



**FLORIDA INTERNATIONAL UNIVERSITY  
DEPARTMENT OF TEACHING AND LEARNING**

**EEX 4067**

Instructional Practices in Exceptional Student Education II (3 credits)

FALL 2016

Tuesday 5:00 – 7:40 pm

ZEB 135

Class # 91638 – U01

TASKSTREAM SELF-ENROLLMENT CODE: EEX4067-U01FA16

**Instructor:**

Name:	Melanie Morales
Office Phone:	305-348-2390
Office:	ZEB 256
E-mail:	Melanie.Morales@fiu.edu
Office Location and Office Hours:	T 2:00 – 4:00 pm or by appointment

**I Course Description**

This course is the 2nd of a two-course series related to effective instructional practices (curriculum and strategies) for students with mild disabilities. In this course, students will further develop understandings, skills, and dispositions needed for effective instruction of students with mild disabilities. The first in the series is EEX 3066, Instructional Practices I. This course extends Instructional Practices I by (1) reviewing and extending the principles of effective instructional practices for students with mild disabilities, (2) introducing additional strategies for teacher-led, peer mediated and self-instruction, and (2) requiring student to develop and implement instructional strategies/techniques in a field setting.

**Pre-requisites:** Students must pass all parts of the GKT and be fully admitted to their Initial Teacher Education Program (ITEP) prior to registering for these courses. EEX 3066, EEX 3221, SPA 3000.

**Co-requisite:** EEX 4240

**II COE Conceptual Framework**

- *The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).*
- The mission of the College of Education includes a three-pronged approach. First, the College is charged to prepare professionals who have the

knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, the College must promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning. The third part of the College’s mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change. Consistent with the institution’s role of public, urban, multicultural research university, the unit’s mission is to serve the population of Southeast Florida, the State, the Nation and the international community by imparting knowledge through excellent teaching, creating new knowledge through research, and fostering and nurturing creativity and its expression through service (Mission Statement of the College of Education Conceptual Framework, 2007).

**The Florida Educator Accomplished Practices: Special Education Program  
(a) Quality of Instruction.**

<p>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</p>	
<p>a. Deliver engaging and challenging lessons;</p>	<p>EEX 4067</p>
<p>b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	
<p>c. Identify gaps in students’ subject matter knowledge;</p>	
<p>d. Modify instruction to respond to preconceptions or misconceptions;</p>	
<p>e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	
<p>f. Employ higher-order questioning techniques;</p>	
<p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;</p>	
<p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;</p>	
<p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,</p>	
<p>j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	

## Exceptional Student Education K-12: Professional Competencies

<b>Competency 1: Knowledge of foundations of exceptional student education</b>	
1. Identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education).	EEX 4067
2. Demonstrate knowledge of the required policies and processes for developing individual education plans (IEPs), individualized family service plans (IFSPs), and transition IEPs.	EEX 4067
3. Interpret curriculum information and assessment data for IEP and child study team members.	EEX 4067

<b>Competency 3: Knowledge of instructional practices in exceptional student education</b>	
1. Analyze assessment information to identify a student's educational needs and instructional levels in order to select appropriate specialized instructional techniques, strategies, and materials.	EEX 4067
2. Identify instructional strategies for acquisition, generalization, and maintenance of skills (e.g., functional and applied academic skills, workplace and career skills, independent living skills) across school, home, work, and community settings.	EEX 4067
3. Select relevant general education and alternate standards and curricula appropriate for a student's age, instructional needs, and functional performance across settings.	EEX 4067
4. Identify methods for differentiating, accommodating, and modifying assessment, instruction, and materials in order to meet individual student needs (e.g., related to age, gender, cultural and linguistic background, preferred communication mode).	EEX 4067
5. Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula.	EEX 4067
6. Identify criteria for selecting and evaluating both print and non-print media (e.g., Internet, software, trade books, textbooks, DVDs, videos) for instructional use to match student needs and interests.	EEX 4067
7. Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula.	EEX 4067

<b>Competency 6: Knowledge of skills related to teaching interpersonal interactions and participation</b>	
1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.	EEX 4067
2. Identify methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community).	
3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.	

<b>Competency 7: Knowledge of the transition process</b>	
1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement).	EEX 4067
2. Identify the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities.	
3. Demonstrate knowledge of transition planning using student and family characteristics (e.g., socioeconomic status, gender, cultural and linguistic background) to develop desired post-school outcomes.	
4. Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.	

<b>PROFESSIONAL EDUCATION COMPETENCIES AND SKILLS</b>	
<b>Competency 1: Knowledge of instructional design and planning</b>	
<ul style="list-style-type: none"> <li>3. Determine and apply learning experiences and activities that require students to demonstrate a variety of applicable skills and competencies.</li>   <li>6. Determine long-term instructional goals and short-term objectives appropriate to student learning needs and performance levels aligned with state-adopted standards at the appropriate level of rigor.</li> </ul>	<p>EEX 4067</p> <p>EEX 4067</p>
<b>Competency 3: Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter</b>	
<ul style="list-style-type: none"> <li>1. Use motivational strategies to engage and challenge all students.</li> <li>2. Apply appropriate instructional practices for developing content area literacy.</li> <li>3. Analyze gaps in students’ subject matter knowledge in order to improve instructional delivery.</li> <li>4. Assess and adapt instruction to address preconceptions and misconceptions of subject matter.</li> <li>5. Relate subject matter to life experiences and across disciplines.</li> <li>6. Apply techniques for developing higher-order critical thinking skills.</li> <li>7. Select varied strategies, resources, and appropriate technology for relevant and comprehensible instruction.</li> <li>8. Identify differentiated instructional practices based on assessment of learning needs, individual differences, and continuous student feedback.</li> <li>9. Determine and apply techniques to provide feedback in order to promote student achievement.</li> </ul>	<p>EEX 4067</p>

10. Apply appropriate subject area activities to accommodate learning needs, developmental levels, and experiential backgrounds of all students.	
Competency 7: Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)	
4. Evaluate and differentiate standards-based curriculum, materials, resources, and technology for ELLs based on multicultural, multi-level learning environments.	EEX 4067

### III Teacher Standards for ESOL Endorsement:

#### Domain 4: ESOL Curriculum and Materials Development

##### Standard 1: Planning for Standards-Based Instruction of ELLs

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

##### Performance Indicators

- 4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
- 4.1.b. Create supportive, accepting, student-centered classroom environments.
- 4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
- 4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
- 4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

### IV Course Objectives and Professional Standards

The student can expect to:

- Deliver engaging and challenging lessons (1.a.3.a)
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (1.a.3.b)
- Identify gaps in students' subject matter knowledge (1.a.3.c)
- Modify instruction to respond to preconceptions or misconceptions (1.a.3.d)

- Relate and integrate the subject matter with other disciplines and life experiences (1.a.3.e)
- Employ higher-order questioning techniques (1.a.3.f)
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (1.a.3.g)
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students (1.a.3.h)
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement (1.a.3.i)
- Utilize student feedback to monitor instructional needs and to adjust instruction. (1.a.3.j)
- Plan for integrated standards-based ESOL and language sensitive content instruction (4.1.a)
- Create supportive, accepting, student-centered classroom environments. (4.1.b)
- Plan differentiated learning experiences based on assessment of students' English and proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences L1 (4.1.c)
- Plan learning tasks for particular needs of students with limited formal schooling (LFS) (4.1.d)
- Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives (4.1.e)
- Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials (4.2.a)

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Florida's Exceptional Student Education K-12 (ESE K-12), Florida Standards for Teachers of English for Speakers of Other Languages (ESOL), and Florida Reading Endorsement Competencies.

## **V Required Textbook, Readings, and Other Instructional Materials**

**Guided Notes Packet:** Instructional Practices for Students with Exceptionalities II (available for purchase 2<sup>nd</sup> day of class).

**Materials to Develop Instructional Materials:** Throughout this course you will be developing lessons. You are responsible for the materials needed to develop the lessons including (but not limited to) binders, dividers, colored folders and laminating materials.

**Access to Internet:** BlackBoard 9 will be required for use in the course. All course materials, **except the guided notes**, will be available on BB9. All forms, rubrics, articles, syllabi, supplementary materials, etc. will be accessible there. website: <http://online.fiu.edu/login>.

## **Secondary Text**

Hoover, Klingner, Baca, & Patton (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Pearson Education, Inc. Upper Saddle River, NJ. The ISBN is: 13:978-0-13-172023-7

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of the course:

<http://online.fiu.edu/futurestudents/whatsrequired>

**VI Course Requirements and Grading Standards (Subject to Change)**

Course grades are based on the number of points earned. A total of 300 points is divided over the following course elements:

Quiz (2 @ 70 points each)-----	35
Internet Activities (5 @ 15 points each)-----	75
Guided Notes Practice -----	10
Write-on Response Card/Guided Notes Lesson-----	25
START Peer Tutoring Lesson-----	25
Final Block Notebook-----	75
Individual Case Study (TASKSTREAM ASSIGNMENT #1)-----	50
• Segment I -----	20
• Segment II -----	20
• Segment III -----	10
Unit Plan (TASKSTREAM ASSIGNMENT #2) -----	50
• Part A -----	25
• Part B -----	25
Transition/IEP Assignment (TASKSTREAM ASSIGNMENT #3)-----	50
Participation/Attendance -----	50
Supervisor and Cooperating Teacher Feedback-----	50
• Feedback provided in observations by Supervisor, Block Checklist, and Cooperating Teacher Evaluations	
Comprehensive Exam -----	60
<b>Total-----</b>	<b>595</b>

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 94	B-	80-83	D	64-66
A-	90-93	C+	77-79	F	69 and below
B+	87-89	C	74-76		
B	84-86				



**Quizzes/Exams:** Two quizzes and one exam that cover class lectures and assigned readings will be worth a total of 140 points (35 points per quiz/60 points for final Exam). Exams will consist of short answers, fill-in, true and false, and multiple-choice questions. Exams **must** be taken in class at the regularly scheduled time. Make-up exams will only be considered in the event of an emergency (e.g. medical emergency with doctor's excuse). There will be a cumulative Final Exam offered during the finals week.

**Assignments:** Assignment descriptions and expectations will be discussed in class. If you cannot attend class on the date an assignment is due you can (a) give it to a classmate to turn in, or (b) turn it in early. Any assignments turned in late will result in a deduction of 5 points for each day it is late. An assignment is considered on time if the assignment is submitted within 15 minutes of the class start time. It is considered late if it is submitted 15 minutes after the class start time and any time during the class session in which it is due. **If you need to submit the assignment late and class has already ended, YOU MUST get your assignment SIGNED AND DATE STAMPED by personnel in ZEB 214, and SLIDE ASSIGNMENT UNDER DOOR TO OFFICE ZEB 256. NO EMAIL OR BLACKBOARD SUBMISSION OF ASSIGNMENTS.**

### **IRIS MODULES:**

1. Go to the following website:
  - a. <http://iris.peabody.vanderbilt.edu/index.html>
2. Click on the toolbar button titled Resources
3. In the drop down menu, go to IRIS Resource Locator
4. This will take you to a screen based on topic.
5. You will complete FOUR different modules during the semester.
  - a. Under the topic: **Learning Strategies**, you will be completing the following two modules titled:
    - i. Teaching English Language Learners: Effective Instructional Practices
  - b. Under the topic: **Assessment**, you will be completing the following two modules titled:
    - i. Classroom Assessment (Part 1): An introduction to Monitoring Academic Achievement in the Classroom
    - ii. Classroom Assessment (Part 2): Evaluating Reading Progress
  - c. Under the topic: **Reading, Literacy, Language Arts**, you will be completing the following two modules titled:
    - i. Intensive Intervention (Part 1): Using Data Based Individualization to Intensify Instruction
    - ii. Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization
  - d. ADDITIONAL MODULES WILL BE ASSIGNED AS NEEDED\*\*

### **For each of the modules, you will complete the following activities:**

6. Click on the icon, Perspectives and Resources.
7. Read all content, view all media content, and take notes as you navigate through the module. When you have finished the entire Thoughts and Perspectives section of the modules, respond to all questions in the Assessment section, using the guidelines presented in your syllabus. All

answers must be in complete sentences. Print out your Word document and bring to class.

Your responses must be in complete sentence and answer all questions thoroughly, using proper grammar and sentence structure. Cut and paste answers will not be accepted. Each module is worth 15 points. The points will be distributed through each assessment, based on the number of questions, for for each module.

Participation & Readings: At the professor's discretion, activities and questions will be randomly assigned in class based on the readings or other class activities. Students will be able to successfully complete these activities if they have read the assigned readings and are present in class. Students are expected to read the assigned readings prior to the class so that they are prepared to participate in the class discussions. Participation and Readings points CAN NOT BE MADE UP. If you are not present or not prepared to complete the activity, then you will not earn the points.

Block Notebook: You will be preparing a block notebook that includes the applied assignments and lessons that you will do in your senior Block placement. You will receive more information about the block assignments in another document. You will submit your block notebook periodically throughout the semester and at the end during finals week, and it will be reviewed for quality of contents and organization.

Comprehensive exam. A comprehensive exam will be given at the end of the semester. This exam will be over all the material/readings covered in this course. Exam will consist of true/false, multiple choice, and short-answer questions.

### **Grading Process:**

Each student will have a student folder.

It is the student's responsibility to do the following:

- Create the folder
- Complete and attach the grade sheet.
- Each class, the student will pick up their folder at the beginning of the class.
- If an assignment is due, place the assignment in the folder.
- If they have a question or concern, write in comments on the comment sheet. I will review the comments and concerns, and respond in writing to them in your folder. When necessary, I may leave a note in the comments suggestion that you will need to respond to.
- If you have a graded assignment, you can review it and leave it in the folder.
- Please remove the assignment, but TESTS must stay in the folder.
- The professor will determine attendance and the timely submission of assignments by the work folder.
- The folder must be returned at the end of class in numerical order.
- If, by accident, you keep the work folder, you are responsible for all grades and submitting documentation. DO NOT LOSE THE FOLDER.

## OTHER IMPORTANT GRADING CONSIDERATIONS:

- All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your name(s) top left hand corner of the page or on a cover page. Also all work should have page numbers. Papers that do not follow this format will have 5 points automatically deducted.
- The instructor may from time-to-time award extra credit (bonus) points for work that is outstanding or goes well beyond the minimum requirements outlined in this syllabus. I will notify you if your work receives extra credit. I may also randomly give bonus points for classroom decorum behaviors (e.g., coming to class on time, returning from break on time, outstanding participation).
- Incomplete grades will be awarded only in the case of extreme emergency as determined by the instructor. Please inform the instructor of any difficulties that are encountered in the course. Do not wait until the end of the grading term. Incomplete grade will be awarded if the e-folio assignment is not uploaded within the time frame specified.

**VII Taskstream Artifact and 2-point Rubric**

TaskStream is the COE's new web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Beginning in Fall 2008, all students enrolled in the College of Education are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the college. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: <http://education.fiu.edu/taskstream/>

**FLORIDA INTERNATIONAL UNIVERSITY  
COLLEGE OF EDUCATION  
TASKSTREAM UPLOAD POLICY**

- All students in courses with critical tasks on *Taskstream* must purchase accounts and upload artifacts
- Faculty must specify in course syllabi the *Taskstream* assignment, rubric, and upload policy
- If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due
- Students who earn an O – NOT MET rating on the course critical task will be provided with one (1) remediation to achieve the MET level. If students are unable to MEET the requirements, the rating of “NOT MED” will remain and students may receive a non-passing grade in the course
- Students who fail to upload artifacts by the deadline will receive a non-passing grade in the course

- Faculty must provide final *Taskstream* evaluation before final grades are submitted
- *Taskstream* will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor

This course requires you to use a *TaskStream* account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your *TaskStream* account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use. The self-enrollment code for this course will be available after the semester has begun.

The College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a *TaskStream* account, you will need to self-enroll in an assessment program that houses this course.

**Please sign up for an account in the first week of the class.**

**For help, go to:**

TaskStream	COE IT Department	<a href="mailto:coesupport@fiu.edu">coesupport@fiu.edu</a>
800-311-5656	ZEB 269	COE Computer Lab
<a href="mailto:help@taskstream.com">help@taskstream.com</a>	305-348-6305	ZEB 165
(Monday – Friday, 8:00 am – 7:00 pm ET)		305-348-6134

**Students who fail to upload the artifact after the Instructor authorized them to do so, will receive an “F” in the course.**

**EEX 4067 - Taskstream Assignment Instructions:** See Assignment information in BlackBoard.

**Scoring Rubric for Taskstream Artifact #1 & 2: Individual Case Study and Instructional Unit Plan:**

<b>Standards</b>	<b>Met ( 1 point)</b>	<b>Does Not Meet (0 point)</b>
FEAP: 1.a.3.a  a. Deliver engaging and challenging lessons	In the unit plan, the candidate demonstrates the ability to develop and implement lesson plans that include instructional strategies for culturally linguistically diverse students. Evidence of at least three strategies must be reflected in lesson plans.	In the unit plan, the candidate fails to demonstrate the ability to develop and implement lesson plans that include instructional strategies for culturally linguistically diverse students. Fails to provide at least three strategies reflected in lesson plans.
FEAP: 1.a.3.b  Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	In the unit plan, the candidate applies literacy strategies to content areas through the use of Differentiated Instruction, Concept Maps, Meta-cognitive exercises, writing across the curriculum and Universal Design in at least three different lesson plans.	In the unit plan, the candidate fails to apply literacy strategies to content areas through the use of Differentiated Instruction, Concept Maps, Meta-cognitive exercises, writing across the curriculum and Universal Design in at least three different lesson plans.
FEAP: 1.a.3.c  Identify gaps in students' subject matter knowledge	In the unit plan, the candidate thoroughly includes appropriate baseline and diagnostic assessments to determine RtI levels. Pre and post assessments will be used to identify the effectiveness of the intervention and remaining gaps in subject matter	In the unit plan, the candidate fails to completely include appropriate baseline and diagnostic assessments to determine RtI levels. The candidate fails to use pre and post assessments to determine remaining gaps in student knowledge.
FEAP: 1.a.3.d Modify instruction to respond to preconceptions or misconceptions	In the unit plan, the candidate thoroughly includes appropriate implementation of active student responding as evidenced in activities in at least three lesson plans.	In the unit plan, the candidate fails to include appropriate implementation of active student responding as evidenced in activities in at least three lesson plans.
FEAP: 1.a.3.e  Relate and integrate the subject matter with other disciplines and life experiences	In the unit plan, the candidate comprehensively lists cross-curricular connections with other subjects and implementation of 'real-world' problem solving strategies for at least three lessons.	In the unit plan, the candidate demonstrates limited application of cross curricular connections with other subjects and implementation of 'real-world' problem solving strategies in two or less of the lessons.
FEAP: 1.a.3.f	In the unit plan, the candidate comprehensively uses lesson	In the unit plan, the candidate fails to use lesson objectives

Employ higher-order questioning techniques	objectives and questioning strategies that address higher-order skills (application, synthesis, evaluation) and apply Webb's Depth of Knowledge and/or Bloom's Taxonomy (revised) for at least three lessons.	and questioning strategies that address higher-order skills (application, synthesis, evaluation) and apply Webb's Depth of Knowledge and/or Bloom's Taxonomy (revised) in at least three lessons.
FEAP: 1.a.3.g  Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	The candidate provides a reference list of at least five software programs, technology, websites, and/or multi-media tools used to support student learning.	The candidate fails to provide a reference list of at least five software programs, technology, websites, and/or multi-media tools used to support student learning.
FEAP: 1.a.3.h  Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	The candidate will complete a differentiation planner in the unit plan, documenting the varied and comprehensive use of (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of student data base, and (e) application of ESOL strategies for the 10-day unit plan.	The candidate fails to complete a differentiation planner in the unit plan, documenting the varied and comprehensive use of (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of student data base, and (e) application of ESOL strategies for the 10-day unit plan.
FEAP: 1.a.3.i  Support, encourage, and provide immediate and specific feedback to students to promote student achievement	The candidate will demonstrate the ability to provide immediate and specific feedback, orally and in writing, to students that promote student academic and behavioral achievement. At least three samples of student work will reflect the principles of effective feedback in writing by the candidate. Data regarding verbal feedback will be provided that reflects the type and frequency of feedback.	The candidate fails to demonstrate the ability to provide immediate and specific feedback, orally and in writing, to students that promote student academic and behavioral achievement. Candidate fails to provide at least three samples of student work which reflects the principles of effective feedback in writing by the candidate. Data regarding verbal feedback was not provided that reflects the type and frequency of feedback.
FEAP: 1.a.3.j  Utilize student feedback to monitor instructional needs and to adjust instruction	The candidate will use at least three types of formative and/or summative assessment in the unit to identify instructional needs and adjust instruction to enhance student understanding of the content.	The candidate fails to use formative and/or summative assessment in the unit to identify instructional needs and fails to adjust instruction to enhance student understanding of the content.
ESOL Endorsement Indicator (4.1.a)  Plan for integrated standards-based ESOL and language sensitive content instruction	The candidate provides a research reference list of at least three articles discussing best practices in second language and literacy instruction, and applies at least three of these strategies in the lesson plan	The candidate fails to provide a research reference list with the article, book, or website consulted for development of the unit plan, and fails to apply at least one of these strategies in the lesson plan

FLDOE SACS ESE (k-12)  Standard 3: Apply knowledge of instructional practices in exceptional student education	In the unit plan, the candidate adequately includes at least three appropriate instructional practices in exceptional student education in lesson plan and assignments.	In the unit plan, the candidate fails to completely include appropriate instructional practices in exceptional student education in at least 3 lesson plan assignments.
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### Scoring Rubric for Taskstream Artifact: Assignment #3: The IEP and Transition Plan

Standards	Proficient (2 points)	Limited (1 point)
Standard 6  1. Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information	In the IEP/Transition Plan, the candidate provides at least two examples of instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information.	In the IEP/Transition Plan, the candidate fails to provide at least two examples of instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, and other student information
Standard 6  2. Sequence lessons and concepts to ensure coherence and required prior knowledge.	In the IEP/Transition Plan, the candidate adequately provides at least three sample lessons that match the IEP goals and cover concepts to ensure coherence and required prior knowledge.	In the IEP/Transition Plan, the candidate insufficiently provides at least 3 sample lessons that match the IEP goals and cover concepts to ensure coherence and required prior knowledge.
Standard 6  3. Identify skills necessary for students with disabilities to engage in self-determination and self-advocacy.	In the unit plan, the candidate adequately includes skills necessary for students with disabilities to engage in self-determination and self-advocacy in at least two lesson plans.	In the unit plan, the candidate fails to completely include skills necessary for students with disabilities to engage in self-determination and self-advocacy.
Standard 7  1. Identify activities relevant to the four stages of career development (i.e., awareness, exploration, preparation, and placement).	In the unit plan, the candidate adequately uses at least three of the four stages of career development (i.e., awareness, exploration, preparation, and placement).	In the unit plan, the candidate fails to apply three or more of the four stages of career development (i.e., awareness, exploration, preparation, and placement).
Standard 7  2. Identify the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities.	In the unit plan, the candidate adequately identifies at least four of the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities	In the unit plan, the candidate fails to identify at least four of the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with disabilities
Standard 7:  3. Demonstrate knowledge of transition planning using student and family	In the IEP/Transition plan, the candidate adequately includes at least three of the tenets of family characteristics socioeconomic	In the IEP/Transition plan the candidate fails to include at least three of the tenets of family characteristics

characteristics (e.g., socioeconomic status, gender, cultural and linguistic background) to develop desired post-school outcomes.	status, gender, cultural and linguistic background of the family.	socioeconomic status, gender, cultural and linguistic background of the family.
Standard 7  4. Identify resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.	In the IEP/Transition plan, the candidate adequately identifies at least four resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.	In the IEP/Transition plan, the candidate fails to identify at least four resources and strategies for assisting students in functioning in a variety of environments to which they will be transitioning.

### For TASKSTREAM #1 - Taskstream Upload:

Upload the following two items:

- **Individual Case Study**
  - All of the pre-assessment narrative, except student test protocols.
  - Samples of student work for each lesson.
  - All student work (can take pictures or scan and embed in Word document)
- **Upload Field Hours**– Please complete all required information.
  - For visit #1, indicate the date you started. For visit #2, indicate the date you completed your hours.
  - Summary of activities: Please include the following statement:
    - Performance of all requirements at school setting, which include but are not limited to the planning, assessment, and delivery of instruction to individual, small group, and/or whole groups of students.
  - Indicate your total hours and UPLOAD your SIGNED ATTENDANCE LOG.

### VIII Field Experience Requirement

The purpose of the field experience is to provide students with many real-life classroom experiences. In these ESE/ESOL classroom settings, students work with the cooperating teacher, developing their individual teaching skills. The teaching experiences in the classroom, under the guidance of competent cooperating teachers and university personnel, are important components in the professional development of effective teachers.

The field component of EEX 4067 – Instructional Practices in ESE II includes **A MINIMUM of 120 hours:**

- 6-10 weeks
- 15-20 hours a week, 3-4 days each week
- specific hours are arranged **with the** cooperating teacher



Placements will be announced on or shortly after week 5.  
All hours must be completed by **8<sup>th</sup> week**.

It is important that students are perceived as responsible professionals with a positive attitude. Assignments should be implemented competently and conscientiously. High standards of professional conduct, respect, consideration, and cooperation should govern all interactions with students, cooperating teachers, university supervisors, parents, and other professionals.

1. ATTENDANCE AT SCHOOL LOCATION:

- Students are responsible for completing 120 total hours within a consistent schedule that meets the needs of the cooperating teacher, student, and classroom. The majority of the hours should be scheduled when the students are in school.  
\* \*Open house and teacher workdays MAY be used to meet requirements.
- Students will provide the cooperating teacher and the supervisor their weekly schedule (in BB9) by the end of their first week of placement.
- Students are required to keep an attendance log (in BB9) and have the cooperating teacher initial it daily and review and sign it weekly.
- Students must inform their cooperating teacher AND their university supervisor of all absences (in advance if possible OR as soon as possible).

2. INTERPERSONAL/PROFESSIONAL SKILLS AND BEHAVIORS:

- Students are to dress professionally and appropriately for school placement
- No interactions are to occur between FIU students and youth outside of the school program.
- Students are expected to play an active role in the classroom by participating and contributing productively in routine classroom activities without prompting. This is a practical, applied experience, NOT observation hours.
- Students are expected to interact in a positive and appropriate manner with their cooperating teacher, university supervisor, and all school personnel. REPORT ANY PROBLEMS IMMEDIATELY.

3. ACADEMIC BEHAVIORS:

To help students grow professionally, they will receive generous and specific feedback from their cooperating teachers and university supervisors on all aspects of their classroom behavior and teaching performance. Students are encouraged to engage in critical self-analysis to guide future action. Students need to reflect on their own strengths and weaknesses, be willing to change, adapt, and modify plans when necessary, and learn from their experiences.

The cooperating teacher will:

- observe and evaluate the personal and professional competencies of the student.
- will provide informal feedback throughout the school.
- share with the University Professor information regarding the student's performance.
- Complete the Cooperating Teacher Evaluation Sheets at designated time periods.

The university supervisor will:

- monitor the timely completion of assignments.
- observe and evaluate the competencies.
- schedule and observe **two (2) formal lessons**
- complete the Senior Block Expectations Supervisor Checklist (handed out in class) at each visit.

The students will complete a:

- **Block notebook:** Keep a 3-4 inch binder for your block notebook. All required assignments for block placement and assignments from your Instructional Practices II class are to be kept in block notebook. This notebook must be kept with you in your classroom at all times and must be kept up to date.
  1. You need dividers that indicate the following sections:
    - Block Placement – Time log, supervisor checklist, observations
    - Journal
    - Case study
    - Academic Unit
    - IP II Strategies
    - Instructional/Assistive Technology
- **Weekly Journal:** You must keep a weekly reflective journal. Remember that your professor, field supervisor and cooperating teacher may review your written comments. Keep the comments professional. Do not include student names.
  1. Typed weekly journal: At the end of each week, you must type reflective thoughts. In each of your lessons, you will provide reflections on the specific lesson that you taught.
- **Case Study (TASK STREAM ASSIGNMENT #1):** You are to prepare a case study on a student in which you will target a specific academic skill to be developed or improved for an individual student. **This assignment is the artifact that must be uploaded onto *Taskstream*.**

#### **SEGMENT I:**

- Identify a student (with your cooperating teacher's guidance and input) that needs remediation in a core subject.
  - Review IEP, Test scores, teacher feedback and prepare a narrative about your student's academic levels and needs. The student's Priority Educational Needs, benchmarks, and/or short term/long term goals from the IEP must be considered when developing the pre-assessment.
- **Differentiated Instruction Student Planner:** For your individual case study student, you must prepare a narrative OR chart that includes the following for your student:
  - Readiness – Grade level performance and specific information about the student's educational strengths and areas for growth. Including

but not limited to reading level, comprehension level, spelling, writing, available test scores (FCAT).

- Interest – You must have your student complete an interest inventory. Examples are included in BB9 under IP II resources. Or, you can create your own. However, this interest inventory should be able to include information about how they perceive they learn best and their multiple intelligences and strengths. A Multiple Intelligences Inventory must also be completed for your student. Samples included in BB9.
- Student Learning Profile – This is where you will discuss the students' educationally pertinent information (e.g. Identification of disability, ELL status, behavior issues, medical issues, IEP Goals and IEP review date, related services personnel that work with the student, parent/guardian contact or pertinent information). Academic considerations about the student – participates? Completes work? Unmotivated? Has s/he been retained? Behavioral Considerations – How does s/he get along with peers? Teachers? Parent involvement? Medical Considerations – Medications? Allergies? Speech therapy?
- Baseline data through the form of a pre-assessment for the specific skill you are teaching must be collected prior to instruction and an analysis of pre-assessment must be included in the narrative.
  - **Pre-Assessment** – There should be data about your student performance on the skill(s) you will be assessing.
  - If you are using FCAT scores, you can use that as a starting point but you will need to do more research on the student's skill levels.
  - You need to know the instructional, independent level, and frustration level for the SPECIFIC SKILL for your student.
  - For example, reading comprehension is too broad.
    - You need to do enough pre-assessment to determine what level the student is decoding words.
    - Then, you need to have them complete reading passages to determine what level they can answer reading comprehension.
    - Finally, you have to identify the skill that the student is struggling in with reading comprehension, such as cause and effect, inference, sequencing, etc.

- Your materials from your reading classes, especially Dr. Cohen’s will assist you greatly here.
- You will spend several days working with the student on pre-assessment. If you do not properly pre-assess, then your lesson plans will not work.
  - All testing protocols and resources about student performance should be included in your binder.
  - Some schools won’t allow you to see the IEP, but will allow the Student Goals or At-A-Glance sheet.
- Your testing results protocols must be included.
  - Some examples of assessments that you can use are:
    - Classroom assessments on units/chapters,
    - previously administered FCAT examples,
    - IRI/BRI, Probes,
    - Interim Assessment Data,
    - Dr. Cohen’s RED BOOK!,
    - STAR Diagnostics, etc...
    - There may be something in the classroom that you will be able to use.
- Analysis of the pre-assessment must include:
  - raw scores indicated in table that reflects the quantitative results,
- A narrative that includes minimally:
  - observations while testing,
  - identification of student’s strengths,
  - identification of areas for growth,
  - identification of the independent, instruction, and frustration levels,
  - a rationale for the selection of the SPECIFIC skill to be developed during case study.
  - Identification of the fluency building activity must also be identified.

- **SEGMENT II:**

**DIFFERENTIATION PLANNER FOR INDIVIDUAL CASE STUDY:**

**These teaching strategies are determined by the individual learner profile. Each student’s differentiated learning need MUST BE reflected in this planner.**

**Differentiation Planner:** Based on the information that you learned about your student during the pre-assessment, you must describe in a detailed manner the ways you will be differentiating based on content, process, product, and learning environment for your student. This planner will reflect:

- Content, process, product, environment
- Specific ESE strategies,
- ELL strategies (if applicable),
- all eight Multiple Intelligences (Based on your MI inventory),
- Behavioral accommodations.
- These strategies need to truly reflect differentiation for your student and be reflected in your lesson plans.
- You must include at least two IP II strategies discussed in class.
- You must also include at least two types of assistive technology (hardware and software).

	<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<b>Individual Case Study</b>				
	<b>ESE Strategies</b>	<b>ELL Strategies</b>	<b>MI</b>	<b>Behavioral</b>

- Lessons must be developed based on student acquisition of skill.
- Develop lessons to teach the academic skill.

- Therefore, lessons are prepared after teaching the skill and assessing the skill.
  - You cannot prepare all ten lessons at once, because lessons are BASED on student growth and understanding of the skill.
  - You must include a fluency building/ time trial activity each lesson on the pre-requisite skills for the skill you are teaching (e.g., if you are working on double digit addition, then single digit addition would be a possible fluency building skill)
  - Your fluency building activity can be used as your set or as your closure each day.
  - Use START tutoring when appropriate.
  - You will teach at least 10 lessons and record a reflection of each lesson at the end of the lesson plan.
  - The same lesson plan may be used for your Individual Case Study as the Unit plan. However, your objectives and standards may stay the same or very similar each day.
  - Samples of student work for each activity are to be included with your lesson plans.
  - You may not have sample work for each activity so you may use pictures of the activities.
  - Instructional period 4-6 weeks. Lesson plans are to be developed and typed.
  - You must include at least two IP II strategies discussed in class. You must also include at least two of each types of assistive technology - hardware and software.
- **SEGMENT III:**
- At the completion of your ten lessons, a post assessment (which should be close to or the same as the pre-assessment) must be conducted to determine the effectiveness of the intervention.
  - An analysis and narrative of the post assessment must be included.
  - A graph/chart to compare pre and post assessment data must be developed.
  - The results of your fluency building/time trials used throughout your teaching must be graphed.
  - If you assessed something but did not end up teaching it, you do NOT have do a post assessment on that skill. Only the specific skills you taught or completed fluency building activities are required.
  - References and Resources (as provided in BB9) must be included.

**Academic Unit of Instruction (Taskstream Assignment #2):** You will need to identify with your cooperating teacher a plan for a unit of instruction for small or whole group. You are to determine the unit's subject matter and strategies in collaboration with your cooperating teacher.

- You will develop a unit of a minimum of 10 lesson plans.
- Due to the different class settings that you may be placed in during your field hours, some variation maybe required for this assignment (e.g., block scheduling, inclusion, multiple units).
- You are required to plan and implement at least TEN lesson plans as part of a unit.
- These cannot be stand-alone lesson plans but must be part of a specific content unit. Your cooperating teacher will guide you on this content, which will likely be based on the pacing guide.
- If it is easier, you can do TWO – FIVE DAY units, such as a 5 day unit on Math – dividing fractions and then a few weeks later, you can do a 5 day unit on Language Arts – Cause and Effect and Authors' Purpose.
  
- **PART A:**

**Purpose Statement:** This narrative statement should include MINIMALLY the following information and will be approximately 1-2 pages:

- Name of the school
- Assigned Grade of the students
- Subject matter and time length/frequency taught
- Class Model – inclusion, co-teaching, consultative, resource, self-contained
- Classroom Routine – how is content covered, routine learning activities, learning centers, unit tests, small group, etc.
- RtI Strategies - Speak to teacher to see what RtI strategies are already in place in classroom and list them in the narrative.

**Integrated Subject Areas:** You must include a graphic organizer that reflects the three integrated subject areas that you are including in your unit. If you do two units, you must complete two integrated subject areas graphic organizers – one for each five day unit.

- You do not have to do objectives and standards for the integrated subject area, you just need to integrate it into your topic.

**Differentiated Instruction Student Planner:** For **each** student in the class where you are teaching your small/whole group unit, you must prepare a spreadsheet that includes the following for each student:

Readiness – Grade level performance and specific information about the student’s educational strengths and areas for growth. Including but not limited to reading level, comprehension level, spelling, writing, available test scores (FCAT).

Interest – You must have each student complete an interest inventory. Examples are included in BB9 under IP I resources. Or, you can create your own. However, this interest inventory should be able to include information about how they perceive they learn best and their multiple intelligences and strengths. A Multiple Intelligences Inventory must also be completed for each student. Samples included in BB9.

Student Learning Profile – This is where you will discuss each student’s educationally pertinent information (e.g. Identification of disability, ELL status, behavior issues, medical issues, IEP Goals and IEP review date, related services personnel that work with the student, parent/guardian contact or pertinent information).



## **PART B: LESSON PLANS**

Before you start lesson planning, you must do the following:

- Identify specific content you are to teach to your whole group or small group.
- Your content and materials must be approved by your cooperating teacher.
- Gather resources to teach the content to be included in your resources and references requirement.

Once you have determined the specific content, you must conduct a pre-assessment.

- Pre-Assessment – There should be data about student performance on the specific skill(s) you are teaching. You can include the average class performance on the FCAT, but you can need to assess the specific skills you will be teaching. You must give a pre-assessment prior to the instruction, then assess at the end to see if your teaching was effective.

**Lesson Plans:** You must include the completed lesson plan format, along with ALL materials referenced (Ex. Worksheets, unit tests).

**Reflections:** You must also include a reflection for each lesson at the end of the lesson plan that you taught that reflects the things you learned about YOUR teaching and management. It can be hand written or typed in.

**Student Work:** You MUST include at least two samples of student work for each activity in each lesson plan. If there is no permanent work product, you can take pictures of the activities.

### **Resources and References (in BB9):**

- List at least 5 software programs and multimedia tools used to support learning
- ESOL Research References List: A list will be provided for you on BB9.

## LESSON PLAN FORMAT

Subject Area: \_\_\_\_\_ Integrated Subject: \_\_\_\_\_

Grade: \_\_\_\_\_ Specific Topic: \_\_\_\_\_

**Objective/s:** [WHAT SKILL will you teach?] (Specific, measurable, student & content appropriate)  
(TERMINAL SKILL OF SUBJECT MATTER BEING TAUGHT, remember SMART objectives)

Example: Student will be able to list the three branches of government and 3 functions of each of the branches a minimum of 2 out of 3 times.

**Standards:** (Include complete standard)

- NGSSS or LAFS/MAFS: Must LIST number and content [www.corestandards.org](http://www.corestandards.org) or <http://www.cpalms.org/Public/search/Standard>
- FEAP: SEE ATTACHMENT (1.1 FEAP)
- ESOL: SEE ATTACHMENT (2.1 ESOL STANDARDS)

**Materials:** INCLUDE ALL MATERIALS HERE – INCLUDING SOFTWARE/MULTIMEDIA MATERIALS (LOW TECH/HIGH TECH)

**Set:** [What will you do to **introduce** the content of the lesson?]

**Body (Procedures):** [HOW will you TEACH the skill? Demonstrate STRATEGIES, NOT busywork! NO “Teacher will discuss...” USE ASR ACTIVITIES, VISUALS, REAL WORLD EXAMPLES]

- **Modeled Instruction / Demonstrate:** I do it – you watch
- **Shared Instruction / Guide:** We do it - together
- **Guided Practice / Collaborative Learning:** You do it together – I watch / guide
- **Independent Practice / Independent Learning:** You do it alone

**Closure:** [How will you **summarize** the content of the lesson?]

**Assessment:** (must assess your objective/s – Terminal skill) [How will you **know** that your students learned the content? Must MEASURE YOUR objective and include numerical performance criteria]

Must have at least two assessments per lesson plan; Teacher observation is generally unacceptable unless data can be provided in a numerical fashion (ex. # of appropriate participations)

**Reflection:** (To be completed at the end of lesson; Can be hand-written; Be sure to be reflective about your teaching behaviors and student outcomes (academic and behavioral)).

	<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<b>FOR EACH LESSON PLAN:</b>				

**DIFFERENTIATION PLANNER FOR EACH LESSON PLAN:**

**These teaching strategies are determined by the individual learner profiles. Each student's differentiated learning need MUST BE reflected in this planner.**

**Differentiation Planner:** You must create a planner for EACH LESSON that lists the way you will be differentiating based on content, process, product, and learning environment. This planner will also reflect:

- ESE strategies – specific to lesson and student,
- ELL strategies,
- all eight Multiple Intelligences,
- any behavioral accommodations
- This needs to be done per lesson and by specific student needs.
- You must include at least two IP II strategies discussed in class.
- You must also include at least two types of assistive technology (hardware and software).
- You can not write the same thing every day; there needs to be some variation in how you teach, as well as, how you differentiate for YOUR STUDENTS

**IX Course Policies****Class Attendance:**

**It is expected that all students will be in attendance for all class sessions.** This is a class that requires active in-class participation from each member. It becomes particularly difficult if you miss a class session in which an assignment or concept is taught. Many times, information is presented in only one class session. If you miss a class **YOU** are responsible for any material given or changes made during the class period.

**Make-Up Exam/Assignment Due Date Policy Example:** Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. Assignment descriptions and expectations will be discussed in class. If you cannot attend class on the date an assignment is due you can (a) give it to a classmate to turn in, or (b) turn it in early. Any assignments turned in late will result in a deduction of 5 points for each day it is late. An assignment is considered on time if the assignment is submitted within 15 minutes of the class start time. It is considered late if it is submitted 15 minutes after the class start time and any time during the class session in which it is due. If you need to submit the assignment late and class has already ended, **YOU MUST** get your assignment **SIGNED AND DATE STAMPED** by personnel in ZEB 214, and **SLIDE ASSIGNMENT UNDER DOOR TO OFFICE ZEB 256.**

**NO EMAIL SUBMISSION OF ASSIGNMENTS.**

**Religious Holidays Policy:** Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

**Policy for Assigning an Incomplete “I” Grade:** An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

## **X Academic Integrity Statement (July 2007)**

([http://www.fiu.edu/~sccr/standards\\_of\\_conduct.htm](http://www.fiu.edu/~sccr/standards_of_conduct.htm))

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and

sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

*Cheating:* The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

*Plagiarism:* The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism

#### **XI Disability Resource Center** (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

#### **XII Code of Professional Decorum**

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Teaching and Learning. These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning. A committee of students and faculty developed this Code. Students and faculty in the department shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. Shall be Respectful of the Learning Environment
  - Be punctual: Arrive to class and return from breaks on-time
  - Keep cellular phones off or on silent mode during class
  - Avoid disruptive conduct (i.e., any behavior that interferes with class functions)
2. Shall Be Respectful of All Individuals in Class
  - Appropriately participate in classroom discussions and activities
  - Allow equal opportunity for all class members to participate
  - Have respect for the opinions of others by voicing disagreements in a professional manner

3. Shall Have a Professional Commitment to Learning
  - Complete and turn in assignments on time
  - Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning
  - Strive for perfect class attendance
4. Shall Have Professional Integrity
  - Engage in academic honesty
  - If absent from class, take personal responsibility for missed content
  - Professionally represent yourself and the university at all school placement sites

### **XIII Course Outline/Schedule**

\*\*\* The following schedule is tentative and is subject to change. \*\*\*

**The instructor has the right to modify the course syllabus for any reason throughout the semester provided that fair and adequate notice is given to students; and that students are not unfairly disadvantaged.**

<b>Dates</b>	<b>TOPIC</b>	<b>READING DUE</b> Available in BB 9	<b>ASSIGNMENT DUE</b>
<b>Week 1</b>	<b>Course overview/ ASR Research</b>	<b>R: What Matters Most in Special Education</b>	<b>A: Article response</b>
<b>Week 2</b>	<b>Four critical features of ASR</b>	<b>R: Learning Games for ASR R: What Are Your Exercises Teaching?</b>	<b>A: Bring in handouts</b>
<b>Week 3</b>	<b>Guided Notes</b>	<b>R: Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings</b>	<b>A: Internet Activity Due: <u>Classroom Assessment (Part 1): An introduction to Monitoring Academic Achievement in the Classroom</u></b>
<b>Quiz 1 Week 4</b>			<b>A: Internet Activity Due: <u>Classroom Assessment (Part 2): Evaluating Reading Progress</u></b>
<b>Week 5</b>	<b>FIELD EXPERIENCE EXPECTATIONS</b>		<b>A. Guided Notes Practice Assignment</b>
<b>Week 6</b>	<b>Student Response</b>	<b>R: Everyone</b>	<b>A: Internet Activity</b>

	<b>systems: Write on, pre-printed, clickers, and apps</b>	<b>Participates in this Class</b> <b>R: Effects of Response Cards</b> <b>R. Response Cards/An Effective Intervention</b>	<b>Due: Intensive Intervention (Part 1):</b> <u>Using Data Based Individualization to Intensify Instruction</u>
<b>Week 7</b>	<b>Choral Responding</b> <b>Time Trials</b>	<b>R: Effective Instructional Delivery</b> <b>R: Do Your Students Really Know Their Math Facts?</b>	<b>A: Guided Notes and Write On Response Card</b> <b>A: Internet Activity</b> <b>Due: Intensive Intervention (Part 2):</b> <u>Collecting and Analyzing Data for Data-Based Individuali</u>
<b>Week 8</b>	<b>START Tutoring</b>	<b>R: START Tutoring: Designing, Training, Implementing, and Evaluating Tutoring Programs for School and Home Settings</b>	<b>**30 Hour Form</b> <b>A: Unit Plan - Segment I due</b>
<b>Week 9</b>	<b>Precision Teaching</b> <b>Quiz 2</b>		<b>A: Individual Case Study Segment I due</b>
<b>Week 10</b>	<b>Mid Term - Binder Evaluations</b>		<b>A: START Tutoring Due</b>
<b>Week 11</b>	<b>Strategies for ESE who are CLD</b>		<b>** 60 hour form</b> <b>A: Internet Activity Due - Teaching English Language Learners:</b> <u>Effective Instructional Practices</u>
<b>Week 12</b>	<b>Effective Instructional Feedback</b>		<b>A: Unit Plan - Segment II</b>
<b>Week 12</b>	<b>Peer Tutoring/Effective Instructional Design</b>	<b>R: Evidence Based Teaching Strategies</b>	
<b>Week 14</b>	<b>CUMULATIVE EXAM</b>		<b>** 90 hour form</b>
<b>Week 15</b>	<b>Portfolio Reviews</b>		<b>** 120 hour form</b> <b>A: Individual Case Study Segment II &amp; III due</b> <b>** UNIT PLANS</b>



			<b>UPLOADED TO TASKSTREAM</b>
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**For other important dates, please go to**  
<https://calendar.fiu.edu/events/index/calendar:academic/>

