidence.	1k, 9k, 9n, 9o, 10a, 10b	ISTE Teacher Standards 2, 3, & 5	CEC: Standard 1, GC1K8; Standard 3, CC3K2, CC3K3; Standard 4. CC4S1; Standard 5, CC5K1; Standard 7, CC7K2; Standard 10, C10K1

- InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf
- ISTE Standards: http://www.iste.org/standards/standards-for-teachers.
- *PSA - Professional Standards Assessed may include (according to course content):
  - Council for Exceptional Children (CEC): http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation.

Tentative Course Calendar

Session	Topics	Readings or Media	Indicators
Session	**Introduction Activity: Abilities vs. Disabilities** http://www.youtube.com/watch?v=-qTiYA1WiY8 **Course Overview/Syllabus; Collaboration & Special Education**	-Review Syllabus and Course Blackboard Site; review basic inquiry and writing expectations of the course	Student Learning Outcomes: 6
Session	**Communication Building Skills and**	-Chapters 1 & 3 - Friend & Cook -Knackendoffel	Student Learning Outcomes: 1, 6
Session	**Collaborative Problem Solving with Families and Professionals**	- Chapter 2 - Friend & Cook	Student Learning Outcomes: 1, 6
Session	**Formal & Informal Interviewing**	Assigned Reading: Friend & Cook Chapter 4 **DUE: Professional Development Workshop** **DUE: Collaborative Problem-Solving Role-Play**	Student Learning Outcomes: 1, 4, 6
Session	**Managing Difficult Interactions Conflict Resolution**	-Assigned Reading in Friend/Cook- Chapter 8 - See IRIS Modules on RTI http://iris.peabody.vanderbilt.edu/iris-resource-locator/ **DUE: Professional Development Workshop**	Student Learning Outcomes: 1, 4, 6
Session	**Components of the IEP**	-Assigned Reading: - Chapman book – Ch I-IV **DUE: Professional Development Plan Part A**	Student Learning Outcomes: 3, 4, 5
Session	**Co-Teaching Models**	-Assigned Reading: Friend & Cook Chapter 7 -Power of Two DVD/Workshop **DUE: IEP Analysis and Reflection** **DUE: Professional Development Workshop**	Student Learning Outcomes: 3, 4, 5
Session	U**niversal Design for Learning I**	-Assigned Reading: IRIS Vanderbilt Website http://iris.peabody.vanderbilt.edu/module/udl/ http://www.udlcenter.org/resource_library CAST.org website **DUE: Professional Development Plan Part B**	Student Learning Outcomes: 3, 4, 5

Session	Universal Design for Learning II	-Assigned Reading: IRIS Vanderbilt Website CAST.org website/Articles on BB http://www.udlcenter.org/advocacy/faq_guides/ell http://www.udlcenter.org/sites/udlcenter.org/files/UDL_Guidelines_v2%200-Organizer_0.pdf	Student Learning Outcomes: 3, 4, 5
Session	**Family characteristics and interactions**	-Assigned Reading: Friend & Cook Chapter 11 **DUE: Professional Development Workshop**	Student Learning Outcomes: 1, 6
Session	**Collaborating with Para-educators**	-Assigned Reading: Friend & Cook Chapter 10 http://www.siblingsupport.org/; **DUE: Professional Development Plan Part C & D**	Student Learning Outcomes: 1, 6
Session	**Consultation, Coaching and Mentoring Models**	-Assigned Reading: Friend & Cook Chapter 8 **DUE: Professional Development Workshop**	Student Learning Outcomes: 1, 4, 6
Session	**Effective Teams & Group problem solving**	-Assigned Reading: -Assigned Reading Friend/Cook- Chapter 5 & 6 **DUE: Professional Development Workshop** **DUE: Classroom Observations**	Student Learning Outcomes: 1, 6
Session	**Perspectives & Issues: Inclusion**	-Assigned reading: Friend & Cook Chapter 12 http://iris.peabody.vanderbilt.edu/module/agc/ IRIS Module on Inclusion **DUE: Professional Development Workshop** **DUE: Critical Review of the Research -Paper**	Student Learning Outcomes: 1, 2, 3, 4, 5 , 6
Session	**Course Conclusion**	**DUE: Professional Development Plan Part E&F** **Entire document uploaded in Bb and TK20**	Student Learning Outcomes: 1, 2, 3, 4, 5 , 6

Course Assignments

Assignment and Description	Due Date	Indicators	Score/Points
Introducing and Reinforcing Standards			
1. Collaborative Problem-Solving Role-Play and Reflection Using the skills for effective communication and problem-solving process by Knackendoffel, E.A., Robinson, S.M., Deshler, D.D., & Schumaker, J.B. in Collaborative Problem-Solving (1992, Edge Enterprises), students will develop, role-play and evaluate a school-based, problem-solving meeting (e.g., parent-teacher conference, team meeting). Students will evaluate the communication and problem-solving skills of the professionals to meet students' needs using the Checklist for Evaluating Communication and Problem Solving in School-Based Meeting.	Due Date	Student Learning Outcomes: 1, 2, 3, 4, 5; Arizona Professional Teacher Standards 5, 9; CEC: Standard 10, GC10K2, CC10S6, CC10S9, CC10S11.	20

Assignment and Description	Due Date	Indicators	Score/Points
2. IEP Analysis & Reflection Following completion of the IEP modules available on ASU Professional Learning Library website, the Office of Special Education Programs website and chapter in Chapman, students will analyze and evaluate an IEP provided by their mentor teacher and construct a report that includes the IEP, checklist, and a reflection applying the standards of quality practice learned in the modules.	Due Date	Student Learning Outcomes 1, 2, 3, 4, 5; Arizona Professional Teacher Standards 5, 9; CEC: Standard 10, GC10K2, CC10S6, CC10S9, CC10S11.	25
3. Classroom Observations- In field experience, teacher candidates will conduct classroom observations in two settings serving students with disabilities (e.g., inclusive, resource, self-contained). Students will write a description of the observations and evaluate the quality of instruction employing the TAP Rubric (Teacher Knowledge of Students).	Due Date	Student Learning Outcomes 2, 3, 4, 5; 1b, 1c, 1k, 2a, 2g, 4a, 4n, 6g, 7m, 8a, 8l, 10b; CEC: Standards 2, 3, 4, 7, 8, & 10	30
4. Professional Development Workshop – In assigned groups, students will prepare a workshop on one of the course topics covered in the text and supplemental readings. In addition to the text, students will research and engage their peers in critical discourse on three additional evidence-based practices on the assigned topic, interview professionals on the topic, create a simulation and/or activity on the topic, and create a quiz that assesses peer learning on the topic.	Due Date	Student Learning Outcomes 1, 6; 10e, 10f, 10b, 10n, 10r; CEC: Standards 2, 3, 4, 7, & 10	50
5. Critical Review of the Research Paper. Locate and read a minimum of 10 peer-reviewed articles from professional, educational journals (instructor will provide suggested list of journals) that report on findings from research studies and/or provide recommendations regarding any of the topics covered in this course. Topics might include: collaborating with families, individualized education planning, effective co-teaching models, conflict resolution, parental involvement, collaborative and consultative roles of the special educator, culturally-responsive communication, inclusion, adapting curriculum for students with disabilities, universal design for learning, sibling issues, and working with para-educators. Write a 10-12 page, double-spaced, well-organized, and coherent paper that synthesizes your findings from the research using APA style formatting (see APA manual for style guidelines).	Due Date	Student Learning Outcomes: 1, 2, 4, 5, 6. CEC: Standard 1, GC1K8; Standard 3, CC3K2, CC3K3; Standard 4. CC4S1; Standard 5, CC5K1; Standard 7, CC7K2; Standard 10, C10K1.	75
Signature Assignment Assessing Mastery of Standards			
6. Professional Lesson Development Plan (Signature Assignment) The signature assignment for Block 5 is a rationale for lesson planning that consists of a series of six (6) parts that explain and expand the thinking that goes into the development of a lesson plan. The purpose of this assignment is to help students synthesize the concepts and content they are learning in all of the courses in the Block. The focus this semester is on collaboration, co-teaching, and knowledge of students, lesson preparation and resources and knowledge of content. Interns will focus on getting to know the students and their needs in their internship classes, and use this knowledge in planning to teach effective lessons using multiple modalities and strategies. To successfully complete this assignment, students will need to incorporate and document content from all of this semester's classes.	Due Date	Student Learning Outcomes 2, 3, 4, 5;4 2-4f, 5a, 5m, 6a, 6g, 6l, 6r, 7a-7g, 7j, 9h; CEC: Standard 4, CC4S3, CC4S1, GC4S1; Standard 5, GC5K3, CC5S1, CC5S4.	175

Assignment and Description	Due Date	Indicators	Score/Points
This assignment is connected to the field experience and SPE 397. Collaboration with the mentor teacher is necessary in order to complete Parts A & B. This assignment provides an excellent opportunity to practice the skills learned in SPE 430. For Parts C-E interns will choose a lesson plan created in MTE 301, EED 433, or SCN 400 and explain and expand their preparation for that plan. Students will not write a separate lesson plan for this assignment. The most important aspect of each component is the depth of thought and connections being made - not the number of words. Each section should be at least 2 pages long; some sections will be longer. Students will receive feedback on each phase of the assignment in order to inform subsequent elements of the assignment and to promote improvement/mastery learning.			

Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below

*The Grading Scale does not include pluses or minuses.

*Note that 300 of the 375 points possible are derived from the major assignments related to critical inquiry/evaluation of research and writing/communication skill development. These assignments include the Professional Development Workshop, Critical Research Paper and Professional Development Lesson Plan.

SIGNATURE ASSIGNMENT

The signature assignment is an assignment that is submitted electronically in Tk20 providing direct evidence of student achievement and progress towards a specific outcome, or group of outcomes. The electronic submission of the signature assignment in Tk20 serves two purposes. First, the signature assignment is intended to assess important skills and abilities and identify areas of strength and challenge which instructors use to evaluate student progress. Second, the signature assignment also serves as a college data collection and storage site that is required by the Department of Education. All students seeking certification are REQUIRED to upload and submit their signature assignment in Tk20 for evaluation. Students must pass the signature assignment to pass the course. For information, please see https://education.asu.edu/tk20-user-guides.

ASSIGNMENT DESCRIPTIONS

1. Collaborative Problem-Solving Role-Play and Reflection

Using the skills for effective communication and problem-solving process by Knackendoffel, E.A., Robinson, S.M., Deshler, D.D., & Schumaker, J.B. in Collaborative Problem-Solving (1992, Edge Enterprises), students will develop, role-play, and evaluate a school-based, problem-solving meeting (e.g., parent-teacher conference, team meeting). Students will evaluate the communication and problem-solving skills of the professionals to meet students' needs using the checklist below. Students will also write a personal reflection

Checklist for Evaluating Communication and Problem Solving in School-Based Meeting

COMMUNICATION SKILLS

Behavior Description	Evident (Yes/No)	High quality Response	Adequate quality response	Low quality response	Poor quality response
Assume a posture of involvement?	1 or 0				
Lean torso slightly forward					
Directly face the other person					
Maintain eye contact					
Use appropriate facial expressions					
Minimize distractions					
Use nonverbal encouragers?	1 or 0				
Nod your head					
Smile					
Take notes					
Provide brief verbal encouragers?	1 or 0				
Make reflecting statements?	1 or 0				
Paraphrase					
Reflect emotions					
Pause after making the statement					
Ask good questions?	1 or 0				
Open-ended questions					
Closed-ended questions					
Indirect questions					
Clarifying questions					
Summarize information periodically?	1 or 0				
Use partnership-building skills?	1 or 0				
Accepting statements					
Compliments or appreciation statements					
Empathic statements					
Focusing statements					
Agreement statements					
Productive solution statements					
SCORE	Out of 7 points				

Observations and Comments:

PROBLEM-SOLVING PROCESS

Behavior Description	Evident (Yes/No)	High quality response	Adequate quality response	Low quality response	Poor quality response
Define the Problem?	1 or 0				
Gather specific information about the problem?	1 or 0				
Explain the problem-solving process?	1 or 0				
Identify alternative solutions?	1 or 0				
Ask other person to suggest ideas first					
Introduce your ideas in an open-minded manner					
Summarize solutions mentioned?	1 or 0				
Analyze consequences of each solution?	1 or 0				
Rate each solution?	1 or 0				
Select the best solution?	1 or 0				
Determine satisfaction with chosen solution?	1 or 0				
State your support for the decision?	1 or 0				
Develop a plan of action?	1 or 0				
Specify implementation steps					
Indicate who is responsible for each step					
Indicate when each step will be completed					
Develop a monitoring system?	1 or 0				
Specify criteria for success?	1 or 0				
Schedule the next appointment?	1 or 0				
SCORE	Out of 13 points				
TOTAL SCORE	Out of 20 points				

Observations and Comments

2. IEP Evaluation & Reflection

Following completion of the IEP modules available on ASU's Professional Learning Library website and the Office of Special Education Programs website, students will review and evaluate an IEP provided by their mentor teacher using the IEP Quality Checklist. Students will construct a report that includes the IEP (with identifying information removed), the completed checklist below, and a 2-page reflection of the IEP review process including recommendations, applying the standards of quality practice learned in the modules and assigned readings.

IEP Checklist

1. Does the IEP include accurate information about the child's present levels of academic achievement and functional performance (**PLAAFP**)? Comments/Concerns:
2. Does the IEP identify all of the child's **needs** that result from the disability? Does the IEP also identify the child's **strengths** and how these can be utilized as part of instruction? Comments/Concerns:
3. Does the IEP include specific, measurable annual **goals**? Comments/Concerns:
4. Are the measurable goals based on the child's present levels of academic achievement and functional performance? Comments/Concerns:
5. Does the IEP describe how and when the school will measure the child's progress toward the goals? Comments/Concerns:
6. Does the IEP address '**special concerns**' that may impact the child's performance and learning? This includes limited English proficiency, behavior, assistive technology needs, Braille, etc. Comments/Concerns:
7. Does the IEP specify when **parents will receive reports** on child's progress toward annual goals? Comments/Concerns:
8. Does the IEP specify **accommodations** the child will receive in order to make progress toward annual goals? Comments/Concerns:
9. Does the IEP include the **special education services**, related services, and supplementary aids and services that the school will provide? Comments/Concerns:
10. Does the IEP address how the child is to **make progress in the general curriculum**, and participate in extracurricular and other nonacademic activities? (e.g., Least Restrictive Environment)?

Comments/Concerns:
11. Does the IEP include an explanation of the extent to which the child will be **educated with children without disabilities** (e.g., Least Restrictive Environment)? Comments/Concerns:
12. Does the IEP include an explanation of to what extent will the child **participate in state assessments?** Comments/Concerns:
13. Does the IEP include the **projected date services will begin**? Frequency? Location and duration of services? Comments/Concerns:
14. Does the IEP include **instruction/adaptations and the primary person responsible for educational delivery?** Comments/Concerns:
15. Does the IEP include a **Transition Plan** for students beginning at age 14? If child is not of age, does this IEP include transition plan for smooth transition to new setting if applicable? Comments/Concerns:

IEP Analysis/Reflection Rubric

IEP included • Copy of IEP included with identifiers removed	5 points-Exemplary	3 points-Adequate	2 points-Limited	1 point-Inadequate
Quality of IEP Checklist • All elements of checklist addressed and explored	5 points-Exemplary	3 points-Adequate	2 points-Limited	1 point-Inadequate
Quality of Analysis/Reflection • Reflection synthesizes all components of checklist • Reflection references IEP modules and articles	5 points-Exemplary	3 points-Adequate	2 points-Limited	1 point-Inadequate
Connection to Future Teaching • Reflection makes specific professional application to future role as special education service provider	5 points-Exemplary	3 points-Adequate	2 points-Limited	1 point-Inadequate
Writing/Grammar • Reflection conforms to standard written English	5 points-Exemplary	3 points-Adequate	2 points-Limited	1 point-Inadequate
Total Points (out of 25 points)				

3. Classroom Observations

Each teacher candidate will conduct two classroom observations and report on how instruction was implemented based on IEP goal/objectives and student learning needs. The focus of your observational analysis includes the extent to which the teacher displays understanding of each student's anticipated learning difficulties and regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught (see TAP Rubric Teacher Knowledge of Students). Students must arrange to observe classrooms serving students with learning, behavioral, or intellectual disabilities. At least one of the observations must be in a different classroom and with a different age level of students than you are currently observing in your field experience. That is, if you are currently serving students with learning disabilities, please choose a class serving a different level (e.g., if you teach middle school, visit an elementary classroom). Observations may occur in:

- Two different classrooms serving students with disabilities.
- Two different classroom settings with observations of one student in each setting.
- One classroom at two different times with different instructions and groups.

Teacher candidates must spend a minimum of *two hours* in each setting. You will need to make arrangements with the classroom teacher when the students are not present in order to answer the questions below. If you wish to propose an alternative observation, it must be related to the course and must be approved by the instructor. Following the observations, students will write a description of and a reaction to each observation, with analysis of the observations using the TAP Rubric provided (four pages each). Observation reports must address the following:

1. Date and Time of the Observation (e.g., August 12, 2013, 8:30 am to 10:30 am)
2. Description of the Setting:
   - Community: Rural, urban, or suburban?
   - School: Elementary, middle, or high school? How many total students are served at the school? What percentage of the student body receives special education services? How are the buildings arranged?
3. Classroom: How is the room arranged? What are on the walls? Are there computers, learning centers etc.? Description of Students: age, grade level, type and severity of disabilities, student ethnicity, socioeconomic status (SES), gender. What were the criteria for placement in this setting? What subjects/concepts/skills do these students have the most difficulty with?
4. Description/Background of the Teacher and an any other Adults Working with the Students:
   - Teacher and Aide: educational training, experiences, certification
   - Volunteers: How were they recruited? Did they receive training? What are their classroom duties?
5. Curriculum: What is the overall approach or combination of approaches being used in the classroom (e.g., Whole Language, Direct Instruction, Collaborative Learning, etc.)? What series or program is used for reading and mathematics? Does the teacher incorporate art, music, movement, life skills, or career awareness?
6. What did you actually observe? Provide sufficient detail to indicate that you were actually with the teacher and students for the required period of time (e.g., materials – commercial and/or teacher made; subjects being taught and the specific concepts and skills they are working on (e.g., IEP goals/objectives; instructional strategies; classroom management techniques; types and quality of interactions between students and the teacher, between the students and the Aide/other adults in the classroom, and among the students)
7. Which, if any, co-teaching approaches did you observe being implemented? How did the instructors determine and effectively deliver their roles? What pre-planning was required?
8. What were your conclusions about the teacher, students, and other involved in the classroom? What seemed to be working effectively? What would you consider changing or adding? Address issues within course topics such as: consultation, paraprofessional roles/responsibilities, communication, statements, questions, and difficult interactions where appropriate. Utilize the TAP rubric below in your evaluation.

Teacher Advancement Program Rubric (TAP)

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Teacher Knowledge of Students SCORE:	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have opportunity to master what is being taught.	• Teacher practices display minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests and cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

Grading Rubric: Classroom Observation

Teacher Candidate Name: _____ Date:_____ Teacher/Instructor Name: _____

Criterion	Highly Effective	Somewhat Effective	Ineffective
• Date and time of observation • description of setting, (community, school, and classroom) • description of students • description of background of teacher and teacher aides • description of curriculum approaches 16-20 pts	Includes a detail description of all required components	Missing 1 to 2 detailed descriptions of required components 12-15 pts	Missing 3 or more detailed descriptions of required components 0 – 11 pts
Classroom Observation including: • materials used during observations • subjects being taught and the specific concepts/skills covered • instructional strategies used classroom management techniques • types and quality of interactions between teacher and students, the teachers aid and students, and among students 8-10 pts	Provided a detailed description of required components	Missing 1 to 2 detailed descriptions of required components 6-7 pts	Missing 3 or more detailed descriptions of required components 0 – 5 pts
Conclusions- What were your conclusions regarding: • teacher, students, and others involved in the classroom? • instructional and behavioral strategies • What would you consider changing or adding to the classroom? • TAP Rubric utilized in evaluation 16-20 pts	Provided a detailed description of required components	Missing 1 to 2 detailed descriptions of required components 12-15 pts	Missing 3 or more detailed descriptions of required components 0 – 11 pts
Total: 50 possible points:	_____ pts	_____ pts	_____ pts

4. Professional Development Workshop Assignment

Each group will be assigned one of the course topics covered in the text and supplemental readings. The purpose of this assignment is three-fold. The first purpose is to practice working collaboratively with other preservice teachers to prepare a quality workshop highlighting a core course concept. The second purpose is to develop and refine your professional communication skills (e.,g., literacy skill of professional speaking) with adults. Third, in addition to working with students, as a special educator, you will be expected to synthesize the research on special education approaches and to teach/communicate information effectively with various adult professionals and parents. Therefore, an additional purpose of this presentation is to further develop your skills in engaging in critical inquiry and communicating the important information to relevant stakeholders. The workshop should be between 30 and 45 minutes in length.

Element	Evaluation/Scoring

Presentation Content
  -Summarized book chapter
  -Provided research data on best practices from three additional evidence-based sources
  -Interviewed professionals on topic and included their experiences and professional input
  -Make recommendations on the topic
	10- Outstanding 8- Very good
	6- Adequate 4-- Limited
	2--Needs Improvement

Prepare an activity & assessment that highlights or practices the topic
  *must engage all students in activity
  *can be a problem-solving activity or simulation
	10- Outstanding 8- Very good
	6- Adequate 4-- Limited
	2--Needs Improvement

Communicated clearly in oral form
  *Use of pacing, eye contact, voice, gestures, interaction, answering questions, eliciting responses, etc.
   *evenly distribute presenters, worked collaboratively, demonstrates preparedness
	10- Outstanding 8- Very good
	6- Adequate 4-- Limited
	2--Needs Improvement

Prepare a quiz on your topic based on the topic. *Student copy *Teacher copy with answers	10- Outstanding 8- Very good 6- Adequate 4-- Limited 2--Needs Improvement
Self reflection After you finish your presentation, each student in the group will write a critical reflection of the presentation. Include: *Summary of relevant findings from your research *What went well during the presentation, *What you might do differently, and *Identify a personal goal for professional growth (ie. – collaboration, technology, presenting, etc). **UPLOAD in Blackboard within 24 hrs of the presentation – PDW will not be graded unless this is uploaded.**	10- Outstanding 8- Very good 6- Adequate 4-- Limited 2--Needs Improvement

Total 50 pts_____

5. Collaboration/Consultation Research Critique Paper (75 points). Locate and read a minimum of 10 articles from professional, educational journals (see suggested list of journals provided by your instructor) that report on findings from research studies and/or provide recommendations regarding any of the topics covered in this course. Topics might include: collaborating with families, effective co-teaching models, conflict resolution, parental involvement, collaborative/consultative roles of the special educator, culturally-responsive communication, inclusion, adapting curriculum for students with disabilities, universal design for learning, sibling issues, and working with para-educators. You may also suggest a topic of interest to your instructor and get approval for it. Write a 10-12 page, double-spaced, well-organized, and coherent paper that summarizes your findings using APA style formatting (see APA manual for style guidelines). Scoring rubric is included below.

Critical Research Paper Rubric

4: Exceeds	3: Meets	2: Approaches	1: Fails to Meet
Content is clear, thorough, balanced, controlled, facts supported by credible resources, and insights, all of which are well suited to the topic. (27-30 pts.)	Content is clear and focused, balanced, may be overly general, resources are used to support facts. (21-24 pts.)	Content is easily identified, sometimes off main idea or concept, facts not completely supported by the resources. (15-18 pts.)	Content or purpose of the report is not clear, minimally developed, irrelevant details, minimal resources or support for detail, if any. (12 pts. and below)
Organization is effectively sequenced, paper flows smoothly with effective transitions in sentences, paragraphs and concepts. (15 pts.)	Organization and sequencing are clear, paper is easy to follow, transitions may be stilted. (9-12 pts.)	Organization and sequencing is attempted but unclear, difficult to follow but makes some sense, transitions there but inconsistent, details there but random. (6 pts.)	Organization and sequencing is lacking, paper seems disjointed, lacks transitions, details random. (3 pts.)
APA format is clear and citations are accurate throughout the paper. Ten references cited. (15 pts.)	APA format is clear with minor or incomplete citation errors. Seven to nine references cited. (9-12pts.)	APA format is somewhat present but inconsistent or incomplete in citations. Four to six references cited. (6 pts.)	APA format is minimally used, many errors or incomplete citations. Three or fewer references cited. (3 pts.)
Conventions are strong. Grammar, punctuation, capitalizations and spelling are correct. Three or fewer errors. (15 pts.)	Conventions are strong with limited errors in grammar, punctuation, capitalization, and spelling. Four or five errors. (9-12 pts.)	Conventions are present but errors can be distracting to the reader. Six or seven errors. (6 pts.)	Correct use of conventions is limited and writing is very distracting. Eight or more errors. (3 pts.)

6. Signature Assignment for Block 5: Professional Lesson Development Plan

The signature assignment for Block 5 is a rationale for lesson planning that consists of a series of six (6) parts that explain and expand the thinking that goes into the development of a lesson plan. The purpose of this assignment is to help students synthesize the concepts and content they are learning in all of the courses in the Block. The focus this semester is on collaboration, co-teaching, and knowledge of students, lesson preparation and resources and knowledge of content. Interns will focus on getting to know the students and their needs in their internship classes, and use this knowledge in planning to teach effective lessons using multiple modalities and strategies. <mark>To successfully complete this assignment, students will need to incorporate and document content from all of this semester's classes, focusing on identification and evaluation of best practice research.</mark>

This assignment is connected to the field experience and SPE 397. Collaboration with the mentor teacher is necessary in order to complete Parts A & B. This is an excellent opportunity to practice the skills learned in SPE 430. For Parts C-E interns will choose a lesson plan created in MTE 301, EED 433, or SCN 400 and explain and expand their preparation for that plan. They will not write a separate lesson plan for this assignment. The most important aspect of each of these components is the depth of thought and connections being made - not the number of words. Each section should naturally be at least 2 pages long; some sections will be longer.

For submission to TK20 and Blackboard, all parts should be merged into one document. A copy of the lesson plan used to complete the assignment should be uploaded also into TK20 as a separate document.

Professional Lesson Development Plan Description

This assignment is in six parts:

Part	Description	Points Possible	Due Date
Part A: Collaborative Action	Write a clear, thorough, and concise written description reflecting on coordination efforts with at least two other professionals from differing roles (teacher candidates, mentor teachers, faculty, paraprofessional, speech therapist, etc.) What steps will you take to maximize your potential for success when working with these professionals? How might you reconcile any differences in your co-teaching that you may encounter with regards to lesson planning, delivery, and behavior management? Describe in-depth how you would create a successful co-teaching relationship with your colleague. Provide and cite evidence from the course or professional sources to support your choices.	25	

Part B: **Student Research** **TAP - Teacher Knowledge of Students**	In your field experience, you will want to make sure you have an in-depth knowledge of the students you are responsible for teaching. You will want to support the way each of your students learns best by integrating multiple modalities, and plan for any specific accommodations required. To accomplish this, become familiar with any needs students have by getting information from IEPs, 504 plans, and discussions with the mentor teacher. Describe in depth your students' interests and preferences. How can individual students'needs (IEP goals, accommodations, etc.) be met by the universal design for learning? Any needs for accommodations should be addressed and in a clear, thorough, and concise description. Include any plans to address different levels of ability in terms of remediation and enrichment within the class. Be sure to keep any information that you get confidential and be sure to use pseudonyms or no names at all.	25	
Part C: Lesson Structure/ Co-Teaching Plan **TAP - Instructional Plans**	Effective co-teaching requires a lot of forethought and planning. Describe the co-teaching model/s that will be used in this lesson. Why did you choose them and what makes this model effective in this particular lesson. Provide a written plan for making effective use of all adults available to assist in the lesson and describe the role of each in a clear manner. Indicate when and where the particular model is being used in the lesson plan.	25	
Part D: **Resources Research** **TAP - Activities and Materials**	Multiple resources are necessary for effective lesson planning. In this section you will write a clear, thorough, and concise written description of multiple resources you identified and how they address various modalities of student learning through application of universal design for learning (multiple means of representation, multiple means of action and expression and multiple means of engagement). Resources discussed include those utilizing student-driven technology. Reflect on your rationale for selecting or not selecting to use available resources. Bullet points may be used here. Make connections to the TAP rubric.	25	
Part E: **Lesson Content Research** **TAP - Teacher Content Knowledge**	In your field experience, you will want to make sure you have an in-depth knowledge of both the content you plan to teach. In this section, you will write clear, thorough, and concise written description of your in-depth research into the the content you will be teaching, including the standard. What type of lesson plan is this - direct instruction, problem based, inquiry? Provide evidence for the identification of multiple research-based strategies to teach the content. Include a highly reflective discussion justifying your decision to continue with the strategy chosen, or rationale for selecting a different strategy based on collaborative efforts. Make connections to the professionalism rubric. Describe remedial and enrichment standards for students. Make connections to the TAP rubric.	25	

Part F: Reflection and Synthesis TAP - Instructional Plans	Write a personal reflection of the lesson planning development. Explain the alignment within your plan - Standards, objective, sequence of instruction and learning activities, assessment. What was the easiest aspect and what was the most challenging one? What personal strengths did you discover and what are the areas where you will focus on for professional growth? Finally, combine all of the previous 5 parts of this assignment into one document. Entitle the document Professional Lesson Development Plan and upload it and a copy of the lesson plan used to complete Parts C-E into TK20.	25	

*Passing the Signature Assignment is a requirement to pass this course.

Professional Lesson Plan Development Grading Rubric

Element/ Component	(5) Exemplary (25 points)	(4) Highly Proficient (20 points)	(3) Proficient (15 points)	(2) Approaching Proficient (10 points)	(1) Unsatisfactory (0 points)
Part A: Collaborative Action	Submission includes an in-depth plan for collaboration with three professionals (teacher candidate, mentor teachers, faculty, etc). A clear and concise description outlining steps taken to establish and maintain good communication among everyone involved. Plan includes a description of an effective approach to deal with difficult communications and problem-solving. Makes connections to the professionalism rubric.	Submission includes an in-depth plan for collaboration with three professionals (teacher candidate, mentor teachers, faculty, etc). A description outlining steps taken to establish and maintain good communication among everyone involved. Plan includes a description of an effective approach to deal with difficult communications and problem-solving. Makes connections to the professionalism rubric.	Submission includes an in-depth plan for collaboration with two professionals (teacher candidate, mentor teachers, faculty, etc). A description outlining steps taken to establish and maintain good communication among everyone involved. Plan includes a description of an approach to deal with difficult communications and problem-solving.	Submission includes a plan for collaboration with one professionals (teacher candidate, mentor teachers, faculty, etc). There is an incomplete description outlining steps taken to establish and maintain good communication among everyone involved. Plan also minimally addresses an approach to deal with difficult communication and problem-solving.	Submission doesn't include a plan for collaboration. No description outlining steps taken to establish and maintain good communication among everyone involved. No plan for addressing an approach to deal with difficult communications and problem-solving.
Part B: Student Research	Submission includes an effective and thorough discussion of all relevant (related to content being taught and student skills required to fully participate in the lesson) student data. Describe how student needs are being met by universal	Submission includes an effective and thorough discussion of all relevant (related to content being taught and student skills required to fully participate in the lesson) student data. Any needs for accommodations are addressed and	Submission includes an effective and thorough discussion of all relevant (related to content being taught and student skills required to fully participate in the lesson) student data. Any needs for accommodations are addressed and	Submission includes a discussion of relevant (related to content being taught and student skills required to fully participate in the lesson) student data. Accommodations are addressed and planned for in discussion. Student interests	Submission lacks a discussion of relevant (related to content being taught and student skills required to fully participate in the lesson) student data, accommodations, and student interests and preferences.

	design for learning. Any needs for accommodations are addressed and planned for in discussion. Student interests and preferences are considered in-depth. Makes connections to the TAP rubric.	planned for in discussion. Student interests and preferences are considered in-depth.	planned for in discussion. Student interests and preferences are considered.	and preferences may be considered.	
Part C: Lesson Structure/Co-Teaching Plan	A comprehensive discussion of the lesson structure (direct, inquiry, other) is included. A plan for making effective use of all adults available to assist in the lesson is described to the level that each role is clear (co-teaching strategy utilized). Co-teaching strategies are described and labeled at the various parts of the lesson. A description of the reasoning for use of the co-teaching strategies is provided in relation to impact on student achievement. Submission includes a thorough and thoughtful reflection on the entire lesson development process. Makes connections to the TAP rubric.	A comprehensive discussion of the lesson structure (direct, inquiry, other) is included. A plan for making effective use of all adults available to assist in the lesson is described to the level that each role is clear (co-teaching strategy utilized). Co-teaching strategies are described and labeled at the various parts of the lesson. Submission includes a thorough and thoughtful reflection on the entire lesson development process.	A discussion of the lesson structure is included. A plan for making effective use of all adults is available to assist in the lesson is described to the level that each role is clear (co-teaching strategy utilized). Submission includes reflection on the entire lesson development process.	The plan is lacking one of the following: A discussion of the lesson structure is included. A plan for making effective use of all adults is available to assist in the lesson is described to the level that each role is clear (co-teaching strategy utilized). Submission includes reflection on the entire lesson development process.	The plan does not include a discussion of the lesson structure, plan for use of adults, and a reflection on the entire lesson development.

Part C: Resources Research	Multiple resources are identified and described to address various modalities of student learning through application of universal design for learning (multiple means of representation, multiple means of action and expression and multiple means of engagement). Resources discussed include technology. Submission reflects rationale for selecting or not selecting to use available resources. Makes connections to the TAP rubric.	Multiple resources are identified and described to address various modalities of student learning through application of universal design for learning (multiple means of representation, multiple means of action and expression and multiple means of engagement). . Submission reflects rationale for selecting or not selecting to use available resources.	Two resources are identified and described to address various modalities of student learning through application of universal design for learning (multiple means of representation, multiple means of action and expression and multiple means of engagement). . Submission reflects rationale for selecting or not selecting to use available resources.	A resource is identified and described to address a modality through application of universal design for learning (multiple means of representation, multiple means of action and expression and multiple means of engagement). of student learning. Submission reflects rationale for selecting or not selecting to use available resource.	A resource is not identified and described to address modalities of student learning.
Part E: Lesson Content Research	Submission reflects in-depth research into the the content standard to be taught. There is evidence of the identification of at least three research-based strategies to teach the content. A rationale is provided for strategy chosen. A description of additional possible strategies is listed for remedial and enrichment standards. Makes connections to the TAP rubric.	Submission reflects in-depth research into the the content standard to be taught. There is evidence of the identification of two research-based strategies to teach the content. A rationale is provided for the selection of the strategy chosen.	Submission reflects in-depth research into the the content standard to be taught. There is evidence of the identification of a research-based strategy to teach the content. A rationale is provided for the selection of the strategy chosen.	Submission reflects minimal research into the the content standard to be taught. There is evidence of the identification of a research-based strategy to teach the content. No rationale for the selection of the strategy is provided.	Submission reflects no research into the the content standard to be taught. There is no evidence of a research-based strategy to teach the content or a rationale.

Part F Reflection and Synthesis	Submission includes an in-depth personal reflection of lesson planning development. Alignment of standards, objective, sequence of instruction and learning activities, and assessment is clear and concise. Multiple specific strengths and specific weaknesses are clearly explained and a plan for future professional growth is well-developed.	Submission includes an in-depth personal reflection of lesson planning development. Alignment of standards, objective, sequence of instruction and learning activities, and assessment is clear and concise. At least 2 specific strengths and 2 specific weaknesses are clearly explained and a plan for future professional growth is developed	Submission includes a personal reflection of lesson planning development. Alignment of standards, objective, sequence of instruction and learning activities, and assessment is mentioned. Strengths and weaknesses are explained in global terms and a general plan for future professional growth	Submission reflects minimal personal reflection of lesson planning development. There is misalignment of standards, objective, sequence of instruction and learning activities, and assessment or a component is missing. Strengths and weaknesses are minimally addressed. Plan for future growth is vague or missing	Submission reflects no personal reflection of lesson planning development. There is misalignment of standards, objective, sequence of instruction and learning activities, and assessment or a component is missing. Strengths and weaknesses are not addressed. Plan for future growth is missing
Note: The following will be evaluated on all parts submitted: **Clarity and Structure, Resource Citation, Word Choice, Conventions and Spelling.**	Uses detailed academic vocabulary from the course. Language is concise and comprehensive with no errors in mechanics, grammar, syntax, or spelling. Word choice is sophisticated and appropriate.	Uses academic vocabulary from the course. Language is concise or comprehensive with few errors in mechanics, grammar, syntax, or spelling. Word choice is appropriate.	Uses sentences that are usually correct but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that does not affect reader understanding. Uses language that is adequate but occasionally unclear; academic vocabulary is incorporated.	Writing exhibits some difficulties with fragments, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage. Uses inadequate and unclear language; vocabulary is unclear and repetitious; terminology is difficult to understand or is misused.	Writing exhibits multiple difficulties with: fragments, in-text citation punctuation, subject-verb agreement, works cited punctuation, spelling errors, other distracting features in usage. Uses language that is inadequate and unclear; vocabulary is unclear and repetitious; terminology is difficult to understand or is misused.
Grade					

Total ____/175 points

COURSE/INSTRUCTOR EVALUATION

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: **http://www.asu.edu/emailsignup**.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM
The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units."
The rest of the code, which consists of several pages, is available at the following URL: http://students.asu.edu/srr/code.
Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an 'E' for the course.

ACCOMMODATION FOR RELIGIOUS PRACTICES
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. http://www.asu.edu/aad/manuals/acd/acd304-04.html

ATTENDANCE AND PARTICIPATION
Please e-mail me if you are going to be missing class. You will be expected to make up any work you have missed from class. After 3 unexcused classes your grade will drop from A to B, etc.

CELL PHONE POLICY
Cell phone must be turned off in class. You may not leave class to take or make a phone call unless it is a family emergency.

ELECTRONIC COMMUNICATION
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University's Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

GRADE APPEALS
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at https://education.asu.edu/student-forms-policies

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. http://www.asu.edu/aad/manuals/ssm/ssm104-02.html.

HARASSMENT PROHIBITED

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above.
http://www.asu.edu/aad/manuals/acd/acd401.html.

LATE AND MISSING ASSIGNMENTS

Late or missing assignments will result in a loss of grade points. Late work will be loss of 10 points; missing assignments will be a 0.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply.
http://www.asu.edu/aad/manuals/acd/acd304-02.html

PROFESSIONAL BEHAVIOR (THIS SECTION IS ONLY NECESSARY FOR INITIAL CERTIFICATION STUDENTS)

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). https://education.asu.edu/student-forms-policies.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students

UNIVERSITY SERVICES
DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center https://eoss.asu.edu/drc. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: https://tutoring.asu.edu.

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://www.bkstr.com/arizonastatestore/shop/technology)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (https://docs.google.com/a/asu.edu/#all)

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (https://ucc.asu.edu/techstudio/)
MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at https://tutoring.asu.edu/writing-centers.

List of Table of Contents from Required Textbooks
Required Supplemental Readings

Required Texts:

Friend, M. & Cook, L (2015). *Interactions: Collaboration Skills for School Professionals* (8th ed.). Boston, MA: Pearson.
- Table of Contents
    - 1 Foundations and Perspectives
    - 2 Interpersonal Communication
    - 3 Listening, Responding, and Giving Feedback
    - 4 Integrating Skills in Formal and Informal Interviews
    - 5 Group Problem Solving
    - 6 Teams
    - 7 Co-Teaching
    - 8 Consultation, Coaching, and Mentoring
    - 9 Difficult Interactions
    - 10 Para-educators
    - 11 Families
    - 12 Special Considerations

Chapman, R. (2015). *The everyday guide to special education law.* Mighty Rights Press; Third edition.
- Table of Contents
    - The individuals with Disabilities Education Act
    - Least Restrictive Environment
    - Evaluating the Needs of Students with Disabilities
    - The Individualized Education Program
    - Resolving Disputes under the IDEA
    - Discipline and Disability
    - Children in Private Schools
    - Section 504 of the 1973 Rehabilitation Act and Americans with Disabilities Act
    - Part C: Early Intervention Services
    - Facing Forward Looking Back

Sample Supplemental Readings

- Scott et al., 2010. Universal Design for instruction: A framework for anticipating and responding to disability and other diverse learning needs in the college classroom. *Equity and Excellence Education, 40-49.*
- Kloo & Zigmond (2008). Coteaching: Redrawing the blueprint. *Preventing School Failure, 52,* 12-20.
- Jones, et al., 2010. An analysis of teachers' and paraeducators' roles and responsibilities with implications for professional development. *Early Childhood Education Journal, 40,* 19-24.