

**William Paterson University**  
**College of Education**  
**Department of Special Education and Counseling**

Theme: Preparing Inquiring Educators for Diverse Settings:  
Developing Knowledge, Application, Dispositions

**A. Course Title: SPED 6540 Demonstration Teaching for the Exceptional Learner  
1 Credit \*This course contains a critical assessment**

**B. Course Description:** This course provides students with a closely supervised opportunity to demonstrate mastery of CEC Common Core Knowledge and Skills by integrating special education theory and application in a classroom environment. Candidates demonstrate respect for students, apply knowledge of individual differences, use evidence-based instructional practices, create learning environments that foster emotional-well being, develop individualized instructional plans, and use assessment to make educational decisions.

**C. Prerequisites**

- Minimum of 15 credits towards the TSD Endorsement. Application and biographical data form.

**D. Course Objectives:**

1. demonstrate understanding of the effects that an exceptional condition can have on an individual's learning;
2. select and adapt instructional strategies to individualize instruction based upon learner characteristics, and to foster active engagement of individuals with special needs;
3. use augmentative, alternative or assistive technologies to enhance communication and learning of individuals with special needs;
4. demonstrate lessons that emphasize explicit modeling and efficient guided practice that assure acquisition and fluency;
5. foster environments in which diversity is valued by addressing the needs of children from culturally and linguistically diverse backgrounds and collaborate with other educators in culturally responsive ways;
6. modify lessons based on ongoing analysis of student learning;
7. use multiple types of assessment to make educational decisions; and
8. reflect on both professional dispositions and practice on a regular basis.

**E. Student Learning Outcomes:** The teacher candidate will be able to . . .

1. **Critical Assessment #5 Elements of the Teacher Work Sample.** conduct formal and informal assessments of behavior and learning and design a lesson series based on individual student needs. Prepare and teach lessons, using the OFE Handbook format, utilizing technology to enhance learning, and incorporating content and strategies that accommodate students from diverse cultural and linguistic backgrounds. Following the lesson write an analysis of evidence of student learning and reflections on what worked well and what needs to be modified. Evaluated on a rubric;

2. use evidence to support conclusions about student learning by keeping a reflective journal where multiple hypotheses for why some students didn't meet learning goals are examined and need for additional knowledge is determined; and
3. demonstrate high standards of professionalism in congruence with the ethical and legal standards of special education. Establish productive relationships with the university supervisor, cooperating teacher and other staff, and prepare journal entries on professional dispositions and their effect on those relationships and on student learning. Rubric and disposition assessment by course instructor.

<b>Student Learning Outcomes</b>	<b>CEC</b>	<b>WPU 20 Competencies</b>	<b>NJ PTS</b>	<b>NJ CCCS</b>
1. Teach lesson and write an analysis of student learning, reflection	1-10	1, 2, 3, 4, 5,6,8,	9.1, 9.2	2, 3, 4, 6, 7, 8
2. Reflective Journal	1-10	9,10,12, 16,19,20	9.1, 9.2	2, 3, 4, 6, 7, 8
3. Instructor and student Disposition reports	9	10		3,4,5,,6

The CEC Standards, New Jersey Professional Teaching Standards, New Jersey Core Curriculum Content Standards, and the College of Education Teaching Competencies can be viewed in full through the following link: <http://www.wpunj.edu/coe/resources/standards.dot>

**F. Course Content:**

1. Lesson planning
2. Addressing the needs of diverse learners, including those from diverse cultural and linguistic backgrounds in the classroom
3. Professional ethics and dispositions
4. Assessment practices
5. Research based practices in teaching children with disabilities
6. Collaboration with professionals and parents
7. Varied resources such as technology to enhance the learning outcomes of the students.
8. Classroom management and instructional organization

**G. Teaching and Learning Methods:**

- Direct experience
- Observation
- Discussion
- Topical readings and responses

**H. Performance-Based Assessment:**

1. Teacher candidates will complete Unit Lesson Plans and the following elements of the Teacher Work Sample: Analysis of Student Learning; Reflection and Self-Evaluation.(SLO #1)
2. Teacher candidates will maintain reflective journal. (SLO #2)

3. Teacher candidates will earn Acceptable or Target ratings on Dispositions reports. (SLO #3)

**I. Required Readings:**

William Paterson University Student Teaching Handbook

**J. Bibliography:**

Conroy, M. A., Sutherland, K. S., Snyder, A. L. & Marsh. S. (2009). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*, 40(6), 24-31.

Council for Exceptional Children (2009). What every special educator should know: Ethics, standards, and behaviors. Alexandria, VA: CEC

Glasgow, N. A., & Hicks, C. D. (2009). *What successful teachers do: 91 research-based classroom strategies for new and veteran teachers* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Jung, L. E., Gomez, C., Baird, S. M., & Keramidas, C. L. G. (2009). Designing intervention plans: Bridging the gap between Individualized Education Plans & implementation. *Teaching Exceptional Children*, 41(4). 26-35.

Nissman, B. S. (2009). *What every teacher should know about teacher-tested classroom management strategies* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson

Price, K. M., & Nelson, K. L. (2007). *Planning effective instruction: Diversity responsive methods and management* (3<sup>rd</sup> ed.). Florence, KY: Cengage.

Recesso, A., & Orrill, C. (2008). *Integrating technology into teaching: The technology and learning continuum* (1<sup>st</sup> ed.). Florence, KY: Cengage

Renzaglia, A., Karvonen, M., Deasgrow, E., & Stoxen, C. C. (2003). Promoting a lifetime of inclusion. *Focus on Autism and other Developmental Disabilities*, 18(3), 140-149.

Stanford, P. (2003). Multiple intelligence for every classroom. *Intervention in School and Clinic*, 39(2), 80-85.

Taggart, G. L., Wilson, A. P., (1998). Promoting reflective thinking in teachers. Thousand Oaks, California: Corwin Press, Inc.

Websites

Council for Exceptional Children <http://www.cec.sped.org>

LD Online <http://www.ldonline.org>

New Jersey Department of Education. <http://www.state.nj.us>

**K.** Preparer's Name and Date: Shridevi Rao, November, 1998

**L.** Original Departmental approval date: November, 1998

**M.** Reviser's name and date: Jeanne D'Haem, December, 2010

**N.** Departmental revision approval date: January 2011

\*The attached rubric must be completed by the instructor on each student and sent electronically to the program director by the date grades are due each semester.

## Impact on Student Learning Unit Student Learning, Reflection/ Self-Evaluation

This unit requires candidates to use assessment as an essential element of lesson design, documenting where students are in learning before, during and after instruction. Candidates must demonstrate their ability to:

- use assessment information to design and adapt instruction and communicate information about student progress and achievement
- translate IEP goals into instructional planning demonstrated by lesson objectives
- use instructional strategies that promote positive learning results
- use assessment information to improve instruction
- use assessment information to monitor student progress on an on-going basis
- reflect and adjust their practice

There are several parts to the task

- Pre-assessment of student's ability to use, apply or elaborate the skill or knowledge
- Lesson plans
- Post-assessment of impact of student progress
- Reflection on teaching unit and learning. Discussion of your planning, implementation, and assessment of instruction, and plans for the improvement of instruction

What do you need to submit?

1. Pre-assessment used to assess prior knowledge of the concept of skill states in the goals for the lesson.
2. WPU Lesson Plan format
3. Analysis of Student Learning: the visual representation of the pre/post assessments. The learning objective and the form (type) of the assessment should be clearly identified. Include a column that shows the change in performance and a brief narrative explanation of the results underneath the table or graph.
4. Reflection and Self-Evaluation: reflect on your performance as a teacher and link that performance to student progress towards the learning goals. This section is a narrative composed of the following parts:
  - a) A summary of how the students performed on the unit as a whole with a focus on each of the learning goals
  - b) Select a learning goal on which the students were successful. Why were the students successful? Analyze that success in terms of your planning, instruction, materials, assessment, and student characteristics. What is the relationship between the students' success and those factors?
  - c) Select a learning goal on which the students were less successful. Why were the students less successful? Analyze that success in terms of your planning, instruction, materials, assessment, and student characteristics. What is the relationship between the students' success and those factors?
  - d) Select two students, one of whom was successful, the other who was not; analyze the students and the lesson to find an explanation for the differences in the results.

- e) What would you do differently next time you teach this unit? What is the rationale for these changes? How would your changes increase the chances for success?
- f) Based on this unit, what professional goals can you set for yourself? Where do you see a need to improving your skills in the areas of planning, instruction, materials, and/or assessment? How would you go about improving your skills? What steps would you take (e.g. participating in professional development activities, exploring new materials or technology, etc.)?

Definitions:

Unit - a unit is considered to be a series of five or more daily lessons, connected by a theme. The theme can be either a skill, such as long division, or a concept, such as the conservation of energy resources. You are not expected to develop a new unit outside of your regular teaching; instead, select one of the subjects and topics that is part of your regular teaching and instruction.

Data - two forms

- 1) Scores – correct/incorrect response. A spelling test, a multiple-choice test, and a checklist are examples of data where a performance is either correct or incorrect and a raw score or percent correct is collected. Data can be collected on paper-and-pencil tasks, observations or through oral responses.
- 2) Ratings – usually on a rubric. A rubric is used when open-ended responses are solicited, and there are more than two levels of performance. Examples are a creative writing assignment, an oral report to the class, or a diorama. The rubric is a grid with horizontal rows of areas for ratings, vertical columns of rating, and criteria in each box.

Collect data – record the numerical scores or ratings that students received on pre- and post assessments. Examples of a pre-assessment are a written pre-test, a brief oral or a written survey, or a KWL chart. A post-assessment can be identical to the pre-assessment or a more involved: a paper and pencil test, an essay, research report, creative writing assignment, a project, an oral presentation, a drawing or a creative performance like a skit or song.

Visual Representation – present the data in a table or graph with a brief explanation of the results

Reflection – an analysis of the group's progress and your role in it; identify which objectives were largely met, which were only partially met by the group, which were not met at all; explanations for the results; what parts of the lesson worked well, what could be done differently; what additional resources or professional development would help to improve your teaching for future lessons in this unit

Placement in regular or special education: Since special education teachers typically deal with relatively small numbers of students, it may appropriate to include each student in the table or graph (use first names only). For regular education teachers, the table or graph can represent the class average of progress towards the learning goal.

### Contextual Factors Rubric

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Knowledge of Community, School and Classroom Factors</b>  <b>CEC Standard 5</b>	Teacher displays a comprehensive <b>understanding of the characteristics of the classroom that may affect learning.</b>	Teacher candidate displays a satisfactory understanding of the characteristics of the community, school, and classroom that may affect learning.	Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.
<b>Knowledge of Characteristics of Students</b>  <b>CEC Standard 2</b> <b>CEC Standard 3</b>	Teacher candidate displays <b>comprehensive and in-depth understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</b>	Teacher candidate displays satisfactory understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, and abilities/disabilities).
<b>Knowledge of Students' Varied Approaches to Learning</b>  <b>CEC Standard 3</b>	Teacher candidate displays comprehensive and <i>in-depth</i> <b>understanding of: the effects that an exceptional condition can have on an individual's learning; and different ways students learn (e.g., learning styles, learning modalities) that may affect learning</b>	Teacher candidate displays satisfactory understanding of: the effects that an exceptional condition can have on an individual's learning; and the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about: the effects that an exceptional condition can have on an individual's learning; and the different ways students learn (e.g., learning styles, learning modalities).
<b>Knowledge of Students' Skills And Prior Learning</b>  <b>CEC Standard 3</b>	Teacher candidate displays <i>comprehensive</i> understanding of students' skills and prior learning that may affect learning <b>and understands how individual learning differences provide a foundation upon which to individualize instruction.</b>	Teacher candidate displays satisfactory understanding of students' skills and prior learning that may affect learning and generally understands how individual learning differences provide a foundation upon which to individualize instruction.	Teacher candidate displays little or irrelevant knowledge of students' skills and prior learning and does not understand how individual learning differences provide a foundation upon which to individualize instruction.
<b>Implications for Instructional Planning and Assessment</b>  <b>CEC Standard 7</b>	Teacher candidate provides implications for: <b>individualized decision-making</b> , instruction and assessment based on student individual differences and classroom characteristics that are <i>original and in-depth in scope</i> ; and <b>long-range individualized instructional plans as well as shorter-range goals and objectives.</b>	Teacher candidate provides satisfactory implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics; and long-range individualized instructional plans as well as shorter-range goals and objectives.	Teacher candidate does not provide implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications; no mention of long-range individualized instructional plans as well as shorter-range goals and objectives.

### Analysis of Student Learning Rubric

Rating Indicator	Target	Acceptable	Unacceptable
<b>Clarity and Accuracy of Presentation</b>	Presentation is easy to understand and contains no errors of representation	Presentation is understandable and contains few errors.	Presentation is not clear and accurate; it does not accurately reflect the data
<b>Alignment with Learning Goals</b>  <b>Standard 8</b>	<b>Analysis utilizes data to fully explain progress and achievement toward learning goals</b> demonstrated by the whole class, subgroups of students, and individual students, is fully aligned with learning goals and provides a comprehensive profile of student learning.	Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis of student learning is not aligned with learning goals
<b>Presentation of Data for Whole Class</b>  <b>CEC Standard 4</b> <b>CEC Standard 8</b>	Includes a table that shows <b>pre- and post- assessment data</b> on every student on every learning goal; a <b>graphic summary that shows the extent to which students made progress from pre- to post toward each SLO</b> ; complete summary of what graph tells about student learning including <b>positive learning results</b>	Includes a table that shows pre- and post- assessment data on every student on every learning goal; a graphic summary that shows the extent to which students made progress from pre- to post toward each SLO; summary attempts to explain what graph tells about student learning	Table that shows pre- and post-assessment data is either incomplete, inaccurate or missing; graphic summary that shows the extent to which students made progress from pre- to post- toward each SLO is either incomplete, inaccurate or missing; summary is mundane, inaccurate, or missing
<b>Presentation of Data for Subgroups</b>  <b>CEC Standard 8</b>	Clear identification of subgroup and one learning goal; meaningful rationale for these selections; <b>graphic representation that compares assessment results for subgroups on learning goal; meaningful summary of data related to student learning</b>	Clear identification of subgroup and one learning goal; rationale for selections included; graphic representation that compares assessment results for subgroups on learning goal; summary of data related to student learning attempted	Subgroups not identified; if subgroups were identified rationale for selection missing; graphic representation that compares assessment results for subgroups on learning goal is either inaccurate, incomplete or missing; summary is mundane, inaccurate or missing
<b>Presentation for Individuals</b>  <b>CEC Standard 3</b> <b>CEC Standard 8</b>	Two students demonstrating different levels of performance identified; meaningful explanation of <b>why important to understand the learning of these students; use assessment data and student work to draw conclusions</b> ; conclusion clearly explains extent to which students attained learning goals	Two students demonstrating different levels of performance identified; somewhat meaningful explanation of why important to understand the learning of these students; use assessment data and student work to draw conclusions; conclusion attempt to explain extent to which students attained learning goals	Two students demonstrating different levels of performance not identified or only one student is identified; explanation of why important to understand the learning of these students is missing, inaccurate or mundane; link between assessment data and student work to draw conclusions not clear or missing; conclusion inaccurate, missing or mundane
<b>Interpretation of Data</b>  <b>CEC Standard 8</b>	<b>Interpretation is meaningful, and appropriate conclusions are drawn from assessment the data.</b>	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is inaccurate, and conclusions are missing or unsupported by data.
<b>Evidence of Impact on Student Learning</b>	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.

## Reflection and Self Evaluation Rubric

Rating Indicator	Target	Acceptable	Unacceptable
<b>Interpretation of Student Learning</b>  <b>CEC Standard 3</b>	Uses evidence to support conclusion drawn in “Analysis of Student Learning” section. <b>Explores multiple hypotheses for why some students did not meet learning goals.</b>	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.
<b>Insights on Effective Instruction and Assessment</b>  <b>CEC Standard 4</b>	<b>Identifies successful and unsuccessful instructional strategies</b> , activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. <b>Clearly explain how the lesson/unit emphasized the development, maintenance, and generalization of knowledge and skills</b>	Identifies successful and unsuccessful activities or assessment and superficially explores reasons for their success or lack thereof (no use of theory or research). Explanation of how the lesson/unit emphasized the development, maintenance, and generalization of knowledge and skills attempted.	Provides no rationale for why some activities or assessments were more successful than others
<b>Alignment Among Goals, Instruction and Assessment</b>  <b>CEC Standard 4</b>	<b>Logically, connects learning goals, instruction and assessment results in the discussion of student learning and effective instruction with regard to the whole class and with regard to individualizing instruction.</b>	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.
<b>Implication for Future Teaching</b>  <b>CEC Standard 4</b>	Provides ideas for redesigning learning goals, instruction, and assessment and explains <b>why these modifications would improve student learning and promote positive learning results in the curriculum.</b>	Provides ideas for redesigning learning goals, instruction and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment
<b>Implications for Professional Development</b>  <b>CEC Standard 9</b>	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps and <b>professional activities</b> to meet these goals to become a <b>lifelong learner.</b>	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and /or provides a vague plan for meeting the goals.	Provides no professional learning goals or goals that are not related to the insights and experience described in this section.