

Southern Wesleyan University
School of Education

"Educators who demonstrate scholarship within a Christian ethic of care"

Course Number and Title: **Education 4253 - Procedures for Teaching the E/BD**

Number of Credit Hours: 3

Instructors and Titles: **Dr. Harold Waters, Professor of Education**

Class Day and Time: **9:25-10:40 Tuesday and Friday– Room 118 – Newby Education Center**

Office Location: Newby Education Center, Room 105

Semester and Year: Fall 2013

Office Phone: 644-5361

Office Hours: As Posted

School of Education Phone: 644.5362

Fax Phone (864) 644-5906

Course Description: Intervention strategies, behavior management techniques, curriculum modifications, and writing accurate educational plans. Attention also to legal requirements and implications for the classroom. Projects provide an opportunity to apply the skills learned during the course. ***Required of all special education teacher candidates.***

Rationale: This course introduces the teacher candidate to classroom procedures that would be beneficial in meeting the needs of students with emotional and behavioral disorders.

Prerequisites: Admission to the Teacher Education Program; Lock 1.

Relationship to Conceptual Framework Procedures for Teaching the E/BD is designed to acquaint future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process. All of this is to be accomplished through a Christian ethic of care.

INTASC Standards:

**Coverage of Standards for Beginning Teacher Licensing and Development
Interstate New Teacher Assessment and Support Consortium (INTASC)**

Chapter 1:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

Chapter 2:

INTASC Principle # 10 Fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 3:

INTASC Principle # 3 Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Chapter 4:

INTASC Principle # 7 Plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

INTASC Principle # 10 Fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 5:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle # 10 Fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 6:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Chapter 7:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle # 10 Foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 8:

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 5 Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle # 10 Foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 9:

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 7 Plan instruction based on knowledge of subject matter, students, the community and curriculum goals.

Chapter 10:

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 7 Plan instruction based on knowledge of subject matter, students, the community and curriculum goals.

Chapter 11:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 7 Plan instruction based on knowledge of subject matter, students, the community and curriculum goals.

INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle # 10 Foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Chapter 12:

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

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INTASC Principle # 8 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle # 10 Foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

SPA Standards:

Standards – Council for Exceptional Children (CEC)

CEC Initial Preparation Standards - NCATE approved November 2012

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities

Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and

volunteers.

Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

ADEPT Performance Standards: An overview of the South Carolina Evaluation Instrument for Professional Educators (Assisting, Developing, Evaluating Professional Teaching) will be used. Emphasis will be given to Performance Standard 5 (Using Instructional Strategies to Facilitate Learning) and Performance Standard 10 (Professional Responsibilities Beyond the Classroom). All ADEPT Performance Standards (1-10) will be covered during the semester. An overview of all Ten Performance Standards in ADEPT (Assisting, Developing, Evaluating, Professional Teaching) evaluation instrument will be addressed in this course. The ten ADEPT Performance Standards (APSS) for classroom-based teachers can be grouped into four broad categories, or domains, as follows:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

ADEPT, CEC and INTASC Correlation

ADEPT	INTASC - CEC
Performance Standard 1	Principles 1-10
Performance Standard 2	Principles 4-7, 9
Performance Standard 3	Principles 4-9
Performance Standard 4	Principles 5, 6, 8
Performance Standard 5	Principles 4-7, 9
Performance Standard 6	Principles 1,4-7
Performance Standard 7	Principles 2, 3, 5, 6, 8
Performance Standard 8	Principles 2-7
Performance Standard 9	Principles 2, 3, 5, 6, 9
Performance Standard 10	Principles 7-10

Correlations between South Carolina's ADEPT System, INTASC Standards for Beginning Teachers and the CEC Standards. CEC and INTASC correlate one to one

Response to Dispositions: Courses in the School of Education seek to integrate the following dispositions:

- **The teacher candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The teacher candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The teacher candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The teacher candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all of the above stated.

Accommodations Statement: Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss specific needs.

Technology Integration Students must access myscschools.com to utilize the state standards and objectives when preparing assignments for all handicapping conditions.

Culturally Responsive Teaching All chapters address diversity within our schools. All chapters with school based experience activities and reflections address different learning styles and varying abilities of students within our schools.

Required Textbooks and Materials:

Webber, Jo and Plotts, Cynthia. Emotional and Behavioral Disorders. Fifth Edition, Pearson - Allyn and Bacon. Boston, 2008.

Suggested Additional Materials: Behavior Intervention Manual; Hawthorne Educational Services, edited by Samm N. House, 2006.

The following are representative of a few of the journals available in the SWU library. You are not limited to this list of journals:

EXCEPTIONAL CHILDREN
TEACHING EXCEPTIONAL CHILDREN
MENTAL RETARDATION
EDUCATION AND TRAINING OF THE MENTALLY RETARDED
AMERICAN JOURNAL OF MENTAL DEFICIENCY

General Course Objectives Upon the completion of this course, the student will be able to . . .

1. Identify strategies for teaching students with emotional and behavioral disorders
2. Develop a Teacher/Unit Work Sample for Instructional engagement
3. Properly analyze and measure classroom behavior
4. Write a useful Long Range Plan in Mathematics and English/Language arts.
5. Explain how operations of a behavioral approach are keys to student success
6. Demonstrate appropriate teacher-student communication skills when addressing classroom behavior
7. Give examples of ways in which a classroom teacher can employ peer influence to modify behavior and improve the instructional program
8. Describe the value of a collaborative school community within the curriculum
9. List the skills that effective teachers use to engage parents and families

Instructional Methods : Lecture, class discussion, cooperative learning activities, and student presentations will be utilized as instructional methods.

Class Attendance Policy: Refer to the current edition of the University catalog. More than 7 absences for any reason will result in no credit for the course. Three tardies counts as one absence.

Academic Honesty Refer to the current edition of the University catalog.

Coursework Submission Dates: See Class Topics and Schedule. ***Late work will not be accepted unless prior approval is received from the professor. Late work approved by the professor will have points deducted on a per day basis.***

Assessments and Scoring Guides (final grade for the course) The scoring guides used in the Clinical Experience will be used to compute the final grade:

Course Evaluation – Education 4253 will be based on the following:

Detailed Teacher Work Sample/Unit for Reading/ Writing/ or Math	20%
Detailed Timeline from the Long Range Plan for ONE Semester	20%
Behavior Management Plan / System	20%
Five Math Lesson Plans with Checklist/Rubric.....	20%
Five Reading Lesson Plans with Checklist/Rubric.....	20%

If you would like to join the Council for Exceptional Children (CEC), go to the following site:
www.cec.sped.org/mb.

To view areas of Critical Need and teacher vacancies, go the following site:
www.cerra.org.

SCHEDULE AND TENTATIVE COURSE OUTLINE- EDUCATION 4253

August 20	Orientation, Overview of Students with Mild/Moderate Disabilities
August 22	Inclusive Classrooms - read pages 47; 380-387
August 27	Begin working on Long Range Plan (LRP) Timeline
August 29	Learning and Teaching (<i>Student Learning Styles</i>) a - Develop an Informal Interest Inventory - Minimum of 15 questions/statements b - Choose a State Indicator - Develop a Task Analysis for this indicator and be prepared to teach the lesson.
September 03	Work on LRP timeline
September 05	Instructional Modifications- <i>read pages 375-378</i>
September 10	Develop a Detailed Lesson using Math – Any grade a - Develop a sheet you would give to a regular education teacher explaining the instructional modifications needed for a student with Dyscalculia. (This will be shared with the class.) b - List at least five (5) instructional strategies you could use to teach the indicator. BE PREPARED TO TEACH YOUR LESSON IN CLASS
September 12	Work on LRP timeline
September 17	Develop a Detailed Lesson using- Reading - Any Grade a - Develop a sheet you would give to a regular education teacher explaining the instructional modifications needed for a student with Dyslexia. (This will be shared with the class.) b - List at least five (5) instructional strategies you could use to teach the indicator. BE PREPARED TO TEACH YOUR LESSON IN CLASS
September 19	Work on your Teacher/Unit Work Sample (TWS)
September 24	<u>Develop a checklist with criteria for the Math Lesson AND a rubric to be used for the Reading Lesson for assessment (To be shared with the class)</u>
September 26	Classroom Management - <i>read pages 123-124; 201; 296</i>
October 01	BRING YOUR BEHAVIOR INTERVENTION MANUAL TO CLASS... RTI activities
October 03	Write a statement regarding your goals for teaching (e.g. What are your primary goals for students for the year?) a - Write a statement describing your current beliefs about classroom management. b - Describe how your belief about classroom management will facilitate your reaching the goals you described.
<u>Fall Break</u>	<u>October 05-13</u>
October 15	Describe how you would respond to the following student comments in your class: BE PREPARED TO SHARE IN CLASS 1 - This work is too hard! 2 - Someone stole my lunch ticket! 3 - Can we have ten extra minutes of recess? 4 - Nobody in the class likes me. 5 - Mary is always picking on me!
October 17	Work on Long Range Plan Timeline/ TWS
October 18	Teaching Social Skills - read pages 176; 249; 251; 307-308; 370-371; 382
October 22	<i>Is Character Education a Legitimate Part of Special Education?</i>
October 24	Work on TWS/LRP
October 29	Building Family Partnerships - 206-212
October 31	Write a letter home to parents of your Special Ed. Class introducing yourself. This is part of a LRP - TO BE SHARED IN CLASS. Class Discussion: How do social and economic conditions affect the quality of life of children in the United States?

- November 05** **FIELD TRIP TO BOWER’S TEACHER SUPPLY STORE IN EASLEY**
- November 07 Special Education Classroom Set Up and Materials List
HAVE COPIES FOR CLASS - TO BE SHARED.
- November 12 Work on TWS and/or LRP
- November 14 ***What are the Components of and Individual Education Program? OR What are Parents’ Due Process Rights Before, During, and After an IEP Meeting?***
- November 19 Presentation of your TWS/Unit and Long Range Plan Timeline
- November 21 Clinical Experience Requirements
- November 26 New Rubrics for CEC
- Thanksgiving Holidays November 27 – December 1**
- December 03 Presentation of your TWS/Unit and Long Range Plan Timeline (if needed)
- December 05 Closing Activities

HIGHLY QUALIFIED Special Education Teachers In order to be considered Highly Qualified (HQ) under the NCLB federal regulations, **YOU must take** the content test under Elementary Education (Praxis II), in addition to a PLT and the Multi-Categorical Special Education test.

Percentage Value	New Designation	Numeric Value for GPA
93-100	A	4.0
90-92	A-	3.7
86-89	B+	3.4
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.4
73-75	C	2.0
70-72	C-	1.7
65-69	D+	1.4
60-64	D	1.0
<60	F	0.0

Tips When Writing Psychological and/or an IEP

Give an I.Q. range rather than a score.

1. Profound	0-24	Categories 1-4 represent Students with Mental Disabilities.
2. Severe	25-39	
3. Moderate	40-54	
4. Mild	55-69	
5. Border Line	70-85	
6. Low Average	86-90	
7. Average	91-109	
8. Bright Normal	110-119	
9. Superior	120-129	
10. Gifted	130+	

$$\text{IQ} = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100$$

Observations:

1. *Make an estimate of present intellectual functioning.*
2. *Make some estimate of student's self concept and recommendations on how to improve it.*
3. *Note speech impediments, hearing, or visual problems. Make relevant recommendations. If there are no problems, then make a statement to that effect.*
4. *Note evidence of behavior/emotional problems, mental disabilities, or learning disability. There may be a need for further testing.*
5. *Recommend the type of placement. Examples include Self-contained, Resource, and Itinerant.*
6. *Estimate reading level and recommend grade level of reading and any approaches to teaching reading and/or materials that you feel that might work.*
7. *Estimate math ability and level and make recommendations. Try to pinpoint where the problem lies.*
8. *Recommend additional testing and re-evaluation every two years.*
9. *If a student is of High School age, then made recommendations regarding placement. This might include Vocational Rehabilitation.*
10. *Is the student a better visual or auditory learner?*
11. *Is the student a fast or slow responder? If a slow responder, allow time for response.*
12. *Make some estimate on the student's language development. This includes the types of sentences used and the use of the English Language.*
13. *Is the student ready to do academic work? If not, then make recommendations on what should be done.*
14. *Does the student give up easily? If so, make recommendations to improve this.*
15. *Is the student's attention span long enough to attend to academic activities?*
16. *Make any other observations or recommendations that you feel are appropriate.*
17. *You probably cannot do all on all observations!*

It is Better to Over Recommend that Under Recommend

Sample Questions during Observations

1. *Was the student nervous or anxious?*
2. *Was the student clean, well dressed, and neat?*
3. *Did the student give up easily?*
4. *Was it difficult to establish rapport?*
5. *Did the student verbalize freely?*
6. *Was the student quick in giving responses? (Gifted tend to be quick and MD tend to be the opposite)*
7. *Was the student hyperactive?*
8. *Did the student persevere?*
9. *Was the student prone to guessing?*
10. *Did the student have any nervous traits?*
11. *Did the student require a great deal of reinforcement?*
12. *Did the student appear to tire easily?*
13. *Was the student apparently healthy?*
14. *Did the student smile or laugh or was the student dead-pan during the evaluation/observation?*
15. *Were any physical disabilities noticed?*
16. *Did the student have a general base of information?*
17. *Does the student have any hobbies/interests?*
18. *What does the student enjoy most and least about school?*
19. *Does the student have any responsibilities at home or at school?*
20. *Does the student bite his/her nails?*
21. *Is the student shy or withdrawn?*
22. *Does the student lack self-reliance? (“I can’t” or “I don’t know” attitude)*

Being able to answer these questions will be helpful in working with students in any classroom. Get them clearly in your mind and write them down for inclusion into any records you keep in your classroom about your students.

Education 4253 - Procedures for the Emotionally/Behavioral Disordered

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Instructional Unit (TWS)
Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Instructional Unit (TWS)
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.	
Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.	
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Instructional Unit (TWS)
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	
Principle #11: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care. (not INTASC)	
INTASC Principle	Suggestion for E-Portfolio

Outline for use in a **CASE STUDY**

A. Present Status

1. Age
2. Sex
3. Grade

B. Physical Appearance and History

1. General impression made by child
2. Obvious physical or mental limitations
3. Mannerisms, neatness, clothing

C. Educational Status

1. Present school achievement-kind of work
2. Promotions-retentions and causes
3. Relation with individual teacher(s)
4. Tests and other measures of achievement or aptitude/with scores

D. Personal Traits

1. Personality-general tone
2. Attitude toward home, self, family, friends
3. Hobbies, play life, leisure time activities
4. Educational and vocational ambitions
5. Marked likes and dislikes, fears
6. Any special personal problems

E. Home and family

1. Individuals at home/rank in order
2. Apparent economic level-cultural resources
3. Attitude of home toward student
4. Home cooperation

F. Statement of Problem

1. Cause
2. How is individual currently being helped

G. Recommendation(s)

25

Southern Wesleyan University - School of Education
Lesson Plan Scoring Guide

Criterion	Below Basic-Unacceptable - 0	Basic-Acceptable - 5	Proficient-Acceptable - 8	Advanced-Target - 10	Score
State Standard and Learning Objective INTASC: Principles 1,2,7,11 ADEPT: APS 1,2,	Omits both or either State Standard and/or Learning Objective.	Contains a State Standard and a Learning Objective, but the Learning Objective does not clearly define what students should know and/or is not written in measurable terms.	Contains a State Standard and a Learning Objective that are related and clearly defines what students should know and is written in measurable terms.	Contains a State Standard and a related Learning Objective that clearly defines what students should know and is written in measurable terms. The Learning Objective clearly reflects the State Standard.	
Materials, Equipment, and Technology Integration INTASC: Principles 1,2,7,11 ADEPT: APS 1,2	Necessary materials and equipment are omitted.	Necessary materials and equipment are listed, but materials are insufficient or inappropriate for the task and the ability levels of the students.	Necessary materials, equipment, and technology are listed. Materials are sufficient and appropriate for the task and the ability levels of the students.	Necessary materials, equipment, and technology are listed. Materials are sufficient and appropriate for the task and the ability levels of the students. The Teacher Candidate makes use of materials beyond the textbook.	
Learning styles/ Accommodations for Diverse Learners (correlation to IEPs when applicable) INTASC: Principles 3,10,11 ADEPT: APS 1,2,3,5	Omits both learning styles and accommodations. Necessary correlation to IEPs omitted.	Omits either learning styles or accommodations. Necessary correlation to IEPs is included.	Learning styles and accommodations are given in general terms, but do not address specific needs of the students. Necessary correlation to IEPs is included.	Learning Styles and accommodations are listed and address specific needs of the students. Necessary correlation to IEPs is included.	
SET INTASC: Principles 7,11 ADEPT: APS 4	There is no reference to the lesson objective.	The Teacher Candidate refers to the lesson objective, which is related to the planned activities. The lesson objective is not related to the past, present, or future.	The Teacher Candidate explains the lesson objective, which is related to the planned activities. The lesson objective is related to the past, present, or future. There is an unrelated "attention getter".	The Teacher Candidate explains the lesson objective, which is related to the planned activities and relates the lesson objective to the past, present, or future. The set contains an "attention getter", which is related to the lesson. The value of the lesson is communicated.	

<p>Explanation INTASC: Principles 2,4,5,6,7,11</p> <p>ADEPT: APS 4,5,6,7,8</p>	<p>The content of the lesson is unclear, inaccurate, and/or inappropriate for the learners.</p>	<p>The content of the lesson is clear, accurate, and appropriate for the learners.</p>	<p>The content of the lesson is clear, accurate, and appropriate for the learners. There is evidence of teacher modeling.</p>	<p>The content of the lesson is clear, accurate, and appropriate for the learners. There is evidence of teacher modeling. The content goes beyond what is in the student textbook. The teacher models necessary components of the lesson.</p>	
<p>Guided and/or Independent Practice INTASC: Principles 2,4,5,11</p> <p>ADEPT: APS 4,5,6,7,8,9</p>	<p>Students do not actively participate in the lesson or are asked to do something they have not been taught.</p>	<p>Students are engaged throughout the lesson with several teaching strategies, but no opportunity for independent and/or cooperative learning practice</p>	<p>Students are engaged throughout the lesson with a variety of teaching strategies, and have opportunity for independent and cooperative learning practice.</p>	<p>Students are engaged throughout the lesson with a variety of teaching strategies, and have opportunity for independent and cooperative learning practice. Students have multiple opportunities to apply the learning. The teacher models necessary components of the lesson as needed for review/clarification.</p>	
<p>Early Finishers and Enrichment INTASC: Principles 2,4,11</p> <p>ADEPT: APS 5,7</p>	<p>Omits planned activities for early finishers and enrichment activities.</p>	<p>There are planned activities for either early finishers or enrichment, but not both.</p>	<p>There are planned activities for students who finish early and planned enrichment for all students.</p>	<p>There are planned activities for students who finish early and planned enrichment for all students. The Early Finisher Activities actively engage the students in the content.</p>	
<p>Closure INTASC: Principles 4,6,11</p> <p>ADEPT: APS 7</p>	<p>Omits closure from the lesson.</p>	<p>There are mini-closures during the lesson by the teacher and the students but not at the end of the lesson.</p>	<p>The teacher provides closure at the end of the lesson. Students are not part of the summarization of the lesson.</p>	<p>The teacher and students provide closure through summarization during and at the end of the lesson.</p>	

<p>Assessment</p> <p>INTASC: Principles 8,9,11</p> <p>ADEPT: APS 3,7</p>	<p>Omits assessment from the lesson, assessment strategies do not correlate with the lesson objective, and/or strategies are not age and ability appropriate.</p>	<p>Assessment strategies correlate with the lesson objective and are usually traditional. These strategies are age and ability appropriate.</p>	<p>All assessment strategies correlate with the lesson objective and are age and ability appropriate. The assessment strategies may be formal or informal in nature. Some assessment strategies are authentic in nature.</p>	<p>All assessment strategies correlate with the lesson objective and are age and ability appropriate. There is evidence of formal and informal assessment strategies that measure students' understanding and progress. There is evidence of both traditional and authentic assessments.</p>	
<p>Reflection:</p> <p>Student Learning</p> <p>Teacher Reflection</p> <p>INTASC: Principles 8,9,11</p> <p>ADEPT: APS 4,5,6,7,8,9</p>	<p>Omits both Student Learning and Teacher Reflection from the lesson.</p>	<p>There is a general lesson reflection or the reflection contains either Student Learning or Teacher Reflection, but not both components.</p>	<p>Reflection contains Student Learning and Teacher Reflection components. Student Learning reflects on the quality of the lesson in terms of student learning. Teacher Reflection expounds on the success/failure of the lesson and reflects on teacher performance.</p>	<p>Reflection contains Student Learning and Teacher Reflection components. Student Learning reflects on the quality of the lesson in terms of student learning. Teacher Reflection expounds on the reasons for success/failure of the lesson, reflects on teacher performance, and links this performance to the results of student learning.</p>	

Total Points Earned _____

Scale: 0 - 79 points = Below Basic-Unacceptable 80 - 87 points = Basic-Acceptable

88 - 94 = Proficient-Acceptable 95 - 100 points = Advanced-Target

Unit points/SWU Grading System

100/4.0, 99/3.9, 98/3.8, 97/3.7, 96/3.7, 95/3.6, 94/3.5, 93/3.5, 92/3.4, 91/3.3, 90/3.3, 89/3.2, 88/3.1, 87/3.0, 86/2.9, 85/2.8, 84/2.7, 83/2.7, 82/2.6, 81/2.6, 80/2.5, 0-79/0.0 No Credit

Scored by _____ Date _____

Teacher Candidate Agreement _____ Date _____

Southern Wesleyan University
Article Review
Scoring Guide - Rubric

<p style="text-align: center;">Below Basic (Not Acceptable)</p> <p>INTASC: Principles 2,3,4,9</p>	<ul style="list-style-type: none"> • Articles not turned in at all. ***** • Complete information is missing concerning source of article: Publication, Article title, Author(s), page numbers, Volume, Date • Partial or No Summary of the article • No Student Reflection of the article: Usefulness of ideas in your classroom and feelings about the article. 	<p style="text-align: center;">Possible Points = 0 *****</p> <p style="text-align: center;">Possible Points = 1</p>
<p style="text-align: center;">Basic (Acceptable)</p> <p>INTASC: Principles 2,3,4,9</p>	<ul style="list-style-type: none"> • Complete information concerning source of article: Publication, Article title, Author(s), page numbers, Volume, Date • Summary of the article lacks details. • Student Reflection of the article lacks one of the following: Usefulness of ideas in your classroom and feelings about the article. 	<p style="text-align: center;">Possible Points = 2</p>
<p style="text-align: center;">Proficient (Acceptable)</p> <p>INTASC: Principles 2,3,4,9</p>	<ul style="list-style-type: none"> • Complete information concerning source of article: Publication, Article title, Author(s), page numbers, Volume, Date • There is a Summary of the Article. • Lacks detailed Student Reflection of the article: Usefulness of ideas in your classroom and feelings about the articles. 	<p style="text-align: center;">Possible Points = 3</p>
<p style="text-align: center;">Advanced (Target)</p> <p>INTASC: Principles 2,3,4,9</p>	<ul style="list-style-type: none"> • Complete information concerning source of article: Publication, Article title, Author(s), page numbers, Volume, Date • Detailed Summary of the article • Detailed Student Reflection of the article: Usefulness of ideas in your classroom and feelings about the article. 	<p style="text-align: center;">Possible Points = 4</p>

Name _____ Class _____ Date _____