EDUCATION 768 SECTION 71: TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES
3 credits

University of Wisconsin – Stevens Point
Summer 2019

Instructor:	Sydney Bueno, Ph.D.
Office:	CPS 458
Phone Number:	(715) 346-4457
Email Address:	sbueno@uwsp.edu
Office Hours:	by appointment in person, online, telephone
Lecture:	online
Prerequisite:	Educ 351/551 or Instructor Consent and Admission to Professional Education

I.   Purpose and Description of Course: This course is designed to familiarize the future teacher with the procedures and methods in assessing student needs, adapting curriculum, and providing instruction in career and vocational education, community skills, personal and interpersonal skills, and transition to adult environments.

II.   Required Textbooks:

None

III.   Recommended Textbooks:

Gibb, G.G., Dyches, T.T. (2016). IEPs: Writing Quality Individualized Education Programs, 3rd Edition   ISBN-13: 9780133949520

IV.   Course Objectives:
1. The future teacher will understand his/her educational and legal responsibilities for the education of children with disabilities.
2. The future teacher will be familiar with interagency collaboration and assistive technology.
3. The future teacher will develop the skills to participate in and implement an IEP (including Post-Secondary Transition Plan) for students with disabilities.
4. The future teacher will develop the competencies to provide daily living; post-secondary; employment; recreation, leisure, and healthy living skill instruction to students with disabilities.
5. Using inTASC Standards, the future teacher will develop the competencies to adapt and modify a lesson teaching functional skills to students with disabilities.
6. The future teacher will be able to be a contributing member of an instructional team focused on the design and implementation of curricular

adaptations that enable students from varying abilities to learn together in the regular education setting.

I. Academic Expectations and Standards

- Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

II. Course Structure

- This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

III. Netiquette

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Working as a community of learners, we can build a polite and respectful course community.
- The following netiquette tips will enhance the learning experience for everyone in the course:

  - Do not dominate any discussion.
  - Give other students the opportunity to join in the discussion.
  - Do not use offensive language. Present ideas appropriately.
  - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
  - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
  - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
  - Never make fun of someone's ability to read or write.
  - Share tips with other students.
  - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
  - Think and edit before you push the "Send" button.
  - Do not hesitate to ask for feedback.
  - Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved

from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

IV. **Expected Instructor Response Times**
- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
  - If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

V. **Course Technology Requirements**
- Minimum recommended computer and internet configurations for online courses can be found here.
- You will also need access to the following tools to participate in this course.
  - o webcam
  - o microphone
  - o a stable internet connection (don't rely on cellular)

VI. **Technical Assistance**
- If you need technical assistance at any time during the course or to report a problem with Canvas you can:
  - Visit with a Student Technology Tutor
  - Seek assistance from the IT Service Desk (Formerly HELP Desk)
    1. IT Service Desk Phone: 715-346-4357 (HELP)
    2. IT Service Desk Email: techhelp@uwsp.edu

VII. **Student Expectations**
- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Conduct yourself as a professional educator should conduct him/herself.
- Use "people first" language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- Make an appointment to discuss questions regarding grades/other concerns with me privately.
- Understand and display growth and development of the UWSP "Teacher Dispositions."

VIII. **Late Work Policy**
- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 3 days of the due date will be downgraded 10% from the earned grade. Assignments turned in after 3 days of the due date will earn zero points.

IX. **Attendance Policy**
- In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before completing class activities. Students' final grade will be dropped in the event of an unexcused absences at the face-to-face class meeting. **Upon being absent at one face-to-face class, students' final grade will be dropped 5%.** Accommodations can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).

X. **Viewing Grades/Feedback in Canvas**
- Points you receive for graded activities will be posted to the Canvas Grade Book. Email me if you do not see your assignment grades within 3-4 days of submitting the assignment.

XI. **Building Rapport**
- If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

XII. **Understand When You May Drop This Course**
- It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XIII. **Incomplete Policy**
- Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XIV. **Americans with Disabilities Act**
- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and

appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP's policies, visit: https://www.uwsp.edu/datc/Pages/default.aspx

XV. **Academic Integrity**
- As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11
- UWSP Academic Honesty Policy & Procedures
    Student Academic Disciplinary Procedures
    UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
    UWSP 14.03 Academic misconduct subject to disciplinary action.
    (1) Academic misconduct is an act in which a student:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) Uses unauthorized materials or fabricated data in any academic exercise;
    (c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.
 (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

XVI.   Religious Observances
- Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. MOre information can be found at: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41

XVII.   Assignments
The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards.

Weekly Activities: Throughout this course you will be expected to complete activities corresponding to textbook chapters. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although most activities are due on Saturday, you may work ahead and complete them/turn them in early. For each chapter we cover, you will be required to complete a chapter formative assignment that corresponds to various course learning topics. You can find a list of activities to complete for each chapter in the tentative topic schedule below.

Summative Assignments (the assignment directions are provided via links below and in Canvas):
1. **Assistive Technology Paper (30 pts)**
2. **Community Agencies Interview (36 pts)**
3. **Life Skills Lesson Plan (15 pts)**
4. **Transition Toolbox (100 pts)**

5. **ePortfolio (15 pts)**
6. **IEP/PTP (25 pts)**
7. **Grad Assignment (35 pts)**

ASSIGNMENT	POINTS POSSIBLE
Weekly Activities	225 pts
Assistive Technology Paper	30 pts
Community Agency Interview	35 pts
Life Skills Lesson Plan	15 pts
Transition Toolbox	100 pts
Reflection/ePortfolio	15 pts
IEP/PTP	25 pts
Grad Assignment	35 pts
Total	480 pts

Grading Scale				
100%-96= A	87%-89 = B+	77%-79 = C+	67%-69 = D+	63% & BELOW=F
90%-95 = A-	84%-86 = B	74%-76 = C	64%-66 = D	
	80%-83 = B-	70%-73 = C-		

XVIII. Tentative Schedule

Due Date	Topic	Points Available
WEEK 1 **Welcome**		
Saturday, June 29	Welcome to Educ 368/768	25 points
WEEK 2		
Saturday, July 6	Introduction to Transition Begin with the End in Mind	25 points
Saturday, July 6	Laws and Policy Person Centered Planning	5 points

WEEK 3		
Saturday, July 13	Culture and Family Engagement Self-Determination	15 points
Saturday, July 13	Assessment	15 points
WEEK 4		
Saturday, July 20	Assistive Technology ● AT Paper	10 points
Saturday, July 20	Course of Study	20 points
WEEK 5		
Saturday, July 27	Community Based Instruction and Other Evidence Based Practices	15 points
Saturday, July 27	Independent Living skills and Community participation ● Life Skills Lesson Plan	15 points
WEEK 6		
Saturday, August 3	Collaboration with Agencies ● Community Agency Interview	15 points
Saturday, August 3	Post-secondary Education	15 points
WEEK 7		
Saturday, August 10	Career Development and Employment	15 points
Saturday, August 10	IEP and PTP	15 points
WEEK 8		
Saturday, August 17	Culminating Activities	10 points
Saturday, August 17	Last Day to Turn in 1. Community Agency Interview	

	2. Assistive Technology Paper 3. Life Skills Lesson Plan 4. Transition Toolbox 5. ePortfolio 6. IEP/PTP 7. Grad Assignment	

*This course and syllabus was developed using the UWSP Online Instructor Guidebook. Retrieved from: https://www.uwsp.edu/online/Pages/UWSP-Online-Instructor-Guidebook.aspx.

V. Council for Exceptional Children (CEC) Standards
   A. Content Guidelines for Teachers of Students with Learning Disabilities
The teacher of students with learning disabilities will demonstrate knowledge of and skill in:

   a. The contributions of theories, philosophies and classic studies in the fields of medicine, psychology, and education to current knowledge, legislation, and practice in general and special education specific to individuals with learning disabilities.

   b. The critical analysis of current issues, trends, theories, and practices in light of research and evidence.

   c. Major federal and state legislation, regulations, policies and related issues including due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility, program planning and placement of students with disabilities.

   d. Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.

   e. Learning disabilities as a lifelong disability that may affect cognitive information processing, physical, social, emotional, and vocational as well as academic performance.

   f. The ethical use and potential limitations of various assessment methods and tools for meeting the legal requirements for identification of students with disabilities, instructional program planning and ongoing monitoring of student progress, behavioral change and intervention, transition planning, and program evaluation and accountability.

   g. Instructional content and practice including:
      i. General Education curricula, methods, and instructional materials in reading, mathematics, oral and written language.
      ii. Research-based curricula and systematic and explicit instructional methods for teaching basic academic skills and learning strategies in the following areas: phonological awareness, reading decoding and fluency, reading comprehension, mathematics calculation,

mathematics applications, written language, organization and study skills, assignment completion, test taking skills, appropriate social behavior, and self-advocacy.

    iii. Methods to help students develop and use compensatory strategies including the selection and adaptation of technology.

    iv. Use of ongoing assessment to monitor the effectiveness of instruction in general and special Education settings.

    v. Instruction and support that prepares students for careers, vocations, citizenship, independent living, recreation and leisure.

h. Development, monitoring, implementing, and revising appropriate individualized education programs (IEPs) and daily lesson plans for students with learning disabilities including formal transition plans.

i. Managing student behavior and social interaction skills that lead to the development of student self-awareness, self-determination, self-advocacy, and independence as a learner including:

    i. Classroom management techniques and effective teaching practices that assist students with learning disabilities to develop and maintain appropriate social behavior, social interaction, conflict resolution, and self-advocacy skills.

    ii. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student.

    iii. Functional behavioral assessment and intervention planning using behavior analysis principles.

    iv. Behavioral principles including positive reinforcement, negative reinforcement, and extinction, and how the application of these principles affect student behavior and motivation.

    v. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

j. Strategies including collaborative problem-solving and conflict resolution techniques which facilitate collaboration with general and special education teachers, parents, students, related service providers, administrators, paraprofessionals, support staff, and others to enhance joint planning, implementation and evaluation of educational and community services including transition planning and programming.

k. A commitment of professionalism and ethical practice including:

    i. Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues.

    ii. Maintenance of a sense of professional efficacy by developing high expectations for lifespan potential of individuals with disabilities.

    iii. Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession.

    iv. Professional conduct that protects the confidentiality of students and their families.

  B. Content Guidelines for Teachers of Students with Emotional Disturbance/Emotional Behavioral Disability

The teacher of students with emotional disturbance/emotional behavioral disability (ED/EBD) will demonstrate knowledge of and skill in:

    a. The philosophical, historical, and legal foundations of special education – ED/EBD including:
      i. Atypical development with the context of typical child and adolescent development.
      ii. Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies.
      iii. Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD.
      iv. A variety of theoretical approaches as they apply to students with ED/EBD.
      v. Current trends and issues in the field of ED/EBD.
      vi. Legal provisions related to the juvenile justice system.
      vii. Concept of least intensive or intrusive behavior management techniques.
    b. The characteristics of ED/EBD learners including:
      i. The effects of dysfunctional behavior on learning, including the similarities and differences between emotional/social/behavioral disorders and other disability areas.
      ii. The medical, psychological, psychiatric, AODA (alcohol and other drug abuse), developmental and physical characteristics as they apply to students with ED/EBD.
    c. The assessment, identification and evaluation of ED/EBD learners including:
      i. Specialized educational terminology used in ED/EBD as well as terminology commonly used in other systems (e.g., DSM-IV).
      ii. Assessment of social skills, academics, emotional & behavioral functioning, and transitional needs.
      iii. Functional behavioral assessment/applied behavioral analysis.
      iv. Interviewing skills, especially related to documentation of behavioral concerns.
      v. Observation and data collection especially related to documentation of behavioral concerns
      vi. Evaluation of IEP progress, especially in the areas of behavior and social skills.
      vii. Evaluation of program effectiveness, especially in non-academic areas.
    d. Instructional content and practice for ED/EBD learners including:
      i. Working with paraprofessionals and classroom assistants.

       ii.   The review and utilization of current research in the field of ED/EBD to classrooms.

      iii.   Early intervention strategies.

      iv.   Technology with students with ED/EBD, including assistive technology.

       v.   Planning, organizing, and implementing IEPs appropriate to the cognitive and affective needs of students with ED/EBD, including principles of reinforcement and motivation, and environment.

      vi.   Selecting, developing, adopting, modifying and evaluating curricular materials applicable to students with ED/EBD.

     vii.   The design of functional classrooms and consistent classroom routines.

    viii.   Integrating academic instruction, affective education and behavior management for individual students and groups with ED/EBD.

      ix.   Teaching self-management and self-control strategies.

e. Planning and managing the teaching and learning environment for ED/EBD learners including:

       i.   Model programs that have been effective for students with ED/EBD.

      ii.   Issues and techniques related to inclusion of students with ED/EBD in regular education environments.

     iii.   Transition issues for students with ED/EBD: into and out of alternative environments (e.g. hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to post-secondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self-advocacy.

f. Communication and collaborative partnerships including:

       i.   Dealing with conflict, confrontation, compromise and consensus.

      ii.   Facilitation skills.

     iii.   Public relations skills.

      iv.   Understanding family systems, including non-traditional families, and the impact of ED/EBD on the family.

       v.   Communicating and collaborating with colleagues (regular education teachers, administrators, pupil services personnel, etc.), parents and families, professionals, and agencies external to schools.

      vi.   Advocacy for students and self.

g. Professionalism and ethical practices including:

       i.   Stress management for self, including organizational and time management skills.

      ii.   Maintaining a professional image (e.g., personal appearance, demeanor/behavior).

C. Content Guidelines for Teachers of Students with Cognitive Disabilities

The teacher of students with cognitive disabilities (CD) teacher shall demonstrate knowledge of and skill in:

a. The impact of CD on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with CD.

b. The methods to determine instructional priorities and assist students with CD to develop and attain life goals utilizing the school and community resources.

c. Curricula and methods including:

   i. Motor development including sensory motor integration.

   ii. Use of appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion.

   iii. Communication including alternative and augmentative methods of communication and assistive technology.

   iv. Social development including human sexuality, self-advocacy, family and personal relationships.

   v. Academic development including functional skills.

   vi. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities.

   vii. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.

d. Managing student behavior including:

   i. Various classroom management techniques and effective teaching practices that assist students with CD to develop and maintain appropriate social behavior, social interaction and conflict resolution skills.

   ii. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student.

   iii. Functional behavioral assessment and intervention planning using behavior analysis principles.

   iv. Behavioral principles including positive reinforcement, negative reinforcement, and ignoring, and how the application of these principles affect student behavior and motivation.

   v. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

e. Working with health care professionals and other support staff to plan, develop, implement, and evaluate a health care plan that may include seizure management, tube feeding, catheterization, use of oxygen and CPR.

   f. The methods and models for adapting the regular curriculum, grading, and classroom climate to facilitate the participation of students with CD in the general education classroom.

   g. A commitment to professionalism and ethical practices including:

     i. Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues.

    ii. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities.

  D. Content Guidelines for Cross Categorical Special Education

The teacher Cross-Categorical Special Education teacher shall demonstrate knowledge of and skill in:

   a. Philosophical, historical and legal foundations of special education including:

     i. The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care).

    ii. The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration).

    iii. The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

   b. The characteristics of learners including:

     i. The similarities and differences among the emotional/behavioral, physical, sensory, communication, learning, social functioning, and lifelong planning needs of students with disabilities and their peers without disabilities and their peers without disabilities and between and among the various impairments of students with disabilities.

   c. Instructional content and practice including:

     i. Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self-awareness, self-advocacy, self-determination skills and career, and vocational and life skills needed for post school independence.

    ii. The selection and use of specialized materials, equipment and technology including assistive technology.

    iii. The development and implementation of transition planning.

   d. Planning and managing the teaching and learning environment including:

      i.   Ways that technology, including assistive technology can assist with planning and managing the teaching and learning environment.

      ii.   Evaluation, planning and management of procedures that match the learner needs with the instructional environment.

      iii.   Designing, structuring and managing daily routines including transition time for students, staff, and the instructional setting.

      iv.   Instructional programs that enhance a student's social participation in family, school, and community activities.

e. Managing student behavior and teaching social interaction skills including:

      i.   Planning, implementing and evaluating group and individual behavior management strategies, that include:

         1. Data collection.
         2. Generalization and maintenance of skills.

      ii.   Social skills/interactions, that include:

         1. Generalization and maintenance to other settings.
         2. Areas of education, daily living and transition (e.g., work place, post-secondary).
         3. Integration into the curriculum.
         4. Self-awareness, self-control, and self-monitoring.

f. Communication and collaborative partnerships including:

      i.   Effective communication (oral and written) and collaboration with general education teachers, paraprofessionals, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services.

      ii.   The roles of students with disabilities, parents, students, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services.

      iii.   The sources of unique services, networks and organizations that assist families and students.

      iv.   The types of information generally available from family, school officials, legal system, and community service agencies.

      v.   The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying and providing services.

VI.   InTASC Model Core Teaching Standards

Students in this course will work toward developing their performances, knowledge, and dispositions in the following areas:

A. <u>Standard #1: Learner Development</u>: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

    a. <u>Performances</u>

i.   1b. The teacher creates developmentally appropriate instruction that take into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

ii. 1c. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

b. Essential Knowledge

i.   1d. The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

ii. 1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

iii. 1f. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

c. Critical Dispositions

i.   1h The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

ii. 1i The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

iii. 1j The teacher takes responsibility for promoting learners' growth and development.

iv. 1k The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

B. Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

a. Performances

i.   2a. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and need and create opportunities for students to demonstrate their learning different ways.

ii. 2c The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

iii. 2d. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

iv. 2e The teacher incorporates tools of language development into planning and instruction, including strategies for making content

accessible to English language learners and for evaluating and supporting their development of English proficiency.

     v. 2f. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

  b. Essential Knowledge

     i. 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

     ii. 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

     iii. 2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

     iv. 2k. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

  c. Critical Dispositions

     i. 2l The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

     ii. 2m The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

     iii. 2n The teacher makes learners feel valued and helps them learn to value each other.

     iv. 2o The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

C. Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

  a. Performances

     i. 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

     ii. 3b. The teacher develops learning experiences that engage learners in collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally.

     iii. 3c. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

      iv.   3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

      v.   3f. The teacher communicates verbally and nonverbally in way that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

      vi.   3g. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

   b. Essential Knowledge

      i.   3i. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

      ii.   3j. The teacher knows how to help work productively and cooperatively with each other to achieve learning goals.

      iii.   3m The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

   c. Critical Dispositions

      i.   3n The teacher is committed to working with learners, colleagues, families, and communities to establish positive supportive learning environments.

      ii.   3o The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

      iii.   3p. The teacher is committed to supporting learners as that participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

      iv.   3q. The teacher seeks to foster respectful communication among all members of the learning community.

      v.   3r. The teacher is a thoughtful and responsive listener and observer.

D. Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

   a. Performances

      i.   5c The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

   b. Essential Knowledge

      i.   5l The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

      ii.   5o The teacher understands creative thinking processes and how to

engage learners in producing original work.
- c. <u>Critical Dispositions</u>
    - i. 5r The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
    - ii. 5s The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- E. <u>Standard #6: Assessment</u>: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
    - a. <u>Performances</u>
        - i. 6a. The teacher balances the use of formative and summative assessment as appropriate to support, verify and document learning.
        - ii. 6b. The teacher designs assessments that match learning objects with assessment methods and minimizes sources of bias that can distort assessment results.
        - iii. 6c. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
        - iv. 6d. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
        - v. 6e. The teacher engages learners in multiple ways of demonstrating knowledge and skill as a part of the assessment process.
        - vi. 6f. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
        - vii. 6g. The teacher effectively uses multiple and appropriate type of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
        - viii. 6h. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessment of testing conditions, especially for learners with disabilities and language learning needs.
        - ix. 6i. The teacher continually seeks appropriate ways to employ technologies to support assessment practice both engage learners more fully and to assess and address learner needs.
    - b. <u>Essential Knowledge</u>
        - i. 6j. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
        - ii. 6k. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

iii. 6l. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

iv. 6m. The teacher knows when and how to engage learners in analyzing their own assessment results and helping to set goals for their own learning.

v. 6n. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

vi. 6o. The teacher knows when and how to evaluate and report learner progress against standards.

vii. 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

c. Critical Dispositions

i. 6q. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

ii. 6r The teacher takes responsibility for aligning instruction and assessment with learning goals.

iii. 6t. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

iv. 6u The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

v. 6v. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and need to promote learner growth.

F. Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

a. Performances

i. 7a. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

ii. 7b. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

iii. 7c The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

      iv. 7d. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

      v. 7e. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

b. Essential Knowledge
      i. 7g. The teacher understands content and content standards and how these are organized in the curriculum.

      ii. 7h. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

      iii. 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

      iv. 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

      v. 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

      vi. 7l. The teacher knows when and how to adjust plans bases on assessment information and learner responses.

      vii. 7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).

c. Critical Dispositions
      i. 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

      ii. 7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

      iii. 7p. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

      iv. 7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

G. Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

a. Performances

      i.   8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.

      ii.   8b. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in responses to student learning needs.

      iii.   8c. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

      iv.   8d. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

      v.   8e The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

      vi.   8f. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

      vii.   8g. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

      viii.   8h. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

      ix.   8i. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

b. Essential Knowledge

      i.   8j. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

      ii.   8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

      iii.   8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships.

      iv.   8n. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

c. Critical Dispositions

      i.   8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

      ii.   8q. The teacher values the variety of ways people communication and encourages learners to develop and use multiple forms of communication.

       iii. 8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

       iv. 8s The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

H. Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

    a. Performance

       i. 9a. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

       ii. 9b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

       iii. 9c Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

       iv. 9d The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

       v. 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

       vi. 9f. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documents of sources and respect for others in the use of social media.

    b. Essential Knowledge

       i. 9h The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

       ii. 9i. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

       iii. 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

    c. Critical Dispositions

      i. 9l. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

      ii. 9m. The teacher is committee to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

      iii. 9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

      iv. 9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

I. <u>Standard #10: Leadership and Collaboration</u>: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

   a. <u>Performance</u>

      i. 10b The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

      ii. 10d The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

      iii. 10e Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

      iv. 10f The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

      v. 10h. The teacher uses and generates meaningful research on education issues and policies.

      vi. 10i. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

      vii. 10j The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change

   b. <u>Essential Knowledge</u>

      i. 10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

      ii. 10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

      iii. 10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

      iv. 10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

  c. <u>Critical Dispositions</u>

      i. 10p The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

      ii. 10q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

      iii. 10r The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

      iv. 10s. The teacher takes responsibility for contributing to and advancing the profession.

      v. 10t. The teacher embraces the challenge of continuous improvement and change.