

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT EXCEPTIONAL STUDENT EDUCATION	COLLEGE EDUCATION
COURSE PREFIX AND NUMBER EEX 6247	CURRENT COURSE TITLE Designing Programs for Students in Special Education
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING, 2018	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: PROGRAM DESIGN IN SPECIAL EDUCATION CHANGE PREFIX FROM: TO: CHANGE COURSE No. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: A foundational course to help the learner comprehend how assessment, data analysis, and instruction are linked in instructional design. This course is paired with a one credit graduate teaching practicum.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: PRE-REQUISITES: EEX 6602, 5612, and 6225; CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Faculty contact, email and complete phone number: Michael Brady, Ph.D. mbrady@fau.edu 561-297-3281	Attach syllabus for ANY changes to current course information.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here: EEX 5841	Please consult and list departments that might be affected by the change(s) and attach comments. ³ All departments in the College of Education were consulted and comments are attached.

Approved by: Department Chair: <u>Michael Brady</u> College Curriculum Chair: <u>Pa R Pm</u> College Dean: <u>Valerie J. Prost</u> UGPC Chair: <u>Pa R Pm</u> Graduate College Dean: <u>Robert L. Reed</u> UFS President: _____ Provost: _____	Date: <u>11/16/17</u> <u>11/22/17</u> <u>11/27/17</u> <u>12-14-17</u>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if applicable)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.



Dr. Brady,

There are no direct conflicts for the Department of Teaching and Learning.

Good luck!

Barbara

Barbara R. Ridener, Ph.D.
Chair and Associate Professor
Department of Teaching and Learning
Florida Atlantic University

No conflict from CCEI.
Thanks,
Dilys



Dilys Schoorman, Ph.D.
Professor and Chair
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<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref+ts&fref+ts>

From Michael Whitehurst: Exercise Science & Health Promotion

Mike,
No conflict with ESHP.
Mike

Dear Dr. Brady,

GRADUATE COLLEGE

NOV 28 2017



Received

Thank you for giving me an opportunity to review your new course and course change. The courses do not duplicate anything taught in the Communication Sciences and Disorders graduate program.

Good luck and success going forward.

With kind regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor & Chair
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wener@fau.edu

From Paul Peluso: Counselor Education:

No conflicts with Counselor Ed.

Paul

Sent from my iPhone

Chairs – The ESE Department has designed our graduate instructional methods course in ESE for students in our master’s degree program. I’m attaching some information for your review The revision includes:

1. Revision of our practicum (course title) EEX 5841
2. Revision of our methods courses (course title and tasks) EEX 6247
3. New course (2d methods course) EEX 6767: Instructional Design in Special Education
4. New course (2d practicum) EEX 6849 Graduate Teaching Practicum

I’m attaching the syllabi for the two new courses, and the Change Forms for the existing courses. If you agree that the changes and the new courses do not conflict with the courses or programs in your departments, will you please send me a note to that affect at your earliest opportunity?

Thank you!
MB

Michael P. Brady, PhD

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Florida Atlantic University
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Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu



Florida Atlantic University
College of Education
Department of Exceptional Student Education

Instructor:
Office: Phone:
E-mail:
Office Hours:
Class Day/Time:

COURSE NUMBER: EEX 6247

COURSE TITLE: Program Design in Special Education

CATALOG DESCRIPTION:

A foundational course to help the learner comprehend how assessment, data analysis, and instruction are linked in instructional design. This course is paired with a one credit graduate teaching practicum.

PREREQUISITE or COREQUISITE:

Prerequisites: EEX 6602, 5612 and 6225;
Co-requisite: EEX 5841

INSTRUCTOR'S DESCRIPTION OF THE COURSE:

This course is designed for students to gain an understanding and competence in creating Exceptional Student Education programs. Course topics include service delivery models and learning environments, assessment and data used to guide instruction, lesson planning, and writing Individualized Education Plans (IEPs). Students who take this course will also be applying skills within a graduate teaching practicum in ESE, which requires a minimum of 30 hours in a field placement.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

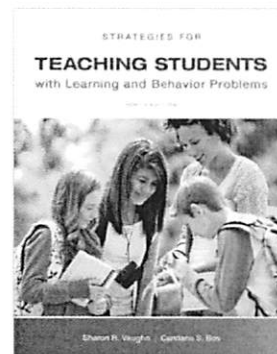
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating effective, ethical practices during practicum assignments, providing evidence of data based decision making in lesson plans, and reflecting on overall program outcomes for ESE students.

GRADUATE COLLEGE

NOV 28 2017

MATERIALS:**REQUIRED TEXTS:**

Vaughn, S., & Bos, C.S. (2015). *Strategies for teaching students with learning and behavior problems* (9th Ed.). New York, NY: Pearson
ISBN-10: 0133570738

**READINGS BEYOND THE TEXTBOOK:**

Select Readings from:

- | | |
|---|--|
| <p>Beech, M. (2010). <i>Accommodations: Assisting Students with Disabilities</i>. Tallahassee: Florida Department of Education.</p> | <p><i>Free from:</i>
http://www.fldoe.org/ese/pdf/accomm-educator.pdf</p> |
| <p>Beech, M. (2015). <i>Developing Quality Individual Educational Plans: A Guide for Instructional Personnel and Families</i>. 4th ed. Tallahassee: BISCS, FDOE.</p> | <p><i>Free from:</i>
http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf</p> |
| <p>Houston, D., & Beech, M. (2002). <i>Designing lessons for the diverse classroom: A handbook for teachers</i>. Tallahassee, FL: Florida Department of Education.</p> | <p><i>Free from:</i>
http://www.fldoe.org/ese/pdf/assess_diverse.pdf</p> |
| <p>Rosenberg, M., O'Shea, L., & O'Shea, D.J. (2006). <i>Student Teacher to Master Teacher</i>. 4th ed. New Jersey: Prentice Hall.</p> | <p><i>Select chapters available via Blackboard</i></p> |

Other Readings as indicated by Blackboard schedule. Links will be provided.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Computer: CANVAS This course will make use of Canvas. All handouts, class PowerPoint notes, forms, and resources may be available on the website. Go to the

website:

<https://sso.fau.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=87D8F9B2A55F3D44F7A24C7FA1558C03?execution=e1s1>

We may have some classes via WebX. You will need a microphone/headphones to attend these virtual sessions.

All assignments must be submitted via Blackboard on date as indicated in the syllabus.

MEDIA:

Windows Office Suite (Word, PowerPoint, Excel, Publisher, Outlook, Media Player©) or Office MAC products

Access to World Wide Web

Blackboard Collaborate © accessed through Blackboard©

USED IN DEVELOPING COURSE OBJECTIVES:

- State of Florida Certification Standards for Exceptional Student Education
 - CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
 - State of Florida Accomplished Practices (EAP)
 - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES:

The successful student will be able to demonstrate the following skills:

1. Identify and implement essential curriculum standards in basic academic, social/emotional and functional living areas that meet student needs, including those from culturally and linguistically diverse backgrounds. (CEC cc5K1, 5K5, gc5S1, 7S7, 7S8) (EAP a.1.f) (ESOL D4:S4.1.c)
2. Identify current models used to manage behavior. (CEC cc5K2, 5K3)
3. Evaluate and use of behavioral interventions with individuals and groups. (CEC 5K6, 5S10, 5S11) (ESE 4.5) (EAP a.2.b)
4. Develop behavior management plans for existing models and classroom data (CEC 5S10, 5S11, 7S1) (ESE 4.3)
5. Develop effective and culturally appropriate individualized programs to address the academic, behavioral, or social needs of students with mild/moderate learning disabilities, behavior disorders, or intellectual disabilities, including students with limited English proficiency. (CEC cc7S5, 7S6, 7S8) (ESE 6.1) (ESOL D3:S3.2.a)
6. Apply a variety of grouping strategies (e.g., cooperating learning, peer-tutoring, etc.) (CEC gc5K3) (EAP a.1.f)

7. Demonstrate knowledge of current data-based research that influences exceptional student education practices. (CEC cc1K1, 7K1) (ESOL D3:S3.3.a)
8. Accommodate and modify culturally appropriate class materials for included students with disabilities and limited English proficiency. (CEC cc4S3, 4S6, gc4S7, cc7S1) (ESOL D3:S3.3.b)
9. Identify components of IEP and the responsibilities of IEP and child study teams. (ESE 1.3, 1.6)

COURSE CONTENT (Not in any order)

Using assessment and data to guide instruction

Issues in school reform

Response to Intervention (RTI) and Multi-tiered systems of support (MTSS)

Planning

Learning Environments including service delivery models

Instructional Models in ESE

IEP writing and Goal Setting

Lesson Planning and Planning Models

Effective Teaching Research

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT(S): Case Study. Students will identify one student within their practicum site. Observations will be conducted across multiple settings. Assessment and background data will be gathered and analyzed to create a clear statement of student's present level of functioning.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Master's Degree Program. **For this course, the Educator Accomplished Practices (EAP a.1.c, a.1.b) will be measured by the Thematic Unit with Lessons, which is the Critical Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Critical Assignments, Live Text, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

Assessment criteria:

A student must earn a **minimum grade of 83% (B)** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. PRESENTATION OF CASE STUDY/IEP ASSIGNMENT: Students will present their findings from their Case Study to the class. Presentations will be no longer than 10 minutes. Be sure to make sure you keep student identifying information confidential.

3. DEVELOPMENT OF CLASS IEP CHART: Working with your CT in your practicum site, you will review all student IEPs. Next, you will make notes regarding Present Levels of Academic Achievement and Functional Performance (PLAAFP) in all areas on the IEP. Note assessment data, annual goals, short term goals/benchmarks, and Access Points. Once all IEPs have been reviewed, construct a class IEP chart. This will assist in planning for instruction.

4. IEP PROJECT: Based on your case study, you will then develop a new IEP for your focus student for the upcoming year. Ensure to revise the PLAAFP, annual goals and short term objectives, based on data that was collected. Based on the annual goals from the IEP, you will develop a progress monitoring tool for each annual goal and benchmark.

4. MODULE ASSIGNMENTS: Students will be responsible for reading the assigned text chapters, chapter notes and supplemental materials. Students will need to read the assigned materials, complete the chapter activities, and participate in “mastery assignment checks” to ensure mastery of the skills. Students will need to complete the Module Assignment as indicated on the schedule below and submit via Blackboard.

5. QUIZZES: Quizzes will be given on select readings throughout the semester. See course syllabus for dates. Quizzes will be given in class and makeups will not be given.

6. FINAL EXAM: Will be given via Blackboard and will be based on classwork. A study guide will be given before the exam.

ASSESSMENT PROCEDURES:

Assignment	Points
Critical Assignment: Case Study	60
Presentation: Case Study	10
IEP Project	20
IEP Chart	25
Module Assignments—5 at 5 pts each.	25
Quizzes: 10 at 5 points each. Based on readings and course modules	50
Final Exam	10
TOTAL	200

GRADING (ESE GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) graduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of B (not B-) is required in order to continue in the ESE Master's program.
4. All **written assignments** must follow the directions on the assignment for presentation.

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

PROFESSIONAL ETHICS/POLICIES AND EXPECTATIONS:

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of

this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. The phone number for the Boca campus SAS Office is: 561-297-3880. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

CODE OF INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [https://www.fau.edu/ctl/4.001 Code of Academic Integrity.pdf](https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)

TENTATIVE COURSE SCHEDULE

SESSION	DATE	TOPICS	Readings Due for the week	Assignment Due
1		Overview of class assignments Practicum Review Legal Aspects Context of Teaching in ESE		
2		Issues in School Reform Testing		
3		Issues in School Reform Diversity		
4		Identifying Students with Disabilities RTI/MTSS	Vaughn Ch 3	
5		Observation of Learning Ecological Assessments	Vaughn Ch 1	
6		Learning Environments Service Delivery Models	Vaughn Ch 2	
7		IEP Writing	Beech (2015), Ch 1-3	
8		IEP Writing	Beech (2015), Ch 4-5	
9		Goal Setting	Beech (2015), Ch 6	
10		Goal Setting/Matching to Learner Needs		
11		Instructional Planning Routines OPTIONS CER; Pyramid	Deshler & Schumaker, Ch 2	
12		Instructional Models: Overview Task Analysis		
13		Direct Instruction		
14		Effective Teaching Behaviors Research		
15		Case Study Presentations Culminating Activity		

Final Exam Date:

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

Beech, M. (2010). *Accommodations: Assisting Students with Disabilities*. Tallahassee: Florida Department of Education.

Brooke, V.A., Revell, G., & Wehman, P. (2009). Quality indicators for competitive employment outcomes what special education teachers need to know in transition planning. *Teaching Exceptional Children*, 41(4), 58-66.

Deshler, D., & Schumaker, J. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. 4th ed. California: Corwin.

Houston, D., & Beech, M. (2002). *Designing lessons for the diverse classroom: A handbook for teachers*. Tallahassee, FL: Florida Department of Education.

Rosenberg, M., O'Shea, L., & O'Shea, D.J. (2006). *Student Teacher to Master Teacher*. 4th ed. New Jersey: Prentice Hall.

Vaughn, B. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems*. New York: Pearson.

Online Resources		
Name	Website	Description
CAST	http://www.cast.org/	Provides resources for UDL
CPalms	http://www.cpalms.org/Public/	Lesson planning and standards resources
Florida Department of Exceptional Education	http://www.fldoe.org/ese/	The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety

		of services available to students with special needs.
Florida Inclusion Network	http://www.floridainclusionnetwork.com/	The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.
IRIS Modules	http://iris.peabody.vanderbilt.edu/	Provides resources and training on various Special Education Topics
Project 10	http://www.project10.info/	Project 10: Transition Education Network is Florida's statewide discretionary project supporting the secondary transition of youth with disabilities.
Teaching Channel	www.teachingchannel.org	Videos and support on various teaching topics
UDL	http://www.udlcenter.org/	Universal Design for Learning Website

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

What every special educator must know: Ethics, standards and guidelines for special educators (6th ed.) 2009. Reston, VA: CEC Publications.

1. Foundations

cc1K1 Models, theories, and philosophies that form the basis for special education practices

4. Instructional Strategies

cc4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs

cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs

cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments

cc4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs.

gc4K3 Advantages and limitations of instructional strategies and practice for teaching individuals with exceptional learning needs

gc4K6 Methods for increasing accuracy & proficiency in math calculations and applications.

gc4S2 Use strategies from multiple theoretical approaches for individuals with exceptional learning needs

gc4S3 Teach learning strategies and study skills to acquire academic content

gc4S4 Use reading methods appropriate to individuals with exceptional learning needs

gc4S5 Use methods to teach mathematics appropriate to the individual with exceptional learning needs

gc4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs

gc4S13 Identify and teach essential concepts, vocabulary and content across the general curriculum

gc4S14 Implement systematic instruction in teaching reading comprehension and monitoring strategies

gc4S15 Teach strategies for organizing and composing written products.

5. Learning Environments and Social Interactions

- cc5K1 Demands of learning environments
- cc5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
- cc5K3 Effective management of teaching and learning
- cc5K5 Social skills needed for educational and other environments
- cc5K6 Strategies for crisis prevention and intervention
- gc5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- cc5S3 Identify supports needed for integration into various program placements
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- gc5S1 Provide instruction in community-based settings

7. Instructional Planning

- cc7K1 Theories and research that form the basis of curriculum development and instructional practice
- cc7K2 Scope and sequence of general and special curricula
- cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
- cc7S5 Use task analysis
- cc7S6 Sequence, implement, and evaluate individualized learning objectives
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION

- 1.3 Identify required components of IEPs, IFSPs, & ITPs
Recognize roles & responsibilities of IEP & child study team members.
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of leaning strategies & specialized materials to create an appropriate instructional environment for students with disabilities.
- 3.3 Identify instructional strategies for acquisition, generalization, & maintenance of skills across real-life situations at school, at home and in the community.
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings.

- 3.5 Identify methods of accommodating & modifying assessment, instruction, & materials to meet individual student needs.
Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.
- 4.5 Recognize the various concepts & models of positive behavior management.
- 6.1 Select appropriate instructional procedures for teaching adaptive life skills based on observations, ecological assessments, family interviews, & other student information
- 6.2 Identify methods for evaluating & documenting student progress in acquiring, generalizing, & maintaining skills related to interpersonal interactions & participation in activities across settings

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

- a.1.b Quality of Instruction: Instructional Design and Lesson Planning: Sequences lessons and concepts to ensure coherence and required prior knowledge
- a.1.c Quality of Instruction: Instructional Design and Lesson Planning: Designs instruction for students to achieve mastery
- a.1.f Quality of Instruction: Instructional Design and Lesson Planning: Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- a.1.d Quality of Instruction: Selects appropriate formative assessments to monitor learning
- a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system
- a.2.c. Quality of Instruction: Learning Environment: Conveys high expectations to all students
- a.2.d. Quality of Instruction: Learning Environment: Respects students' cultural, linguistic, and family background
- a.3.b. Quality of Instruction: Instructional Delivery and Facilitation: Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
- a.3.c Instructional Delivery and Facilitation: Identify gaps in students' subject matter knowledge.

a.3.g. Quality of Instruction: Instructional Delivery and Facilitation: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1:S1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

D3:S3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content- area material.

D3:S3.3.a. Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.

D3:S3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.

D4:S4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.