INDIANA UNIVERSITY NORTHWEST
School of Education

EDUC-K 352 Education of Students with Learning Disorders

Time: Thursday, 4:00 – 6:45 PM
Instructor: Sheila Marie Trzcinka, Ph.D.
Telephone: 219.980.6537

Class Place: Hawthorn Hall 329
Office: Hawthorn Hall 341
E-mail: strzcink@iun.edu

I. COURSE DESCRIPTION

Bulletin Description: Prerequisites: Admission to the Teacher Education Program, EDUC K205, EDUC K370. Educational programs for optimum growth and development of students with cognitive and learning disabilities. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. (Course also includes knowledge of techniques in behavioral control, how to develop and implement prescriptive programs based on diagnostic findings, awareness of referral agencies available for aid to students with learning disabilities.)

Expanded Description: Students study and observe curriculum content, the organization of special schools and classes, and teaching methods and materials that are most appropriate for children with mild disabilities. The course also emphasizes the collection and use of formal and informal assessment information to design the content of individual educational programs and curricula for children with mild disabilities in academic and behavioral areas.

II. SCHOOL MODEL

This course is part of the IUN School of Education’s Teacher Education Program. This program is structured on a research-based conceptual framework that incorporates nine themes, all of which are designed to prepare a “Reflective Professional.”

<table>
<thead>
<tr>
<th>Reflective Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Framework Outcomes</strong></td>
</tr>
<tr>
<td>1. Communication Skills</td>
</tr>
<tr>
<td>2. Higher Order Thinking Skills</td>
</tr>
<tr>
<td>3. Instructional Media and Technology</td>
</tr>
<tr>
<td>4. Learning and Development</td>
</tr>
<tr>
<td>5. School Culture and Diversity</td>
</tr>
<tr>
<td>6. Instructional Design and Delivery*</td>
</tr>
<tr>
<td>7. Classroom Management</td>
</tr>
<tr>
<td>8. Assessment and Evaluation</td>
</tr>
<tr>
<td>9. Professional Development</td>
</tr>
</tbody>
</table>
*This course provides an opportunity for students to create artifacts addressing the Special Education Instructional Design and Delivery rubric. This rubric is linked to CEC and the Indiana Department of Education Standards 4, 6, and 7 and is attached to this syllabus. The content and developmental standards are available on the web at http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/ and http://www.doe.in.gov/educatorlicensing/teacherindex.html

**Course Objectives/Competencies**

Students in this course will:
1. Assess students’ present level of performance in academic, social, and emotional areas.
2. Formulate observable and measurable Individual Education Programs (IEPs) including transition plans based on assessment.
3. Formulate lesson plans based on the general education curriculum that include measurable objectives and clear, appropriate procedures for engaging students within one-to-one, small group, large group, and co-teaching environments.
4. Plan evidence-based instruction, including expressive and written language, learning strategies, and study skills to acquire academic content.
5. Demonstrate professional behavior and commitment by attending and actively participating in class.
6. Explain the effects of medication on academic and behavioral performance.
7. Plan for the implementation of accommodations and modifications of individual and group assessments.
8. Plan for skill development and transitions to adult life based on the needs and desires of the student and his or her family.
9. Identify resources and methods for meeting unique needs of students with varied communication and learning styles.
10. Identify supports needed for inclusion in various settings.
11. Design learning environments that encourage active participation in individual and group settings.
12. Plan for effective use of support personnel, i.e., paraprofessionals, for effective use of student learning.
13. Identify or demonstrate skills for communication, collaboration, and consultation, for example, conflict resolution and co-teaching.

This course also reflects the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Developmental Standards of the Indiana Professional Standards Board (IPSB). See Sections VII and VIII.

**Initial Program Dispositions**

The SOE is committed to the values of academic integrity in teacher preparation. You are expected to consign yourself to each of the following dispositions throughout this semester in your IUN classroom participation and in your school-based field activities:

1. Attendance, punctuality & professionalism (i.e., actions, appearance)
2. Connect subject to student’s world
3. Align teaching with state & professional standards
4. Prepare and promote active learning
5. Communicate ideas clearly in speech and writing
6. Use of multiple approaches & technology to teach
7. Student-centered management of class time & student behavior
8. Respects students from diverse backgrounds
9. Promote cooperation in class, school, and community
10. Track student progress & adjust teaching to meet needs
11. Willing to receive constructive criticism & suggestions
12. Committed to becoming an effective teacher

III. MATERIALS

Required Texts:

Additional Recommended Resources:

IV. ASSIGNMENTS AND COURSE ACTIVITIES

All assignments and tests are to be submitted as scheduled unless prior approval has been given by the instructor. Failure to meet the deadlines will lower the grade for that assignment. All assignments must be a typed (WORD processed), double-spaced, standard margins, Times New Roman font, stapled, and proofread. Keep a copy in WORD for your records! University computers only accept WORD documents.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Based Measurement/Reading Assessment (CBM) with goal and objectives*</td>
<td>100 points</td>
</tr>
<tr>
<td>Systematic Behavioral Assessment (SBA) with goal and objectives*</td>
<td>100 points</td>
</tr>
<tr>
<td>Quiz - there will be 1 in-class quiz</td>
<td>100 points</td>
</tr>
<tr>
<td>IEP* Four sets of goals and objectives (this includes the Reading and Behavioral goals, and objectives)</td>
<td>100 points</td>
</tr>
<tr>
<td>One Consultation/Adaptation Report/Professional Development Report*</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance and participation is expected at all classes. Please <strong>call/e-mail</strong> in advance if you cannot attend class.</td>
<td>150 points</td>
</tr>
<tr>
<td>Lesson Plans (2); 1 with lesson reflection &amp; examples of student work* (100 points) &amp; 1</td>
<td>150 points</td>
</tr>
</tbody>
</table>
lesson plan only (50 points)
Supervising Teacher Lesson Feedback 100 points
Strategy Demonstration 100 points
Advising Receipt Required**

Total 1000 points

*Potential Portfolio Artifact

**Students are required to show a current Advising Receipt (October, 2010) demonstrating that they have met with their faculty advisor this semester to receive a grade for this class.

Standard English grammar and usage, appropriate technology, and higher order thinking is expected in all products and performances in this course. All course assignments must be submitted using Microsoft Office Word.

If you are a student with a verified disability, a Disability Services Coordinator at IU Northwest can help arrange accommodations for you. Students who have a disability, or think they have a disability (e.g., psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact a Disability Services Coordinator for a confidential discussion. Undergraduates call 219-980-6943. Graduates call 219-980-6943.

V. GRADING / EVALUATION SYSTEM

94 -100%: A 90-93%: A- 86 - 89%: B+ 83-85%: B 80-82%: B-
76-79%: C+ 73-75%: C 70-72% - C- 66-69%: D+ 63-65%: D

VI. BIBLIOGRAPHY


### VII. INTASC PRINCIPLES

#### Principles of the Interstate New Teacher Assessment and Support Consortium

<table>
<thead>
<tr>
<th>Principle</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td>1, 2, 3, 4, 5, 9, 11</td>
</tr>
<tr>
<td>Knowledge of Human Development and Learning</td>
<td>1, 2, 8, 11</td>
</tr>
<tr>
<td>Adapting Instruction for Individual Needs</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Multiple Instructional Strategies</td>
<td>3, 4, 5, 7, 9, 10, 11</td>
</tr>
<tr>
<td>Classroom Motivation and Management Skills</td>
<td>1, 3, 5, 7, 10, 11</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>5</td>
</tr>
<tr>
<td>Instruction Planning Skills</td>
<td>2, 3, 4, 5, 7, 9, 10, 11</td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Professional Commitment and Responsibility</td>
<td>11</td>
</tr>
<tr>
<td>School and Community Partnerships</td>
<td>5, 9</td>
</tr>
</tbody>
</table>

### VIII. IPSB DEVELOPMENTAL STANDARDS

<table>
<thead>
<tr>
<th>Early Childhood (EC)</th>
<th>Course Ob.</th>
<th>Middle Childhood (MC)</th>
<th>Course Ob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Knowledge</td>
<td>1, 2, 3, 4, 5, 9, 11</td>
<td>1. Development</td>
<td>1, 3, 11</td>
</tr>
<tr>
<td>2. Child Growth &amp; Dev.</td>
<td>1, 3, 11</td>
<td>2. Curriculum</td>
<td>2, 3, 4, 9</td>
</tr>
<tr>
<td>3. Found of Educ. &amp; Learn</td>
<td>2, 3, 4, 5, 7, 9, 11</td>
<td>3. Instruction</td>
<td>3, 4, 5, 7, 10</td>
</tr>
<tr>
<td>4. Curriculum. &amp; Instruction</td>
<td>1, 3, 11</td>
<td>4. Assessment</td>
<td>1, 3, 11</td>
</tr>
<tr>
<td>5. Fam. Culture &amp; Comm</td>
<td>12</td>
<td>5. Profess’l. Role</td>
<td>11</td>
</tr>
<tr>
<td>6. Observation &amp; Assess</td>
<td>5, 7</td>
<td>6. Student Learning</td>
<td>1, 3, 11</td>
</tr>
<tr>
<td>7. Professionalism</td>
<td></td>
<td>7. Family/Communication</td>
<td></td>
</tr>
<tr>
<td>8. Learn Environment</td>
<td></td>
<td>8. Profess’l Development</td>
<td>11</td>
</tr>
</tbody>
</table>
IX. SCHEDULE

Please be courteous to your Professor and colleagues. Set cell phones on vibrate. NO text messaging in the classroom. NO e-mailing while class is in session. NO cyber searching while class is in session. The semester is too short to risk missing valuable information concerning assignments and research-based interventions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 January</td>
<td>Course Overview, Expectations</td>
<td>Assigned Oncourse Readings</td>
</tr>
<tr>
<td>21 January</td>
<td>ADHD interventions &amp; Rx</td>
<td>Assigned Oncourse Readings</td>
</tr>
<tr>
<td>28 January</td>
<td>Active Student Response (ASR), Peer Tutoring;</td>
<td>Chapter 2;</td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning</td>
<td>ONCOURSE Reading</td>
</tr>
<tr>
<td>04 February</td>
<td>Teaching Reading; Teaching Language</td>
<td>Chapter 6, 8</td>
</tr>
<tr>
<td>11 February</td>
<td>Lesson Planning; Scope and Sequences;</td>
<td>Chapter 1, 2; Appendix A;</td>
</tr>
<tr>
<td></td>
<td>Differentiated Instruction;</td>
<td>ONCOURSE Reading</td>
</tr>
<tr>
<td>18 February</td>
<td>IEP Part 1</td>
<td>Review pages 5-16; ONCOURSE</td>
</tr>
<tr>
<td>26 February</td>
<td>IEP Part II; Indiana Article 7;</td>
<td>ONCOURSE Reading; Chapter 4; 493-504</td>
</tr>
<tr>
<td>04 March</td>
<td>Assessing Reading (CBM)</td>
<td>ONCOURSE Reading; Chapter 7; <strong>Electronic Quiz:</strong> IEP &amp; IN Article 7</td>
</tr>
<tr>
<td>11 March</td>
<td>Observational Data Collection Methods (SBO);</td>
<td>ONCOURSE Reading; Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Social, Emotional, Beh. Development</td>
<td></td>
</tr>
<tr>
<td>18 March</td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>25 March</td>
<td>Written Expression &amp; Spelling</td>
<td>Chapter 10; <strong>Lesson Plan1</strong></td>
</tr>
<tr>
<td>01 April</td>
<td>Math: Assessing &amp; Teaching</td>
<td>Chapter 11 &amp; 12; <strong>CBM</strong></td>
</tr>
<tr>
<td>08 April</td>
<td>Content Area &amp; Study Skills Co-Teaching</td>
<td>Chapters 9 &amp; 13; ONCOURSE Reading: <strong>SBO</strong></td>
</tr>
<tr>
<td>15 April</td>
<td>Transitions; and RtI</td>
<td>Chapter 14; <strong>IEP</strong></td>
</tr>
<tr>
<td>22 April</td>
<td><strong>CEC Conference</strong></td>
<td><strong>Electronic submissions: Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Plan2: Lesson Reflection, student work, &amp; Supervisor Feedback Form</td>
</tr>
<tr>
<td>29 April</td>
<td><strong>Student Strategy Demonstrations:</strong> 7 – 10</td>
<td>Due: Consultation, Adaptation,</td>
</tr>
<tr>
<td></td>
<td>minutes; Course Evaluations</td>
<td>Professional Development,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Narrative Report; Final Field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation; Advising Receipt</td>
</tr>
</tbody>
</table>
Note: This schedule may change. Please remain flexible. Class attendance is expected for all sessions, including district vacations. X. OTHER

Lesson Plan Format

1. Grade level, subject, and types of students this lesson is planned for.
2. State standards and/or IEP goals addressed.
3. Materials you will need to teach this lesson
4. Objectives for the lesson (State what students will be able to do as a result of this instruction)

Example: When presented with a worksheet containing 12 statements about giraffes, students will underline the true statements and circle the incorrect parts of false statements.

4. Readiness/ Anticipatory Set (Tell how you will get students ready for learning, interested in the topic, and activate their prior knowledge of the topic.)

Example: Show students the photograph of a giraffe and ask, "How long is a giraffe's neck?" "Why do you think the giraffe's neck is so long?"

5. Objective/Purpose (Tell the students what they will accomplish and why it’s important)

Example: “Today we are going to learn about giraffes. At the end of this lesson you should know about their bodies, their habits, and their habitats.”

6. Instruction (methods, strategies, step by step procedures)

List your procedures step by step. These steps may include the following components:
1. Lecture, demonstration - attach your lecture notes or list steps in the plan.
2. Modeling - List the models or examples you will give. Tell when and how to present them.
3. Activities - List the activities to help students process the information. Tell how to conduct them, how to group the students, how you will give feedback, etc.
4. Guided/Monitored Practice - Describe the practice activities you will do together with the students. Are you using active student response (ASR)?
5. Checking for Understanding - Tell how you will make sure that students understand what you are teaching.
6. Closure - How will you bring the lesson to a close? What will you say?
8. Independent Practice - What assignment will you make for students to complete without your help? (Homework, seatwork, practice activities)

9. Attach materials to use, reflection form, supervisor’s feedback, and samples of student work

Lesson Reflection Form
Complete and Attach to your Lesson Plan

Name: _________________________________ School: _______________________

Subject/Content/Grade: _________________________________________________

Lesson Date: _____________________________ Time: _________________

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? **How do I know?**

3. Did I alter my goals, objectives, or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
5. Provide several samples of student work on this assignment. These samples should reflect the full range of student ability in your class and include feedback you provided to students on their papers.
Supervising Teacher Lesson Feedback Form

To be completed by supervising teacher during observation

Candidate: ____________________________ School: ____________________________

Subject/Content/Grade: ___________________________________________________________________

Please give feedback on what the candidate did well and what could be improved.

1. Anticipatory Set/Introduction of the Lesson.

2. Planning, Methods, Strategies
   (clarity, models/examples, accuracy, language, variety, interest, sequence).

3. To what extent were students actively and productively engaged?

4. Were the instructional goals clear? Met?


6. Enthusiasm and Professionalism

Date: _________________ Supervisor: ____________________________________________

________________________________
signature
Chose one of the following assignments (either A, B, or C)

A. Consultation Report
If you were a participant (or observer) of a consultation between a special education teacher and either another teacher, an administrator, a parent, or another relevant person, summarize the consultation meeting in the following ways:

• Identify the goal(s) of the consultation. Why did they meet? What did they hope to accomplish? Did each participant have the same goal or different ones?

• Identify the roles and responsibilities of each person involved. For example: The special education teacher served as the leader of the meeting and took responsibility for gathering information, taking notes, and reinforcing others. There are no official labels here. You decide what each person’s role was and describe it.

• Describe the process. Was there a leader and a follower? Did each person contribute equally? Were solutions offered and evaluated? How?

• Describe the result or outcome of the consultation. Did participants feel satisfied? Was the goal accomplished? Was there a plan?

• How did you feel about the interactions? Was the language and tone of the consultation respectful and consistent with parity in the consultative process?

B. Adaptation Report
If you were involved in adapting materials, instruction, or assessment for a student(s) with disabilities, describe:
1. What you did.
   If materials, attach examples of unadapted and adapted materials.
   If instruction, describe how your instructional strategies or procedures differed.
   If assessment, describe how it differed.

2. Why you did it.
   Describe the characteristics or special needs of the student and explain how your adaptation met those needs.

3. Evaluate your adaptation
   Did it do what it was supposed to do? Were the student’s needs met? Was the student successful in learning? How do you feel about this adaptation? Was it fair?

C. Professional Development
Attend a half or full day professional development workshop with your cooperating teacher that is relevant to your future position as a special educator. Summarize what you learned at the workshop in a 2-page narrative. Include also your analysis of how receptive the participants were to the content and include copies of any handouts.
General Guidelines for Administering Curriculum-Based Reading Assessment

Environment

Choose a room with minimal distractions
No other person present, if possible
Sit across the corner from the student.
Control your materials – keep protocol out of student’s view
Make sure child is comfortable
Chair and table at appropriate height
Sufficient lighting
Adequate ventilation

Establish Rapport

Greet the student by first name and introduce yourself.
Make a general statement but keep introductory talk to a minimum.
about the room or about some activity from which the child has just arrived
Make a statement about the child’s role in participation.
“Your mom (teacher) told me you agreed to help me out on some activities. Is that right?”
Introduce the assessment situation:
“We will be doing some things together, and most students enjoy doing them. Some of the
things that we will be doing will be easy and some will be hard. That’s because some are for
students younger than you and some are for students older than you. So don’t worry if you can’t
get all the answers right—I don’t expect you to know all the answers. But I do want you to do
the very best you can. All right?”

During Assessment

Use positive reinforcement for their effort but not for correct answers.
Smiling, head nods, “You are working hard.”
Do not acknowledge correct or incorrect responses. Instead, follow up with:
“Okay. Let’s try the next one.”
Openly accept student’s attitudes toward the testing situation.
Verbally acknowledge the student’s reactions.
Encourage responses to “don’t know.”
Follow up partially correct answers with:
“Tell me more about that.” or “Tell me that in another way.”
Follow up two answers with:
“Choose the best answer.” Or “Pick one.”
Instructions for Conducting a Curriculum Based Reading Assessment

1. Create materials
   a. Select 3 reading passages of 100-200 words each all at the student’s goal level.
   b. Write 5 comprehension questions for each
   c. Make copies for the student and for you (with questions, answers, and references)
2. Administer passages
   a. Student reads passages. Teacher marks errors and times the reading.
   b. Teacher reads the comprehension questions and the student answers them (write down the student’s answers).
   c. Repeat for other two passages.
3. Calculate
   a. Divide the number of words read correctly by the total number of words in the passage
   b. Divide the number of correct answers by the total number of comprehension questions
   c. Calculate reading rate (words per minute)
4. Summarize results in a table – example

<table>
<thead>
<tr>
<th>Grade level of passage</th>
<th>% Accuracy</th>
<th>Rate/WPM</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passage 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average (only if same level)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Evaluate/Interpret
   Independent level – 98-100% accuracy, 80-100% comprehension, rate – check text
   Instructional level – 95% accuracy, 80% comprehension, rate – check text
   Frustration level – 90% or less accuracy, 60% and less comprehension, rate – check text
6. Present level of performance
7. Determine goal level
**K352: Curriculum Based Reading Assessment (CBM) Rubric**  
*Please print and attach to your assignment*

<table>
<thead>
<tr>
<th>Materials:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Student passages-<em>at one grade level-</em> no graphics- are included</td>
<td>5</td>
</tr>
<tr>
<td>3 Teacher passages <em>including reference information</em> are included</td>
<td>5</td>
</tr>
<tr>
<td>Comprehension questions (and answers) are included and appropriate</td>
<td>12</td>
</tr>
</tbody>
</table>

**Description and Analysis:**

| Assessment method and procedures are described in narrative detail        | 10|
| Performance results are calculated accurately                           | 5 |
| Results are summarized in narrative                                     | 5 |
| Results are interpreted accurately                                     | 10|

**Goal and 3 Benchmarks:**

| Present level of performance is stated accurately                        | 20|
| Goal is appropriate and related to the present level of performance     | 10|
| Behaviors are observable and measurable                                  | 6 |
| Conditions for Assessment are clearly defined                           | 6 |
| Criteria for Assessment are appropriate and assessable                  | 6 |

**Total Score:** ______/100

Comments:
K 352: Systematic Behavioral Observation (SBO) Rubric

Please print and attach to your assignment

For the student whose IEP you are writing, select a target behavior or behaviors. You may need to do a preliminary observation to do this. Select a behavior that is important for the success of the student. It may be a behavior that needs to be decreased, eliminated, or increased.

Operational Definition. (20 points)
Clearly define the behavior you will assess. That is, define and measure the desired behavior. For example, if a student is out of seat too much, define and measure IN SEAT behavior. Define what a data point represents in your assessment.

Rationale (5 points)
Why is this data collection method appropriate for establishing the present level of this particular behavior? What information do you want that this method will provide?

Data Collection Method. (30 points)
What method did you use (frequency count, duration, latency, interval, time sampling)? How did you do it? When, where, what, who, why, HOW? Give details. Show your data collection sheets.
Did you also collect data on, or describe, an average student? Show your calculations.
Are you confident that your results accurately reflect the typical levels of this student’s behavior? If not, do it again or try another method.

Summarize and Interpret (20 points)
Present your data as rate, percentage, on a graph, etc. What does it mean in relation to “normal” or other student’s behavior?

Goal (10 points)
Write one goal based on the data you collected. Identify the desired level of the behavior.

Objectives/Benchmarks (15 points)
Write three (3) benchmarks for sub-skills or sublevels of the goal.

Total Score ______________ (100)

Comments:
### K352: IEP Grade Sheet

**Name _____________________________**

*Please print and attach to your IEP when you are ready to have it graded.*

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>4</td>
</tr>
<tr>
<td>Name (fake to protect confidentiality), age, grade</td>
<td></td>
</tr>
<tr>
<td>Area of disability eligibility</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Levels of Performance</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal IQ and achievement Standard Scores reported and summarized</td>
<td></td>
</tr>
<tr>
<td>Informal assessments (insert your reading and other CBM data here)</td>
<td></td>
</tr>
<tr>
<td>Child’s learning characteristics</td>
<td></td>
</tr>
<tr>
<td>Social/emotional behaviors (insert your assessment data here)</td>
<td></td>
</tr>
<tr>
<td>Sensory and motor skills</td>
<td></td>
</tr>
<tr>
<td>Current teacher report</td>
<td></td>
</tr>
<tr>
<td>Statement describing how the child’s disability affects involvement and progress in the general curriculum (rationale for special services)</td>
<td></td>
</tr>
<tr>
<td>Present level of performance is clearly established for each area of need</td>
<td></td>
</tr>
</tbody>
</table>

#### Goals and Objectives:

<table>
<thead>
<tr>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals are related to PLOPs and address need</td>
</tr>
<tr>
<td>Behaviors are observable and measurable</td>
</tr>
<tr>
<td>Conditions for assessment are clearly defined</td>
</tr>
<tr>
<td>Criteria for assessment are appropriate and assessable</td>
</tr>
</tbody>
</table>

#### Additional Components:

<table>
<thead>
<tr>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services to be provided</td>
</tr>
<tr>
<td>Student’s participation in state or district-wide assessment</td>
</tr>
<tr>
<td>A statement of transition services (or requirement if not old enough)</td>
</tr>
<tr>
<td>A statement of when student’s rights transfer to student and when you will inform the student</td>
</tr>
<tr>
<td>How progress will be assessed, when and how parents will be informed</td>
</tr>
<tr>
<td>Dates of service</td>
</tr>
</tbody>
</table>
Total Score _____________ (100)
K 352: Strategy Demonstration (SD) Rubric

Please print and bring to class when you present.

Strategy (30 points)
- Appropriate for stated population
- Effective for stated purpose (when and why?)
- Source cited
- Materials and visuals - attractive, appropriate, functional

Presentation style (30 points)
- Voice – volume, clarity, tone, enthusiasm
- Pace
- Language usage – accuracy, person-first terminology
- Maintain 10-minute presentation time

Method of presentation (30 points)
- Clearly explained and adequately demonstrated
- Active class participation

Replicable (10 points)
- Would I be able to use this strategy based on the demonstration?
  Yes  No

Total Score:______/100
K352/K495 Final Field Evaluation

To be completed by field supervisor

Instructional Design and Delivery

Student: __________________________________________ Date: ____________

Setting: __________________________ Rater: ____________________________________

Please rate the teaching candidate on the following criteria by circling the appropriate number:

5 = Excellent  4 = Good  3 = Average  2 = Fair  1 = Poor

Comments

• Implements lesson plans that include measurable objectives and clear and appropriate procedures for engaging students.

5  4  3  2  1

• Uses instructional strategies and materials based on characteristics of the individual.

5  4  3  2  1

Uses methods appropriate for individuals with disabilities to teach academics.

5  4  3  2  1

Uses appropriate methods to teach affective, social, and life skills.

5  4  3  2  1

Integrates affective, social, and life skills with academic curricula.

5  4  3  2  1

Creates opportunities for active student engagement.

5  4  3  2  1

Utilizes innovative and unique strategies to enhance instruction.

5  4  3  2  1

Uses feedback and reinforcement.

5  4  3  2  1

Uses effective and varied behavior management strategies.

5  4  3  2  1

Maintains a safe and challenging environment.

5  4  3  2  1

Additional Comments:
INSTRUCTIONAL DESIGN & DELIVERY
PLANNING & INSTRUCTION IN SPECIAL EDUCATION

F

4 = Excellent (clear, convincing, and consistent evidence)
3 = Quite Satisfactory (clear and convincing evidence)
2 = Needs Revision (limited evidence)
1 = Unacceptable (little or no evidence)

Program and Instructional Planning:

a) Develops comprehensive individualized programs with sequenced learning objectives
b) Uses authentic and functional assessments to develop intervention plans
c) Integrates affective, social, and life skills with academic curricula
d) Plans a safe and challenging environment in which children are active learners
e) Plans instruction of learning strategies and study skills to acquire academic content
f) Designs lesson plans that include measurable objectives and clear and appropriate procedures for engaging students

Instructional Delivery:

a) Uses instructional strategies and materials based on characteristics of the individual.
b) Uses methods appropriate for individuals with disabilities to teach academics
c) Uses appropriate methods to teach affective, social, and life skills
d) Utilizes innovative and unique strategies to enhance instruction
e) Creates opportunities for active student engagement

Artifacts must also pass IU Northwest Writing Competency standards. See Web: http://www.iun.edu/~writenw/competencies.shtml

ARTIFACT: CBM, SBO, lesson plans, accommodation plan_ SCORE: ______

Reviewer’s Signature: ___________________________ DATE: ______