**Auburn University**

**Department of Special Education, Rehabilitation, & Counseling**

**RSED 5120/6120 Curriculum in Elementary Special Education (3 hours credit)**

**Pre-requisites:** EDUC 3000 (RSED majors only), admission to teacher education

**Time/Place:** T & H 11:00-12:15 Haley Center Rm 1212

**Instructor:** Dr. Margaret Flores

 Office: 1224B Haley Center

 Phone: 844-2107

 Email: mflores@auburn.edu

**Office Hours:** Thursdays 12:15-12:45 or by appointment

**Date Syllabus Prepared:** July 2017

\* This syllabus is subject to change based on the discretion of the instructor

**Texts:**

Hudson, P. P & Miller, S. P. (2006). *Designing and implementing mathematics instruction for students with diverse learning needs.* Boston MA: Pearson.

Miller, S. P., & Kaffar, B. J. (2011). *Strategic math series: Addition with regrouping.* Lawrence KS: Edge Enterprises.

Miller, S. P., & Kaffar, B. J. (2011). *Strategic math series: Subtraction with regrouping.* Lawrence KS: Edge Enterprises. Bulgren, J., Lenz, K. B., A, Desher, D. D., & Schumaker, J. B. (2003). *The content enhancement series: The concept comparison routine*. Lawrence, KS: Edge Enterprises.

Bulgren, J., A, Schumaker, J. B., & Desher, D. D. (2003). *The content enhancement series*: *The concept mastery routine*. Lawrence, KS: Edge Enterprises.

Bulgren, J., A, Schumaker, J. B., & Desher, D. D. (2003). *The content enhancement series*: *The concept comparison routine*. Lawrence, KS: Edge Enterprises.

Ellis, E. (2003). *The content enhancement series*: *The Framing routine*. Lawrence, KS: Edge Enterprises.

Vernon, D. S., Desher, D. D., & Schumaker, J. B. (2005). *Cooperative thinking strategies: The THINK strategy.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Schumaker, J. B., & Desher, D. D. (2005). *Cooperative thinking strategies: The SCORE skills.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Schumaker, J. B., & Desher, D. D. (2005). *Following instructions together.* Lawrence, KS: Edge Enterprises.

Vernon, D. S., Desher, D. D., & Schumaker, J. B. (2005). *Organizing together.* Lawrence, KS: Edge Enterprises.

Other course texts are posted on Canvas and are as follows:

* Alabama College and Career Ready Standards

**Course Description:** understanding of a functional/developmental approach to the selection, development, implementation, and evaluation of appropriate curriculum activities for the instruction of students with high incidence disabilities in grades K-6. Content includes extensive exploration of various curricular theories focusing on individual and group approaches in the area of mathematics, content areas, and social skills.

**Course Objectives:** Upon completion of this course students will:

 Demonstrate knowledge of content for grades K-6 in the Alabama Courses of Study for Mathematics, , Social Studies and Science. [290-3-3-.35 (1)(a)5]

Demonstrate knowledge of normal growth and development and learning of elementary students.

 Demonstrate the process of selection of appropriate materials.

 Demonstrate knowledge of various curriculum theories for elementary school children.

Discriminate between applications of various curriculum theories in elementary education

 Identify appropriate curriculum content and focus based on assessment in the language emotional/social, self-help, and physical development of elementary school children.

Demonstrate knowledge in the selection of arithmetic skills for elementary school children.

Demonstrate the relationship between learning styles and teaching styles and the need to modify teaching techniques to accommodate individual learners.

Identify the full continuum of least restrictive environments.

Identify resource agencies that provide personnel and services for improving and strengthening educational programs for children with exceptionalities.

Identify cultural and socioeconomic factors and their impact on programming.

Identify computer software and appropriate application in the educational process.

Demonstrate knowledge of various instructional strategies including cooperative learning and team teaching.

**COURSE CONTENT SCHEDULE**

| Date | Topic | Readings  | Assignments due |
| --- | --- | --- | --- |
| Aug 22 | Intro, Designing and planning instruction | Ch 1 & 2 Hudson & Miller |  |
| Aug 24 | Intro, Designing and planning instruction | Ch 1 & 2 Hudson & Miller |  |
| Aug 29 | Designing and planning instruction | Ch 1 & 2 Hudson & MilleredTPA Handbook |  |
| Aug 31 | Designing and planning instruction | edTPA Handbook |  |
| Sept 5 | Conceptual and Procedural Understanding | Ch 3 & 4 Hudson & Miller | **Graduate article****Cooperating teacher’s letter returned**  |
| Sept 7 | Number Sense | Ch 7 Hudson & Miller |  |
| Sept 12 | Whole Number operations  | Ch 8 & 9 Hudson & MillerArticles on Canvas |  |
| Sept 14 | Whole Number operations  | Ch 8 & 9 Hudson & MillerArticles on Canvas | **Lesson context, lesson objectives and copies of assessments** |
| Sept 19 | Whole Number operations  | Ch 8 & 9 Hudson & MillerMiller & Kaffar articles | **Graduate summary draft** |
| Sept 21 | In class peer review task one | edTPA Handbook | **Task 1 draft**  |
| Sept 26 | Fractions, decimals, percent | Ch 10 Hudson & Miller | **Task 1 draft revised**  |
| Sept 28 | Fractions, decimals, percent**Test 1 available online** | Ch 10 Hudson & Miller |  |
| Oct 3 | Content Area: Concept Mastery Routine, Concept Comparison Routine | Bulgren et al manuals | **Test 1 due**  |
| Oct 5 | Content Area: Frame Routine | Ellis manual | **Task 1 final copy** |
| Oct 10 | Individual Conferences with video sample |  |  |
| Oct 12 | Individual Conferences with video sample |  |  |
| Oct 17 | Individual Conferences with video sample |  |  |
| **Oct 19** | **No Class Meeting** |  |  |
| Oct 24 | Social skills | Vernon manuals |  |
| Oct 26 | Social skills | Vernon manuals | **Graduate summary** |
| Oct 31 | Lesson reflection and commentary  | edTPA Handbook |  |
| **Nov 2** | **No Class Meeting** |  |  |
| Nov 7 | Individual Conferences  |  |  |
| Nov 9 | Individual Conferences |  |  |
| Nov 14 | Individual Conferences |  |  |
| Nov 16 | Peer review Tasks 2-3 |  | **edTPA Tasks2-3 draft** |
| **Nov 21** | **Thanksgiving Break** |  |  |
| **Nov 28** | **Collaboration with CTEE 6440,** |  |  |
| Nov 30 | Collaboration reflection  |  |  |
| Dec 5 | Peer review Tasks 2-3 |  | **Collaboration Summary & Reflection**  |
| **Dec 7** | **Test 2 online, no class meeting**  |  | **edTPA Tasks2-3** |

**COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects, assignments, and tests no later than the date designated for each, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**Examinations (50 points each, 100 points total):** There will be two examinations (tests) during the semester which will consist of objective questions that require application of course material. Tests will be administered online through Canvas and must be completed on the assigned day. The instructor must be given notice of illness or other university-approved absence 24 hours prior to the test in order to reschedule.

**Instructional Segment Planning – Task 1 (15 drafts + 85 final = 100 Points)** Using the Alabama College and Career Ready Standards, each student will develop a learning segment that consists of a series of 4 lesson plans written in explicit instruction format presented in class to teach a mathematics concept using the concrete-representational-abstract lesson sequence. The purpose of these lessons is to assess ones’ ability to apply mathematics research-validated methods and strategies learned within the course to instructional practice. **Lessons that do not follow practices from the textbook, notes, and lectures will not receive credit.** These lessons must reflect 4 lessons in which a child’s understanding of a particular concept will be developed as the learning goal. Each of the 4 lessons must differ in level or complexity of the concept. One lesson cannot be repeated multiple times; it is assumed that appropriate practice opportunities and repetition will be provided (i.e. a lesson on addition using manipulatives may not be repeated 3 times; such a lesson should be followed by instruction that develops more complex understanding). An objective based on the Alabama College and Career Ready Standards must be included for the lessons and each individual lesson should reflect learning objectives required to meet the goal. Students will use a case study provided by the instructor that is posted on Canvas. The components of the learning segment plan are as follows:

* Description of the context for learning
	+ Description of setting (school, classroom type, grade level)
	+ Your role in the learner’s program (e.g., special education teachers who provides…)
	+ Schedule for instructional time
	+ Primary language of learner
	+ Identify the instructional program using
	+ Describe size and composition of instructional group
	+ Describe the learner (age, gender, cultural background, disability
	+ Describe behavioral support provided for the learner
* Detailed Lesson Plans for learning segment (4 lessons)
* Instructional materials
* Assessment materials to be used from baseline to final assessment (baseline provided)
* Planning commentary
	+ Identify learning goal and related lesson objectives (chart provided)
	+ Describe any accommodations made to the learning environ based on IEP and as related to goal
	+ Planning alignment table (goal, curricular area, IEP goal, standards)
	+ Explain how learner’s IEP goal aligns with learning goal
	+ Explain how lesson objectives, learning tasks, and materials are sequenced to move the learner toward goal and standards, build connections between previous and new learning, and move the learner toward generalized , maintained, self-directed use of knowledge/skills for learning goal
	+ Describe the learner’s prior experiences, including prerequisite knowledge related to lesson objs
	+ Describe social and emotional development
	+ Describe personal, family, community, cultural assets (interests, strengths, supports)
	+ Describe any other information about the learner that will influence instructional planning
	+ Describe how the learning materials, tasks, and supports capitalize on learner’s strengths/ interests
	+ Justify choices of learning tasks, materials, and supports based on learner’s strengths, needs, and principles of research/theory
	+ Explain how, throughout the segment, you will help the learner generalize, maintain, or self-manage knowledge, skills, supports
	+ Identify a communication skill that the focus learner needs to demonstrate learning foe the goal
	+ Identify and describe language within the discipline associated with the learning goal
	+ Describe how the learner will use the communication skill to participate
	+ Describe the instructional supports that help the learner acquire, generalize, maintain, and use the targeted communication skill, vocabulary demands identified previously
	+ Explain how daily assessments and assessment record will provide evidence that the focus learner made progress toward the goal toward the lesson objectives and that support and challenge were appropriate

**Implementation and Assessment of Instructional Segment - Task 2 & 3 (50 Points)** Using the lesson segment plans, you will implement the instructional lessons with the target student and video record your lessons. The video should only include you and the lesson materials. Care should be taken to exclude students from view. The video will be edited and portions will be used to highlight your use of effective instructional practices described in your planning commentary.

Implementation will include work samples and assessments of student work collected from baseline through the end of the learning segment. Submission of these products should include evidence of your feedback to the student.

Using the samples of student work and the video evidence, you will write a commentary reflecting on the results of the learning segment that includes responses to the following:

* Analysis of focus learner performance
	+ Identify lesson objectives from the learning segment measured by each daily assessment record
	+ Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson obj from what was described in lesson plans, and explain why changes were made
	+ Summarize the focus learner’s progress toward the learning goal as reflected in the lesson objectives.
	+ Analyze the focus learner’s performance based on strengths and needs. Include error analysis
	+ Analyze the focus learner’s performance based on the types of planned support provided to the learner
	+ Explain how the planned supports did or did not impact the focus student’s learning and how it provided access to the content
* Feedback to guide further learning
	+ Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.
	+ How did you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal?
* Evidence of use of expressive/receptive communication skill
	+ Explain the focus learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
	+ Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
	+ Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill. Provide time stamps from video and refer examples from the work samples and describe how they illustrate your explanation
* Use of assessment to inform instruction
	+ Describe next steps for instruction to improve or continue learning based on evidence based practices, research and theory.
	+ Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.

**Class Activities (100 points):** Students will engage in activities and exercises related to course material during each class meeting. This includes scheduled individual conferences which will not be made up without prior notice of absence due to university approved excuse. These exercises cannot be made up if absent from class. Points will be earned based on attendance and active participation. Participation is defined as active completion of and/or attention to task, and active discussion. It is the student’s responsibility to ensure that she/he is counted as present. Points will be assigned based on the percentage of class meetings with appropriate attendance and participation (e.g., 10/13 class meetings with appropriate participation would be 77 points -77% of 100 points). Percentages will be adjusted in the event of university approved absences. The instructor must be given prior notice of an absence that will later be verified with a university approved excuse.

Distance education students will be given credit based on their participation in Canvas each week. Canvas tracks each student’s access to videos and class materials. Each week, the instructor will verify the distance student’s activity on Canvas.

**Undergraduate Collaboration and Reflection (50 points)** Undergraduate students will collaborate with an undergraduate pre-service elementary education teacher. Pairs or groups of students from RSED 5120 and CTEE 6440 will meet on November 28 in class and work together to revise two elementary mathematics lessons so that they could be used to reteach lesson content to a small group of students receiving tier two interventions. The changes will ensure that the lessons’ content are accessible for students with diverse learning needs. In order to receive any points, students enrolled in RSED 5120 must be present for the collaborative meeting. Students will write a summary and reflection related to their experience. **Absence without previous arrangements related to a university approved excuse will result in a grade of zero.**

**Graduate Student Research Summary (50 points)** Graduate students with find a research article published within the field of special education in which researchers implemented a mathematics strategy, a strategy used within a content area class or a social skills strategy with students K-6 with disabilities. Students will use the article to write a one-page summary of the article that includes conclusions about the strategy’s used in a classroom setting.

**Grading and Evaluation:** Undergraduate and Graduate student performance in class will be determined according to the following scale: A=360-400, B=320-359, C=280-319, D=240-279, F=0-239. Grades will not be rounded (i.e., 359.5 points is a grade of B).

| **Undergraduate Assignments** | **Pts** | **Graduate Assignments**  | **Points** |
| --- | --- | --- | --- |
| Exam 1 | 50 | Exam 1 | 50 |
| Exam 2 | 50 | Exam 2 | 50 |
| Class Activities  | 100 | Class Activities  | 100 |
| Instructional Segment Planning Task 1 | 100 | Instructional Segment Planning | 100 |
| Instructional Segment Implementation & Assessment Task 2 & 3 | 50 | Instructional Segment Implementation & Assessment | 50 |
| Collaboration Participation and Reflection | 50 | Graduate Research Summary | 50 |
| **Total** | **400 pts** | **Total** | **400 pts** |

**CLASS POLICIES:**

***Extra Credit:*** There is an RSED 5120/6120 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Attendance:*** Students are expected to attend class and participate in class discussions and activities.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments and drafts must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. Tests must be completed through Canvas on the assigned day. **No late assignments or late test submissions** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified later as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments or tests completed and/or submitted that do not comply with the above requirements will not be accepted for credit.**

**Canvas does not accept assignments after 4:10. Any assignment emailed to the instructor with a time stamp after 4:10 will not be accepted.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Instructor feedback:*** If sent **one week before the due date and the student has completed assigned drafts**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft (mflores@auburn.edu) no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

**RSED 5120/6120 Learning Segment Plan Grading Rubric**

| **Lesson Methods and Strategies** | **Yes** | **No** |
| --- | --- | --- |
| **The methods and strategies contained within the lessons are included in RSED 5120/6120/6126 textbook, notes, or lectures.** | **Lesson series accepted, graded according to the rubric below** | **Lesson series is not accepted and zero points are earned**  |
|  | **Excellent & Competent 5 pts**  | **Approaching Competence 3 pt** | **Poor 0 pts** |
| Draft of Context objectives and assessments  | Includes description of the context for learning, 4 detailed objectives, baseline assessment and assessment materials related to each objective Submitted on time  | More than half attempted Submitted on time | Less than half attempted  |
| Draft lessons, revised objectives and assessments  | Includes description of the context for learning, 4 detailed lessons, revised assessments and revised objectives  |  |  |
| Draft | Includes description of the context for learning, lesson plans for learning segment , instructional materials, assessment materials used from baseline to final assessment, and planning commentarySubmitted on time | More than half attempted Submitted on time | Less than half attempted  |
| Category & pts | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Context and Planning Commentary: Alignment and Development of Knowledge and Skills  | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes, **AND lesson objectives and/or instructional materials and planned supports are logically sequenced to move the focus learner toward achieving the learning goal**. Plans include strategies to enhance generalization, maintenance, or self-direct learning  | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **consistently aligned** with each other. **All lesson objectives include clearly defined measurable outcomes for the focus learner’s performance.** | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **loosely or inconsistently aligned with each other**. | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **not aligned with each other**.  |
| Context and Planning Commentary Challenge and Support for Learner  | Learning tasks and planned support strategies provide appropriate levels of support **and challenge**,9 reflecting the focus learner’s strengths, needs, **AND,** interestsPlan calls for engaging the learner in self-managing planned supports  | Learning tasks and planned support strategies provide **appropriate8 levels** of support, reflecting the focus learner’s strengths **AND/OR** needs | Learning tasks and planned support strategies **generally reflect the focus learner‘s prior learning and experience**, and/or **superficially address the focus learner’s strengths6 and needs**.7 | There is **no evidence of planned supports for the goal**. **OR Severe mismatch between learner’s chronological age or level and instruct strategies OR Learning tasks and planned support strategies5 do NOT align to lesson objectives and/or do NOT reflect IEP**   |
| Planning commentary Justification of Instruction and Support  | Justification of instruction and planned support strategies makes **clear connections** to the learner’s strengths, needs, research and/or theoryCandidate justifies selection of planning strategies to support development of maintenance and generaliz | Candidate’s justification of instruction and planned support strategies makes **general connections** to • **the focus learner’s strengths** and needs **AND** • research and/or theory.  | Justification of instruction and planned support strategies makes • **general connections to the focus learner’s needs OR** • **vague or unclear connections to research and/or theory**. | justification of instruction or planned support strategies is **either missing for the learning goal OR represents a deficit**  |
| Planning Commentary Supporting Learner’s Use of Expressive and/or Receptive Communication  | Provides **examples of specific planned supports** for the focus learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning. Describes how the planned supports are designed to **move the learner toward maintained or generalized use of the communication skill** | Identifies planned supports for the communication skill **that generally facilitate the focus learner’s use of it** to participate in learning tasks and/or demonstrate learning. | **Identifies planned supports for the communication skill that are not aligned with its use.**  | Identifies communication skill that is **not aligned with the learning goal**. **OR Planned supports for the communication skill are missing.** |
| Materials and Planning Commentary Planning Assessments to Monitor and Support Learning  | assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner’s progress toward the learning goal at different points in the learning segment. Assessments for the learning goal reflect appropriate levels of **challenge**10 **and support** in light of the focus learner’s specific strengths, needs, and lesson objectives.candidate describes plans to **involve the focus learner in monitoring his/her own progress in devel approp ways**. | **Planned assessments (including baseline data)** and the daily assessment records are **aligned** to **all** lesson objectives and **provide evidence** for monitoring the focus learner’s progress toward the learning goal **at different points** in the learning segment.  | Planned assessments and the daily assessment records are **loosely aligned** to the lesson objectives, and **provide limited evidence to monitor the focus learner’s progress during the learning segment toward the learning goal**. **OR Some lesson objectives are not assessed.** | The set of planned assessments and daily assessment records is **not aligned to the lesson objectives** and will **provide little or no evidence** of the focus learner’s progress toward **the learning goal**. |
|  | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Lesson 1-4Advanced Organizer | For all lessons:- Review relevant skills etc… - State lesson objective, link to prior knowledge- Develop relevance- Clear communication of expectations for behavior- Opportunity for student inputSections are written such that the reader can clearly visualize activities and implement plans based on descriptions  | For all lessons, the following are clearly present:- Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | 1-2 of the advance organizer components are missing from 1-2 lessons: - Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. | More than 2 of the advance organizer components are missing or 3 lessons are missing more than two components  |
|  | **Excellent 15 pts** | **Competent 10 pts** | **Approaching Competence 5 pts** | **Poor 0 -1pts** |
| Lesson 1-4Model and Demonstration  | For all lessons:- Includes 3 Ms described in notes - Lesson activities/tasks demonstrated step by step- Clear verbal description of lesson activities/tasks- Model clear, sections written such that reader can clearly visualize tasks and implement plans based on descriptions | For all lessons the following are present:- 3 Ms described in notes, lesson activities/tasks demonstrated step by step, verbal description of lesson activities/tasks- Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | 1-2 of model components are missing from 1-2 lessons:- 3 Ms described in notes, lesson activities/tasks demonstrated step by step, verbal descript of lesson activities/tasks | More than 2 of the model components are missing or 3 lessons are missing more than 2 components |
| Lesson 1 -4 Guided Practice  | For all lessons:- Multiple examples of prompts/cues are included - The approach for guidance is clear (e.g., together, back and forth, students assist teacher)- Guide is clear and appropriate for lesson- Materials used are appropriate- Guidance is clear and sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | For all lessons the following are present:Multiple examples of prompts/cues, guidance is appropriate for lesson, materials are appropriateLapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans  | 1-2 of the guided practice components are missing for 1-2 lessons:Multiple examples of prompts/cues, guidance is appropriate for lesson, materials are appropriate  | More than 2 of the guided practice components are missing or 3 lessons are missing more than 2 components |
|  | **Excellent 5 pts** | **Competent 4 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Lesson 1- 4 Independent Practice  | For all lessons:- Assignment measures objective- Students could complete task without teacher guidance- Assignment is appropriate for lesson- Ind practice clear, sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | For all lesson the following are present: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson.Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | 1-2 of the ind practice components are missing for 1-2 lessons: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson. | More than 2 ind practice components are missing or 3 lessons are missing 2 or more components |
| Lesson 1-4 Post Organizer  | For all lessons:- Review of activity- Highlight important concepts, ideas - Opportunity for student input- Sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | The following are present in each lesson:Review of activity, highlight of important ideas, opportunity for student inputLapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | 1-2 of post organizer components are missing from 1-2 lessons: Review of activity, highlight of important ideas, opportunity for student input | More than 2 of the post organizer components are missing from lessons or 3 lessons are missing 2 or more of the following components |
|  | **Excellent 10 pts** | **Competent 7 pts** | **Approaching Competence 5 pts** | **Poor 0 -1pts** |
| Lesson 1-4Plan for student feedback, self- monitoring, and goal setting  | Description of the following -when ind work will be discussed with studentPlans for error correction, positive feedback, and encouragement Plans or procedures for student to record own progress and correct errorsPlans for assisting student in setting goal for next session | Description of the following -when ind work will be discussed with student- there are plans for error correction, but its execution is unclear -plans for student to record own progress and correct errors are unclear -plan s for student’s goal setting unclear  | Description of student feedback session, but details are confusing or unclear  | It is not clear that there will be a student feedback session  |
| Category & Points | 5 points  | 2 points  | 0 points  |
| Writing Conventions & professional language  | No more than five errors in spelling or grammarNo more than five instances of vocabulary that is inappropriate in professional written language No lapses in the use of person-first language (e.g., students with learning disabilities or students with autism) | 6-10 spelling or grammar errorsMore than 5 instances of inappropriate vocabulary for professional writing1 error in person-first language  | 11 or more spelling or grammar errors 11 or more instances of inappropriate vocabulary for professional writing2 errors in person-first language  |

**RSED 5120/6120 Learning Segment Video and Assessment Grading Rubric**

|  | **5 pts** | **3 pts** | **Poor 0 pts** |
| --- | --- | --- | --- |
| Task 1-3 Draft  | All suggested revisions to task 1 are attempted All of task 3 is attempted and video accompanies  | Students may earn 5 or 0 points. Three points is not an option | Missing revision attempts related to suggested revisions or missing components of task 3 or missing video |
| Video | Video is clear and connections between commentary and video evidence are clear. The length of video is appropriate and does not require excessive searching to find connections Video includes evidence of instruction as well as feedback for student. Students are not in view, only materials and teacher. | Video includes evidence of instruction as well as feedback for student. Students are not in view, only materials and teacher. Video is clear and connections between commentary and video evidence are clear. The length of video is appropriate and does not require excessive searching to find connections The video evidence is connected to the commentary. The video includes minimal editing and requires the much work to find the evidence discussed in the commentary.  | Video is difficult to view or is missing important component such as feedback for student. Video evidence is not logically related to commentary |
|  | **Excellent 7 pts** | **Competent 5 pts** | **Approaching Competence 2 pts** | **Poor 0 -1pts** |
| Analysis of Performance based on video evidence, work samples, and written analysis **Demonstration of understanding of the focus learner’s performance with respect to the learning goal as reflected in the lesson objectives?**   | The analysis draws upon knowledge of the focus learner and focuses on **details** within • the focus learner’s strengths and errors **AND** • levels or types of planned supports (including error prevention strategies) to understand **strengths and needs** in the focus learner’s **progress toward ALL lesson objectives**.The analysis **makes clear and plausible connections between the focus learner’s performance and specific elements of instruction**. | The analysis draws upon **knowledge of the focus learner and focuses on** • the focus learner’s **strengths and errors OR** • **levels or types of planned supports** (including error prevention strategies) to understand the focus learner’s **progress toward ALL lesson objectives**. | The analysis **focuses only on whether the focus learner did or did not achieve ALL the lesson objectives**. | The **analysis is superficial or is not supported** by either the work sample or the daily assessment record. **OR** The learning goal, lesson objectives, daily assessment record, and/or work sample are **not aligned with each other**. **OR** One or more lesson objectives **did not** contain **explicit, operationally defined criteria** for meeting the objectives. |
| Using Feedback to Guide Further Learning as Evidenced in Video and work sample**Feedback provided to the focus learner for the learning goal**  | Feedback **related to the learning goal** is **specific and includes** needs **AND** reinforcement of strengths.**AND** **a strategy to address a learning need OR** • **connections to prior learning or experiences to improve learning.** | Feedback **related to the learning goal is specific and focuses on either** • **needs OR** • **reinforcing strengths**. | Feedback **related to the learning goal** is **general and addresses needs AND/OR strengths**. | Feedback is **unrelated to the learning goal OR is severely mismatched to the focus learner’s chronological age or developmental level**. **OR** Feedback **contains significant inaccuracies**. |
| Learner Use of Feedback Learning as Evidenced in Video and work sample**Provision of opportunities for the focus learner to understand and use the feedback for the learning goal to guide his/her further learning or performance** | Candidate describes how s/he will **support the focus learner to understand and use feedback related to strengths AND needs** related to the learning goal. | Candidate **describes** how the focus learner will understand or use feedback related to the learning goal. | Candidate provides **vague explanation for how the focus learner will understand or use feedback related to the learning goal**. | Opportunities for using feedback are **not described**. **OR** Candidate provides **limited or no feedback related to the learning goal** to inform the focus learner’s performance/responses. |
| Explanation of the Focus Learner’s Use of Communication Learning as Evidenced in Video and work sample, and written commentary**Explanation of the focus learner’s use of the expressive/receptive communication skill to participate in the learning task and/or demonstrate learning related to the learning goal** | Candidate explains and **provides evidence** of how planned supports **helped the focus learner use the communication skill** to participate in and/or demonstrate learning **AND**how the focus learner can be **supported to move toward generalized or maintained use** of the communication skill. | Candidate **explains and provides evidence of the learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning** | Candidate’s description focuses on a communication skill that is **related to the learning goal, but does not explain how the learner uses the skill to participate in learning tasks or demonstrate learning** related to the learning goal. | Candidate describes the focus learner’s **use of the communication skill** that is • **not aligned with the learning goal OR** • **not consistent with the evidence submitted**. |
| Use of Assessment to Inform Instruction**Use of conclusions about what the focus learner knows and is able to do related to the learning goal to plan next steps in instruction** | Next steps • provide **logical, well-sequenced instructional strategies to address specific identified needs** of the focus learner **AND** • are logically connected to current instruction.Analysis describes **implications for the focus learner’s individualized education program/plan goals and/or curriculum**. | Next steps to improve or continue learning include **general instructional strategies or supports related to the focus learner’s needs and to current instruction**. | Next steps to improve or continue learning are **loosely connected to focus learner needs**. | Next steps are **not achievable or do not follow** from the analysis. **OR** Next steps are **not relevant to the lesson objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them. |
| Connection between next steps to research and theory  | Next steps are **justified with principles from research and/or theory**. Logical citations are included  | Next steps are **clearly connected with research and/or theory**. Logical citations are included. | Next steps are **generally connected with research and/or theory**. | Next steps are not connected with research and/or theory. |
|  | **Competent 4 pts** | **Approaching Competence 3 pts** | **Poor 0 -1pts** |
| Writing Conventions & professional language  | No more than five errors in spelling or grammarNo more than five instances of vocabulary that is inappropriate in professional written language No lapses in the use of person-first language (e.g., students with learning disabilities or students with autism) | 6-10 spelling or grammar errorsMore than 5 instances of inappropriate vocabulary for professional writing1 error in person-first language  | 11 or more spelling or grammar errors 11 or more instances of inappropriate vocabulary for professional writing2 errors in person-first language  |

**Undergraduate Collaboration Summary and Reflection Grading Rubric**

**In order for any student to receive more than zero points, the student must have been present on November 28**

|  |  |  |  |
| --- | --- | --- | --- |
| Category  | 5 points | 3 points | 0 points  |
| Description of lesson content and implementation activities  | The objectives and lesson outcomes are clear. The lessons are described in detail so that the reader could implement the lesson. | The objectives and lesson outcomes are clear. The lessons and their activities are generally described, but the reader would have difficulty implementing using just the written description  | The lesson objective and outcome are missing or there is no description of the lesson activities  |
| Identification and description of students’ needs | At least 3 student needs are clearly described. There are examples and descriptions of evidence that support the statements of student need. | At least 3 student needs stated. There are lapses in descriptions and/or examples are not clear  | 2 or fewer student needs are included  |
| Category | 20 points | 10 points | 0 points |
| For each area of student need identified, describe lesson changes for tier 2 instruction and explicitly tell how they address the need | Each student need is written as heading and the lesson changes associated with need are written underneath. The lesson changes consistent with the content of RSED 5120. Clear rationale for the lesson changes and words or phrases such as “because” or “this will support the student…” are present  | Headings are missing. Student needs are stated and related changes are stated. Lesson change are consistent with the content of RSED 5120 However, the rationale for the changes and how they will specifically address the students’ needs are not clear.  | The same lesson change is used more than once and/or changes are not consistent with the content of RSED 5120 (e.g., peer helper) |
| Category | 10 points | 5 points | 0 points |
| Reflection: tell how the experience informed your knowledge of elementary mathematics content or general education practices and how will this change your practice  | Reflection provides at least 2 specific examples how knowledge of elementary mathematics content or general education practices. Each example includes a description of how new learning will change future practice  | Reflection provides at least 2 specific examples how knowledge of content or general education practices. The examples and future practices may not be clear. | Statements of events without explanation of learning or plans for future practice OR Less than one example  |
| Reflection: tell how you and your partner interacted and how this will change or inform your collaborative practices in the future  | Reflection provides at least two descriptions of your interactions. There are at least two specific plans for future collaborations.  | Reflection provides at least two descriptions of your interactions. There are at least two specific plans for future collaborations.  | Statements of events without explanation of learning or plans for future practice OR Less than one example |

| **Category** | **10 Points** | **8 Points** | **6 Points** | **4 Points** | **0-2 Point** |
| --- | --- | --- | --- | --- | --- |
| **Reference, reference citations written according to APA 5th ed.** **Writing Conventions****Person 1st language** | 4 or fewer errors in reference citations, grammar, spelling, and person 1st language1 full pageIncludes title and reference page  | 5-7 errors in reference citations, grammar, spelling, and person 1st language1 full page Includes title and reference page | 8-10 errors in reference citations, grammar, spelling, and person 1st languageBetween ½ and 1 pageMissing title page | 10-13 errors in reference citations, grammar, spelling, and person 1st languageBetween ½ and 1 pageMissing reference page  | 14 or more errors in reference citations, grammar, spelling, and person 1st languageLess than ½ page Missing reference page |
| **A description of the intervention, written in your own words, without direct quotation** | Accurate, clear and detailed description of each intervention without direct quote | Accurate, clear description of intervention without direct quotation. Some details provided | Accurate description of intervention without direct quotation. Lack of detail interferes with meaning  | Some inaccuracies in description of the intervention  | Description is missing or inaccurate  |
| **A description of how the intervention was implemented, written in own words without direct quotation** | Accurate, clear and detailed description of how each intervention implemented without direct quotation | Accurate, clear description of implementation without direct quotation. Some details provided | Accurate description of implementation without direct quotation. Lack of detail interferes with meaning  | Some inaccuracies in description of the implementation  | Implementation is missing or inaccurate  |
| **Results with regard to student performance, written in own words without direct quotation**  | Accurate, clear and detailed description of results for each intervention without direct quotation | Accurate, clear description of results without direct quotation. Some details provided | Accurate description of results without direct quotation. Lack of detail interferes with meaning  | Some inaccuracies in description of the results | Results are missing or inaccurate  |
| **Conclusions and recommendations about future use of this intervention, written in own words without direct quote** | Clear, detailed, and logical conclusions & recommendations for each intervention without direct quotation  | Clear conclusions and recommendations without direct quotation. Some details provided | Clear conclusions and recommendations without direct quotation. Lack of detail interferes with meaning  | Some of the conclusions or recommendations are unclear or unrealistic  | conclusions or recommendations are missing or illogical or inappropriate  |

**Before the instructor uses this rubric the following must be present (if they are not a grade of zero will be assigned):**

**Electronic copy pdf article provided and articles include grades K-6, No more than 3 words from another author appear without APA**