**Exceptional Student Education Undergraduate Program**

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| **COURSE** | **STANDARD** | **INDICATOR** | **CRITICAL ASSIGNMENT** TITLE  **CRITICAL ASSIGNMENT BRIEF DESCRIPTION**  **AND ASSESSMENT** |
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| **EEX 2010** | EAP 2 – Communication  EAP 7 – Human Development and Learning  EAP 8 – Knowledge and Presentation of Subject Matter | * 1. Demonstrates the ability to communicate effectively verbally and in writing.   **7.2-** Shows knowledge of learning and development  theories.  **8.1**- Demonstrates subject matter knowledge. | **Observation/Reaction Report**: After completion of the 20 hours of observation in special education classroom settings, students will demonstrate their knowledge of subject matter by effectively summarizing their observations in the form of an observation report. Students will be evaluated based on content of the report as well as mechanics, grammar, and spelling. The report will include ALL of the following components:   * Type of setting (e.g. inclusion, resource room) * Typed of exceptionality (e.g. learning disabilities) * Similarities and differences among students with disabilities from different cultural, religious, ethnic, and socioeconomic groups * Other student information (e.g. age, grade level, gender, ethnic and cultural levels) * Classroom management techniques used * Type of teaching materials used * Type of teaching strategies employed, including strategies for students with limited English proficiency * Attitudes linked to cross-cultural barriers in students with disabilities * Other notable information |
| **EEX 4050** | EAP 3 – Continuous Improvement  EAP 8 - Knowledge and Presentation of Subject Matter  EAP 12 - Technology | * 1. Uses data and reflects on data to improve   professional practice   * 1. Communicates knowledge of subject matter by using the materials and technologies of the field   2. Uses instructional & other electronic tools to   gather information | **Journal Article Report:** Students will complete four, three page journal article reports from special education journals. (See report guidelines.) Articles must be selected from the list provided in class. The article entitled “Preparing Future Bilingual Special Educators: The Lessons We’ve Learned” is required reading (unless substituted with another article that emphasizes working with students who are LEP, all substitutions must have prior approval). Reports are to include the following information:   * Summary of the main points of the article * How the subject in the article affects individuals with disabilities or the field of exceptional student education * How the subject addressed in the article will be meaningful to you in your anticipated career * The writing style of the author (e.g., was it easy/hard to understand, well written, confusing, etc.)   Summaries are to be typed and double-spaced. A cover page should be used to provide your name, class name and number, instructor’s name assignment name, and date submitted. Center left to right and top to bottom. |
| **EEX 4101** | EAP 5 – Diversity | **5.2** Practice skills and gain knowledge needed in a  diverse society. | **Language Sample with Analysis**: After completing a minimum of 20 hours of observation in exceptional student education programs (with sessions of at least 2 hours, i.e., **at least 10 sessions of 2 hours each**) students will demonstrate their knowledge of the subject matter through the development of an observation log. Students will practice skills by observing and recording examples of students’ language performance in the areas of phonology, morphology/syntax, semantics, and pragmatics. The observations recorded will be analyzed later. Phonological errors are **not** in­cluded in evaluation.   * During observations, a dated log should be kept with notes on the situational context, students, ages, and labels, the name of the school (s), and specific examples of language. Turn in the log with the write up. * In the write up, begin with an overall summary of the observations. * Create a separate page and heading for each of the four areas of language. Under each heading provide at least 5 examples of language errors. Include the setting and grade. * Number the samples and underline the language error or note omissions when appropriate. * Although you will begin your observations immediately, you may add your analyses after acquiring more knowledge from the class.   **Evaluation of Observation Reports**: At least 50 appropriate samples with correct analyses are required for an A. Grading will be based on **number, quality, and variety of examples and correctness and specificity of analyses**. The proportion of right and wrong analyses will be considered, as well. **A signed time log must be included to receive credit.** |
| **EEX 4221** | EAP 1 - Assessment | 1.1 Employs traditional and alternative assessment strategies and uses the data to modify interventions. | **Test Administration Project**: The students will identify a school-aged (2nd through 12th grade) individual to work with for the test administration project. Students will administer, score, and interpret one norm-referenced test (K-TEA, PIAT-R or PPVT). This activity will include a video taped test administration session, a completed test protocol, a written analysis of the student’s performance, and a self-analysis. The written analysis of the testing session will include data from the case study, and present a complete student profile. When an ESOL student is assessed, the written report will reflect analysis of linguistics and cultural characteristics of the student. |
| **EEX 4601** | EAP 6 – Ethics | **6.1** Meets expectations of professional behavior and  demeanor. | **Data-based Decision Making Case Study:** Students will demonstrate an understanding of professional behavior and demeanor by using data to make appropriate decisions regarding interventions used to change behavior in children with special needs. Given a scenario, students will complete a case study analysis of the data. Students will address the social, cultural, and ethical issues that should be considered when choosing a behavior change strategy. |
| **EEX 4604** | EAP 9 – Learning Environment | **9.2**- Develops an environment conducive to learning. | **Discipline Plan:** Students will develop a classroom discipline plan that will be suitable for use in their future classrooms. The formalized classroom discipline plan will create an environment conducive to learning. Additionally, students will plan activities which will allow them to teach/explain the discipline plan to all members of the class The plan, not to exceed five pages, should include the following elements:   * Statement of philosophy (education and discipline) * Delineation of class rules and procedures, with explanation for students, parents, and administration. * Consequences for behavior (positive and negative) * Description of how you will teach/explain this plan to the groups involved, including your attention to individuals from diverse cultural and linguistic backgrounds. (This can be done in several ways – formal lesson, games, role-plays, etc.) |
| **EEX 4066** | EAP 1 – Assessment  EAP 4 – Critical and Creative Thinking  EAP 10 – Planning | **1.2** Interprets data from various informal and  standardized assessment procedures.  **4.1** Identifies strategies, materials, and technologies  that expand critical thinking.  **4.2** Demonstrates and models the use of higher-  order thinking skills  **10.1** Plans activities with identified performance and  learning outcomes.  **10.2** Plans activities that help participant develop  knowledge through a variety of strategies. | **IEP**: Students will interpret data from various informal (observations, confidential and cumulative files, etc,) and standardized assessments in order to write an IEP for one student. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. Students will use the state IEP forms which will be distributed in  class.  **Learning Sequence**: Students will plan and implement an in-depth learning sequence (LS) in the practicum setting that is designed to teach one significant skill/strategy to mastery. This will require students to use data and reflect on this data to modify instruction and activities in order to reach skill mastery. Students will plan activities that will utilize a variety of strategies that will help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students will also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan that a minimum of three weeks will be needed to complete the LS in the practicum setting. The LS will consist of at least 6-8 lessons. After implementation, the total learning sequence will be submitted including: Pre and post tests, Task analysis of objective, All lesson plans and accompanying materials, Progress charts, and Self-evaluation. |
| **EEX 4843** | EAP 2 – Communication  EAP 3 – Continuous Improvement  EAP 5 – Diversity  EAP 6 – Ethics  EAP 12 - Technology | * 1. Communicates high expectations in a positive and supportive manner.   **3.2**- Participates in professional development and  other learning activities to increase his or her  professional development.  **5.1**- Provides a range of activities that accommodate  learning styles, abilities, cultural, and linguistic  diversity.  **6.2-** Adheres to relevant and professional Codes of  Ethics.  12.2 Uses technology in a professional role | **Formal Observation:** Each practicum student will be observed formally by both the university supervisor and the cooperating teacher throughout the semester. The observations include both verbal and written feedback (Narrative observation form) regarding the practicum student’s progress in planning and teaching a lesson, as well as the student’s ability to communicate academic and behavioral expectations in a positive and supportive manner appropriate to the functioning level of students with special needs. The observer will synthesize the information on the Feedback Summary Form.  **Professional Attribute Rating Scale (PAR):**  The cooperating teacher and university supervisor discuss and rate (using the PAR) the practicum student’s demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence. |
| **EEX 4946** | EAP 3 – Continuous  Improvement  EAP 5- Diversity  EAP 6- Ethics  EAP 7 - Human Development and Learning  EAP 9 – Learning Environment  EAP 11 – Role of the Teacher | **3.2** Participates in professional development & other  learning activities to increase his or her  professional development  **5.1** Provides a range of activities that accommodate  learning styles, abilities, cultural, & linguistic  diversity  **6.2** Adheres to relevant & professional Codes of  Ethics  **7.1**- Varies activities to accommodate different  learning needs, developmental levels,  experiential backgrounds, linguistic development  and cultural heritage.  **9.1**  Monitors learning activities by providing  feedback and reinforcement  **11.1** Communicates and cooperates with colleagues  and communities.  **11.2** Develops short & long-term professional goals | **Formal Observation:** Each student teacher will be observed formally by both the university supervisor and the cooperating teacher throughout the semester. The observations include both verbal and written feedback (Narrative observation form) regarding the student teacher’s progress in planning and teaching a lesson, as well as the student teacher’s ability to communicate academic and behavioral expectations in a positive and supportive manner appropriate to the functioning level of students with special needs. The observer will synthesize the information on the Feedback Summary Form.  **Professional Attribute Rating Scale (PAR):**  The cooperating teacher and university supervisor discuss and rate (using the PAR) the student teacher’s demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence. |