



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

**EEX 4067**

Instructional Practices for Students with Exceptionalities II (3 credits)

FALL 2013

Tuesday 7:50 – 10:30 pm

ZEB 135

Class # – U01

TASKSTREAM SELF-ENROLLMENT CODE: EEX4067-U01FA13

**Instructor:**

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**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:** EEX 3066, EEX 3221, SPA 3000.

**Co-requisite:** EEX 4833

**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).

<b>COE Learning Outcomes</b>	<b>State Standards: FEAPs</b>	<b>Professional Standards: INTASC</b>
<p><b>Unit Content Outcome: Stewards of the Discipline</b></p> <p>1. Know content and pedagogical content.</p> <p>2. Know how to use knowledge to help all students learn.</p> <p>3. Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.</p> <p>4. Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.</p> <p>5. Know how to evaluate the results of their experimentation.</p>	<p>Instructional Delivery and Facilitation-</p> <p>Deliver engaging and challenging lessons (1.a.3.a)</p>	<p>Standard 8: Instructional Strategies</p> <p>(a) The teacher carefully evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students (e.g., prior knowledge, interests and developmental differences in how students learn).</p> <p>(b) The teacher continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>(c) The teacher collaborates with students to implement active learning experiences that draw upon family and community resources.</p> <p>(d) The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>(e) The teacher provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge with a variety of products and performances.</p> <p>(f) The teacher engages all students in developing higher order questioning skills and meta-cognitive processes.</p> <p>(g) The teacher engages students</p>

		<p>in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>(h) The teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.</p> <p>(i) The teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.</p> <p>(j) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other media.</p> <p>(k) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.</p> <p>(l) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>(m) The teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally, and linguistically appropriate instructional strategies, and knows how to target these to learning goals.</p> <p>(n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.</p> <p>(o) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p>
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	<p>Instructional Delivery and Facilitation-</p> <p>b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (1.a.3.b)</p>	<p>Standard 5: Innovative Application of Content</p> <p>(c) The teacher develops and implements relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.</p> <p>(h) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>c. Identify gaps in students' subject matter knowledge (1.a.3.c)</p>	<p>Standard 6: Assessment</p> <p>(a) The teacher designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.</p> <p>(b) The teacher works independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.</p> <p>(c) The teacher engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>(e) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.</p> <p>(f) The teacher prepares all students for the demands of particular assessment formats and appropriately modifies</p>

		<p>assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.</p> <p>(g) The teacher continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>d. Modify instruction to respond to preconceptions or misconceptions (1.a.3.d)</p>	<p>Standard 8: Instructional Strategies</p> <p>(a) The teacher carefully evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students (e.g., prior knowledge, interests and developmental differences in how students learn).</p> <p>(b) The teacher continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>(c) The teacher collaborates with students to implement active learning experiences that draw upon family and community resources.</p> <p>(i) The teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.</p> <p>(n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>e. Relate and integrate the subject matter with other disciplines and life experiences (1.a.3.e)</p>	<p>Standard 5: Innovative Application of Content</p> <p>(a) The teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>(b) The teacher engages students</p>

		<p>in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>(e) The teacher develops students' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>(h) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.</p> <p>(i) The teacher develops and implements supports for student literacy development across content areas.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>f. Employ higher-order questioning techniques (1.a.3.f)</p>	<p>Standard 8: Instructional Strategies</p> <p>(f) The teacher engages all students in developing higher order questioning skills and metacognitive processes.</p> <p>(g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>(h) The teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.</p> <p>(k) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.</p> <p>(l) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and</p>

		<p>how these processes can be stimulated.</p> <p>(n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (1.a.3.g)</p>	<p>Standard 8: Instructional Strategies</p> <p>(o) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p> <p>(p) The teacher knows how to use of a wide variety of resources, including human and technological, to engage students in learning.</p> <p>(q) The teacher understands how content and skill development can be supported by multiple media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students (1.a.3.h)</p>	<p>Standard 8: Instructional Strategies</p> <p>(a) The teacher carefully evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students (e.g., prior knowledge, interests and developmental differences in how students learn).</p> <p>(b) The teacher continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs</p> <p>(h) The teacher models effective communication strategies in conveying ideas and information in a variety of forms and contexts.</p> <p>(i) The teacher listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.</p> <p>(j) The teacher uses a variety of</p>

		<p>instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other media.</p> <p>(m) The teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally, and linguistically appropriate instructional strategies, and knows how to target these to learning goals.</p> <p>(n) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.</p> <p>(o) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement (1.a.3.1)</p>	<p>Standard 8g: Instructional Strategies</p> <p>(g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>
	<p>Instructional Delivery and Facilitation-</p> <p>j. Utilize student feedback to monitor instructional needs and to adjust instruction. (1.a.3.j)</p>	<p>Standard 8b: Instructional Strategies</p> <p>(b) The teacher continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs</p>

### 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.

### **Standard 2: Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

#### **Performance Indicators**

- 4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
- 4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
- 4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

## **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)
- Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy (4.2.b)
- Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels (4.2.c)

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

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

**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) transparencies, colored folders, laminating materials.

### **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

**Access to Internet:** BlackBoard 9 will be required for use in the course-website: <http://online.fiu.edu/login>

This is an online assisted course, meaning that much of the course work will be accessed and submitted online. Expectations for performance in an online assisted course are the same as for a traditional course; in fact, online assisted courses requires a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Online assisted courses are not independent study courses. You will be expected to interact with the instructor and peers during face-to-face sessions and keep up with all assignments, videos, quizzes and exams online.

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>

[http://server.iad.liveperson.net/hc/s-63516465/cmd/kbresource/kb-8546798894722903779/view\\_question!PAGE?sc=5&sf=101133&documentid=340770&action=view](http://server.iad.liveperson.net/hc/s-63516465/cmd/kbresource/kb-8546798894722903779/view_question!PAGE?sc=5&sf=101133&documentid=340770&action=view)

In the event that you experience technical problems that are out of your control, then you **MUST** contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

**ALL technical issues are to be referred to the online help desk; not your professor.** Link provided: (<http://online.fiu.edu/supportservices>) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted.

As a university, we care about and enforce the policies and procedures as they are important to the quality of the education we are providing to you. Details on FIU policies can be found at:

<http://online.fiu.edu/currentstudents>

**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:

Quizzes (2 @ 30 points each)-----	60
Write-on Response Card/Guided Notes Lesson -----	25
Pre-printed response card lesson -----	25
START Peer tutoring Lesson -----	25
Block Notebook -----	25
Unit Plan (TASKSTREAM ASSIGNMENT)-----	50
Participation/Attendance -----	30
Comprehensive Exam -----	60
<b>Total -----</b>	<b>300</b>

Final Grade Table		
288 - 300 = A	276 - 287 = A-	264 - 275 = B+
252 - 263 = B	240 - 251 = B-	228 - 239 = C+
216 - 227 = C	204 - 215 = C-	Below 203 = Not passing

Exams: Two exams over class lectures and assigned readings will be worth a total of 60 points (30 points per 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).

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 SUBMISSION OF ASSIGNMENTS.

Instructional Unit Lesson Plan (TASKSTREAM ASSIGNMENT):

**This assignment is the artifact that must be uploaded onto *Taskstream* when authorized by your instructor to do so.**

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.**

**This Artifact addresses FEAPs:** (1.a.3.a), (1.a.3.b), (1.a.3.c), (1.a.3.d), (1.a.3.e), and (1.a.3.f). (1.a.3.g), (1.a.3.h) and ESOL Standard (4.1.a).

**Taskstream Assignment Instructions:** Following the benchmarks of the Sunshine State Standards (SSS), the students will complete a grade/age appropriate instructional unit plan with a specific academic focus containing 5 lessons for students with **academic, cognitive, behavioral, and/or linguistic disabilities**. Access Points must be included if the unit is for students on a modified curriculum.

**Instructional Unit Plan Checklist:**

<b>Components of the Instructional Unit’s Lesson Plans:</b>
✓ five complete lesson plans
✓ observable and measurable purpose statement with goals and objectives that include the use of higher-order skills (i.e. application, evaluation, etc.)
✓ list of procedures / activities
✓ reference to the Sunshine State Standards (SSS) and ESOL Standards <b>OR</b> Access Points (ONLY if lesson is for students on a modified curriculum)
✓ list of materials
✓ relevant Home-learning assignments
✓ a checklist in the <b>body of the lesson plan</b> , documenting the comprehensive use of: (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of VKAT, and (e) application of ESOL strategies for all 5 lessons.
✓ application of Bloom’s Taxonomy (revised)
✓ cross-curricular connections with other subjects and implementation of ‘real-world’ problem solving strategies

✓ application of the various learning modalities (VKAT)
✓ application of the Multiple Intelligence Theory
✓ application of Choice Boards
✓ use of multi-media resources
✓ application of Differentiated Instruction (DI)
✓ use of Concept Maps
✓ application of meta-cognitive exercises (i.e., teaching the student to think about how he/she learns best, teaching the student to verbalize problem solving, etc.)
✓ evidence of writing across the curriculum activities (e.g., In a Language Arts/Reading class the topic of the reading may be a Science-related concept)
✓ application of Universal Design (UDL)
✓ list of diagnostic tools that facilitate RtI level identification and subsequent intervention (e.g., FAIR test)
✓ evidence of cross-curricular connections
✓ evidence of ‘real-world’ problem solving skills/strategies
✓ a reference list of at least 5 software programs and multi-media tools used to support student learning
✓ a research reference list of at least 3 articles discussing best practices in second language and literacy instruction, and applies at least 3 of these strategies in the lesson plan

### Scoring Rubric for Taskstream Artifact: Instructional Unit Plan:

<b>Standards</b>	<b>Mastery ( 3 points)</b>	<b>Proficient (2 points)</b>	<b>Limited (1 point)</b>
FEAP: 1.a.3.a  a. Deliver engaging and challenging lessons	In the unit plan, the candidate demonstrates complete application of the various learning modalities (VKAT), Choice Boards, and Multi-media resources for all 5 lessons.	In the unit plan, the candidate demonstrates adequate application of the various learning modalities (VKAT), Choice Boards, and Multi-media resources for at least 4 of the lessons.	In the unit plan, the candidate demonstrates limited application of the various learning modalities (VKAT), Choice Boards, and Multi-media resources in 3 or less of the lessons.
FEAP: 1.a.3.b  Deepen and enrich students’ understanding through content area literacy strategies,	In the unit plan, the candidate demonstrates the complete application of Differentiated Instruction, Concept Maps, Meta-cognitive exercises,	In the unit plan, the candidate demonstrates adequate application of Differentiated Instruction, Concept Maps, Meta-cognitive exercises, writing across the curriculum	In the unit plan, the candidate demonstrates limited application of Differentiated Instruction, Concept Maps, Meta-cognitive exercises, writing

verbalization of thought, and application of the subject matter	writing across the curriculum and Universal Design for all 5 lessons.	and Universal Design for at least 4 of the lessons.	across the curriculum and Universal Design in 3 or less of the lessons.
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.	In the unit plan, the candidate adequately includes appropriate baseline and diagnostics assessments to determine RtI levels.	In the unit plan, the candidate fails to completely include appropriate baseline and diagnostic assessments to determine RtI levels.
FEAP: 1.a.3.d Modify instruction to respond to preconceptions or misconceptions	In the unit plan, the candidate thoroughly includes appropriate implementation of ASR and as evidenced in activities related to all 5 lessons.	In the unit plan, the candidate adequately includes appropriate implementation of ASR and as evidenced in activities related to at least 4 of the lessons.	In the unit plan, the candidate minimally includes appropriate implementation of ASR and as evidenced in activities related to 3 lessons or less.
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 all 5 lessons.	In the unit plan, the candidate adequately lists cross-curricular connections with other subjects and implementation of 'real-world' problem solving strategies for at least 4 of the 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 3 or less of the lessons.
FEAP: 1.a.3.f  Employ higher-order questioning techniques	In the unit plan, the candidate comprehensively uses lesson objectives that address higher-order skills (application, synthesis, evaluation) and apply Bloom's Taxonomy (revised) for all 5 lessons.	In the unit plan, the candidate adequately uses lesson objectives that address higher-order skills (application, synthesis, evaluation) and apply Bloom's Taxonomy (revised) for at least 4 of the lessons.	In the unit plan, the candidate demonstrates limited application of lesson objectives that address higher-order skills (application, synthesis, evaluation) and apply Bloom's Taxonomy (revised) in 3 or less of the lessons.
FEAP: 1.a.3.g	The candidate	The candidate provides	The candidate

<p>Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding</p>	<p>provides a reference list of at least 5 software programs and multi-media tools used to support student learning.</p>	<p>a reference list of at least 4 software programs and multi-media tools used to support student learning.</p>	<p>provides a reference list of at least 3 software programs and multi-media tools used to support learning.</p>
<p>FEAP: 1.a.3.h  Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p>	<p>The candidate will include a checklist in the body of the lesson plan, documenting the comprehensive use of (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of VKAT, and (e) application of ESOL strategies for all 5 lessons.</p>	<p>The candidate will include a checklist in the body of the lesson plan, documenting the adequate use of (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of VKAT, and (e) application of ESOL strategies for at least 4 of the lessons.</p>	<p>The candidate will include a checklist in the body of the lesson plan, documenting the limited use of (a) Differentiated Instruction, (b) RtI strategies, (c) assessments used to help plan the lesson, (d) use of VKAT, and (e) application of ESOL strategies in 3 or less of the lessons.</p>
<p>ESOL Endorsement Indicator (4.1.a)  Plan for integrated standards-based ESOL and language sensitive content instruction</p>	<p>The candidate provides a research reference list of at least 3 articles discussing best practices in second language and literacy instruction, and applies at least 3 of these strategies in the lesson plan</p>	<p>The candidate provides a research reference list of at least 2 articles, books, or websites consulted for development of the unit plan, and applies at least 2 of these strategies in the lesson plan</p>	<p>The candidate provides a research reference list of at least 1 article, book, or website consulted for development of the unit plan, and applies at least 1 of these strategies in the lesson plan</p>

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 3-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 "Unacceptable" rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of "Unacceptable" 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

## **VIII Field Experience Requirement**

1. Practicum requirements are covered in syllabi for EEX 4833.

## **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 to 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 Teacher Preparation. 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 beepers and 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 intern 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>	<b>ASSIGNMENT DUE</b>
<b>Week 1 8/27</b>	<b>Course overview/ ASR Research</b>	<b>R: What Matters Most in Special Education (pp. 1-4)</b>	
<b>Week 2 9/3</b>	<b>Four critical features of ASR</b>	<b>R: Learning Games for ASR (pp. 5-7) R: What Are Your Exercises Teaching? (pp. 8-23)</b>	
<b>Week 3 9/10</b>	<b>Guided Notes</b>	<b>R: Classroom Instruction with the Overhead Projector: A New Look at An Old Standby (pp. 60-79)</b>	
<b>Week 4 9/17</b>	<b>ONLINE</b>		
<b>Week 5 9/24</b>	<b>Quiz 1  Practicum Orientation</b>		
<b>Week 6 10/1</b>	<b>Response Cards</b>	<b>R: Everyone Participates in this Class (pp. 80-86) R: Do Your Students Really Know Their Math Facts? (pp. 110- 116)</b>	
<b>Week 7 10/8</b>	<b>Choral Responding  Time Trials</b>	<b>R: Three “Low Tech” Strategies for Increasing the Frequency of Active Student Response during Group Instruction (pp. 24- 59) R: START Tutoring: Designing, Training, Implementing, and Evaluating Tutoring Programs for School and Home Settings (pp. 87-104)</b>	<b>A: Guided Notes and Write On Response Card</b>
<b>Week 8 10/15</b>	<b>START Tutoring</b>	<b>R: Using Guided Notes, Choral Responding, and Response Cards to Increase Student</b>	<b>** 30 Hour Form</b>

		Performance (pp. 105-109)	
<b>Week 9 10/22</b>	<b>Precision Teaching  Quiz 2</b>		<b>A: Pre Printed Response Card due</b>
<b>Week 10 10/29</b>	<b>Effective Instructional Feedback</b>		<b>A: START Tutoring Due</b>
<b>Week 11 11/5</b>	<b>Strategies for ESE who are CLD</b>		<b>** 60 hour form</b>
<b>Week 12 11/12</b>	<b>Peer Tutoring/Effective Instructional Design</b>		
<b>Week 13 11/19</b>	<b>ONLINE</b>		
<b>Week 14 11/26</b>	<b>Catch up, Wrap Up</b>		<b>** 90 hour form</b>
<b>Week 15 12/3</b>	<b>Cumulative Exam</b>		<b>A: UNIT PLANS UPLOADED TO TASKSTREAM</b>
<b>Week 16 12/10</b>	<b>Portfolio Reviews</b>		<b>** 120 hour form</b>

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