Queens College
City University of New York

Division of Education

Post-Masters, Advanced Certificate Program in Special Education:
Adolescent Content Specialist Special Education (grades 7 to 12)

The Post-Masters Advanced Certificate Program in Adolescent Special Education was designed for candidates with:

a) Masters degrees in a secondary content area from graduate education programs approved by the New York State Education Department.

b) New York State Initial[1] and/or Professional (Permanent[2]) Teacher Certification in a secondary education content area (e.g., English, history, mathematics).

The Post-Masters Advanced Certificate Program in Adolescent Special Education is aligned with (a) the New York State Education Department's required core competencies in special education, (Teacher of Special Education: Adolescent Content Specialist 7-12) and (b) the core values of the Education Unit of Queens College of "promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities."

The five courses (18 credits) that make-up this Post-Masters Advanced Certificate Program in Adolescent Special Education are a subset of the existing graduate program in Adolescent Special Education within the Department of Educational and Community Programs leading to

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[1] Some candidates who are eligible for Professional certification (based on the completion of a master's degree in education), but who have not yet taught for three years, may be accepted with Initial certification.

[2] Applicants with permanent certification will undergo a transcript review to confirm that they meet all the requirement stated in 52.21(b)(2)(ii), in terms of (a) general education core, (b) content core, and (c) pedagogical knowledge, understanding and skills.

(a) General education core in the liberal arts and sciences: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression have been addressed in their prior provisional/permanent program of study.

(b) Content core – a requirement that the candidate complete study in the subject(s) to be taught . . . in accordance with the State Learning Standards for students as prescribed in Part 100, and

(c) (1) Pedagogical knowledge, understanding, and skills (i) through (xi). Special attention will be given to (iv) language acquisition and literacy development by native English speakers and students who are English language learners (vi) uses of technology, including instructional and assistive technology and (vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice . . . . Any deficiencies will be addressed prior to the awarding of the Advanced Certificate and recommendation for certification in special education at the appropriate grade level.

the award of the Masters of Science in Education (MSED) degree that is currently offered at Queens College (SED Program Code: 0808.00, HEGIS), and which is approved by the New York State Education Department (NYSED), the National Council for the Accreditation of Teacher Education (NCATE), and the Council for Exceptional Children (CEC).

Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the Queens College Office of Teacher Certification and the New York State Education Department for Initial/Professional Certification in Teaching Students with Disabilities at the Adolescent level.

TEACHING STUDENTS WITH DISABILITIES IN EARLY CHILDHOOD, OR CHILDHOOD, OR MIDDLE CHILDHOOD, OR ADOLESCENCE EDUCATION: In the Program Chart below, list all pedagogical courses in the proposed program, including those required by the General Pedagogical Core in 52.21(b)(2)(ii)(c) and the additional pedagogical study required for this program in 52.21(b)(3)(vi) below. Identify the courses by course number, title, number of credits, required (R) or elective (E), and instructor(s). If the Faculty Charts do not make clear each instructor's qualifications to teach a particular course, provide that information below this Program Chart.

ALL APPLICANTS MUST HAVE ALREADY DEMONSTRATED MASTERY OF THE GENERAL PEDAGOGICAL CORE AND BE CERTIFIED IN A SECONDARY EDUCATION CONTENT AREA

All candidates within the Post-Masters Advanced Certificate Program in Adolescent Special Education will have demonstrated mastery of the general pedagogical core requirements for New York State in an appropriate secondary education content area (e.g., English, history, mathematics) prior to entry into the program.

This post-masters program was designed specifically for candidates who already have (a) a master's degrees in secondary education from graduate education programs approved by the New York State Education Department, and (b) New York State Initial and/or Professional (Permanent) Teacher Certification in a secondary level content area. [*Please see footnotes 1 and 2 on the first page of this document in relation to potential applicants with Initial Certification (*footnote 1*) and Permanent Certification (*footnote 2*).*]

ADDITIONAL PEDAGOGY—Students with Disabilities (adolescent level)

Number	Title	Credits	R/E	Instructor(s)
ECPSE 700	Foundations of Special Education[3]	3	R	Abrams, Ferrara, Sokol
ECPSE 740	Curriculum and Instruction for Adolescent Special Education[4]	3	R	Michaels, Abrams
ECPSE 701	Introduction to Assessment in Special Education[5]	3	R	Wang, Abrams, Menikoff
ECPSE 722	Applied Behavior Analysis &	3	R	Brown, Oliva, Woolf,

[3] A complete syllabus for ECPSE 700, Foundations of Special Education can be found in Appendix A.

[4] A complete syllabus for ECPSE 740, Curriculum and Instruction for Adolescent Special Education can be found in Appendix B.

[5] A complete syllabus for ECPSE 701, Introduction to Assessment in Special Education can be found in Appendix C.

	Positive Behavioral Supports[6]			Horowitz
ECPSE 725	Internship in Severe Disabilities[7]	6	R	Brown, Oliva, Michaels, Woolf

Full Time and Selected Adjunct Faculty Members who Teach the Additional Pedagogy Courses in Special Education

Name	Rank	Status	Degrees, with Areas of Specialization
Fredda Brown	Professor	FT	B.S. Social Sciences, SUNY Stony Brook; M.S. Special Education/Emotional Disabilities, Adelphi University; Ph.D. Special Education/Severe Disabilities, University of Kansas
Craig Michaels	Professor	FT	B.F.A. Painting and Photography, San Francisco Art Institute; M.A. Special Education/Educational Psychology, New York University; Ph.D. Special Education/ Educational Psychology, New York University
Christopher Oliva	Assistant Professor	FT	B.A. Anthropology, Adelphi; M.S. Special Education/Mental Retardation, Adelphi; Ph.D. Education, University of Kansas
Peish Wang	Assistant Professor	FT	B.A. English, Liaoning College of Education; M.A. Deaf Education, Gallaudet University; Ph.D. Special Education, Columbia University, Teachers College
Sara B. Woolf	Lecturer	FT	B.A. Psychology, Brown University; M.A. Deafness Rehabilitation, New York University
Brian Abrams	Associate Professor	PT	B.A. Sociology, St. John's University; M.S. Special Ed, Adelphi University; Ph.D. Educational Psychology, Fordham University
Denise Ferrara	Lecturer	PT	B.A., Communication Arts and Sciences, Speech Pathology, Queens College; MS, Education, Hofstra University
Randy Horowitz	Lecturer	PT	B.A. Education, Brooklyn College; M.S. Ed., Queens College; School Administration and Supervision Certificate Program, College of New Rochelle
Laura Menikoff	Assistant Professor	PT	B.A. Psychology, Hamilton College; M.S. Early Childhood Education, Bank Street; M.S. School Psychology, Queens; Ph.D. Educational Psychology, CUNY Graduate Center
Aruna Sokol	Lecturer	PT	B.A., English, SUNY at Geneseo; M.A. Special Education, San Francisco State University

At the end of the application, attach a description of each pedagogical course for this program, as the course description will appear in the catalog. Please note that the description of any course identified as meeting a general or specific Pedagogical Core requirement, in whole or in part, should reflect that requirement.

52.21(b)(3)(vi). Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood, or adolescence.

(a) **Content Core.** In addition to meeting the general requirements for the content core prescribed in paragraph (2)(ii)(b) of this subdivision, the content core shall include the preparation for meeting the content core requirements for the general teaching certificate at the same student developmental level: early childhood, childhood, middle childhood, or adolescence, as prescribed in this subdivision.

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[6] A complete syllabus for ECPSE 722, Applied Behavior Analysis and Positive Behavior Supports can be found in Appendix D.

[7] A complete syllabus for ECPSE 725, Internship in Severe Disabilities can be found in Appendix E.

All candidates within the Post-Masters Advanced Certificate Program in Adolescent Special Education will have demonstrated mastery of the general pedagogical core requirements for New York State in secondary education (within an appropriate content area) 52.21(b)(2)(ii)(c) prior to entry into the program.

More specifically, to be considered eligible for this advanced certificate program candidates (applicants) must:

A. **Have completed a master's degree in education within a NYSED approved teacher education program.**

B. **Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.**

C. **Have New York State Teacher Certification at the Initial or Professional (Permanent) level in a secondary education content area.** *Again, please see footnotes 1 and 2 on the first page of this document in relation to potential applicants with Initial Certification (footnote 1) and Permanent Certification (footnote 2).*

D. **All candidates must have already demonstrated mastery of the general education core, content core, and pedagogical core prior to program admission** *(see footnote 2 on page 1).*

Once admitted to the Post-Masters Advanced Certificate Program in Adolescent Special Education, candidates will be required to:

A. **Get a grade of 3.0 or better in each class.**

B. **Demonstrate professional dispositions and behaviors.**

C. **Perform successfully on all program-level and unit-level assessments.**

State the requirements for the Content Core. (See definitions of major and concentration in 52.21(b)(1).) Identify the catalog pages where descriptions of existing liberal arts and sciences majors and concentrations are found that candidates may select for meeting the Content Core requirements of this program. If new liberal arts and sciences majors or concentrations are proposed for this purpose, list the requirements, including course numbers, titles, credits, and instructors; provide course descriptions; complete Faculty Charts for each; and see the Supplement for other required information.

Describe how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards for the subject area(s) appropriate to the certificate sought and the student developmental level of the certificate.

Existing Graduate Degree Granting Programs in Special Education

This Post-Masters Advanced Certificate Program in Adolescent Special Education extends the offering of the Graduate Programs in Special Education (GPSE). The GPSE are part of the Department of Educational and Community Programs (ECP), which offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education.

Currently, the GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities at the Early Childhood, Childhood, and Adolescent levels; and two alternate Transitional B dual certification programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities at the Childhood and Adolescent Generalist levels. All existing GPSE degree programs are approved by NYSED, NCATE, and CEC.

Relationship of the Post-Masters Advanced Certificate Program in Adolescent Special Education to New York State Guidelines

New York State requires that candidates with existing certification as secondary level content area teachers who are interested in obtaining a second certification in special education complete coursework that addresses the requirements specific to Students with Disabilities.(i.e., *"Additional Pedagogy—Students with Disabilities"*).

Table 1 illustrates how all the additional pedagogy requirements for New York State are met by four of the five courses that form this advanced certificate program. These courses are existing courses that are approved by NYSED, Queens College, and the City University of New York from the existing Adolescent Special Education MSED program (SED Program Code: 0808.00, HEGIS).

Table 1

NYSED Additional Pedagogy Core Areas for Special Education and the Existing Queens College Courses that Meet Them

Three credits must be in the Foundations of Special Education—Students with Disabilities	
NY SED description of Pedagogy Area	**Existing GPSE Course to Meet Pedagogical Area**
"Acceptable studies include courses in the foundations of education for students with disabilities; introduction to special education; and history, philosophy, or sociology of special education."	• ECPSE 700—Foundations of Special Education
Three credits must be in Assessment, Diagnosis, and Evaluation of Students with Disabilities	
NY SED description of Pedagogy Area	**Existing GPSE Course to Meet Pedagogical Area**
"Acceptable courses are those designed to provide understanding of assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities."	• ECPSE 701—Introduction to Assessment in Special Education
Six credits must be in Curriculum and Instruction (3 credits); and Managing Environments for Students with Disabilities (3 credits)	
NY SED description of Pedagogy Area	**Existing GPSE Courses to Meet Pedagogical Area**
"Acceptable studies include courses in the principles of curriculum development for students with disabilities, developmentally appropriate learning experiences for young exceptional learners,	• ECPSE 740—Curriculum and Instruction for Adolescent Special Education

computers and educational technology in general, and special education."	• ECPSE 722—Applied Behavior Analysis and Positive Behavior Supports

In addition to the four courses described in Table 1, candidates participate in a 6-credit Internship in Severe Disabilities (ECPSE 725) which meets the requirements of 52.21(b)(2)(ii)(c)(2)(i) for individuals who already have one teaching certification and are seeking a second certification of college-supervised student-teaching experiences of at least 20 school days. ECPSE 725 also provides candidates with competencies (knowledge, skills, and dispositions) that are aligned with NY SED new requirements related to autism[8].

Note:

Complete syllabi for all courses appear in the Appendices of this document
- Appendix A: ECPSE 700, Foundations of Special Education;
- Appendix B: ECPSE 740, Curriculum and Instruction for Adolescent Special Education;
- Appendix C: ECPSE 701, Introduction to Assessment in Special Education; and
- Appendix D: ECPSE 722, Applied Behavior Analysis and Positive Behavior Supports.
- Appendix E: ECPSE 725, Internship in Severe Disabilities.

(b) **Pedagogical Core.** In addition to meeting the general requirements for the pedagogical core prescribed in paragraph (2)(ii)(c) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

(1) study in the following:

(i) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	**Foundations of Special Education**	• **Primary Focus**
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	• Significant Focus
ECPSE 701	Introduction to Assessment in Special Education	• Embedded Focus
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Embedded Focus
ECPSE 725	Internship in Severe Disabilities	• Embedded Focus

(ii) characteristics of learners with disabilities;

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[8] Chapter 143 of the Laws of 2006 requires that all persons applying for a teaching certificate or a license as a special education teacher, in addition to all the other certification or licensing requirements, complete course work or training in the area of children with autism. The legislation further requires that the course work or training be obtained from an institution or provider which has been approved by the Department to provide such course work or training in the needs of children with autism (http://www.highered.nysed.gov/tcert/news/recentchg.htm#3).

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Significant Focus
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	• Significant Focus
ECPSE 701	**Introduction to Assessment in Special Education**	• **Primary Focus**
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Embedded Focus
ECPSE 725	Internship in Severe Disabilities	• Embedded Focus

(iii) managing behavior of students with disabilities and promoting development of positive social interaction skills;

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Embedded Focus
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	• Significant Focus
ECPSE 701	Introduction to Assessment in Special Education	• Significant Focus
ECPSE 722	**Applied Behavior Analysis & Positive Behavioral Supports**	• **Primary Focus**
ECPSE 725	Internship in Severe Disabilities	• Significant Focus

(iv) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Embedded Focus
ECPSE 740	**Curriculum and Instruction for Adolescent Special Education**	• **Primary Focus**
ECPSE 701	Introduction to Assessment in Special Education	• Embedded Focus
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Significant Focus
ECPSE 725	Internship in Severe Disabilities	• Significant Focus

(v) assessment, diagnosis, and evaluation of students with disabilities;

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Embedded Focus
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	• Significant Focus
ECPSE 701	**Introduction to Assessment in Special Education**	• **Primary Focus**
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Significant Focus
ECPSE 725	Internship in Severe Disabilities	• Significant Focus

(vi) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Embedded Focus
ECPSE 740	**Curriculum and Instruction for Adolescent Special Education**	• **Primary Focus**
ECPSE 701	Introduction to Assessment in Special Education	• Embedded Focus
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Significant Focus
ECPSE 725	Internship in Severe Disabilities	• Significant Focus

(vii) use of assistive and instructional technology in the teaching of and learning by students with disabilities; and

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Significant Focus
ECPSE 740	**Curriculum and Instruction for Adolescent Special Education**	• **Significant Focus**
ECPSE 701	Introduction to Assessment in Special Education	• Embedded Focus
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Embedded Focus
ECPSE 725	Internship in Severe Disabilities	• Significant Focus

(viii) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings; and

Course Number	Course Title	Degree of Focus on Pedagogical Core
ECPSE 700	Foundations of Special Education	• Significant Focus
ECPSE 740	**Curriculum and Instruction for Adolescent Special Education**	• **Primary Focus**
ECPSE 701	Introduction to Assessment in Special Education	• Significant Focus
ECPSE 722	**Applied Behavior Analysis & Positive Behavioral Supports**	• **Primary Focus**
ECPSE 725	Internship in Severe Disabilities	• Embedded Focus

(2) **field experiences and student teaching** with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and student teaching, and student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of paragraph (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including

experiences across the age/grade range of the student developmental level of the certificate.

52.21(b)(2)(ii)(c)(2)(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each.

52.21(b)(2)(ii)(c)(2)(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high-need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

and (D) for programs preparing candidates for more than one certificate, ensure that candidates have field experiences and/or student-teaching or practica experiences related to each certificate, as prescribed in paragraph (3) of this subdivision.

Describe how the requirements in (A), (B), (C), and (D), cited above, are met for the field experiences and student teaching :

All program participants are already NYSED Certified Teachers with Graduate Degrees in Education

All candidates who are accepted for the Post-Masters Advanced Certificate Program in Adolescent Special Education have already completed the field work and student teaching that is required in New York State to get New York State Teacher Certification at the Professional (Permanent) level in a secondary education content area. Additionally, all candidates have already completed a master's degree in education within a NYSED approved teacher education program prior to program admission. Thus candidates will have already demonstrated that they meet the general requirements for the pedagogical core for the general teaching certificate.

NYSED guidelines for certified secondary education teachers who seek to get an additional certification in adolescent special education also require that candidates participate in coursework focused on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate. In addition, candidates need to complete 50 hours of appropriate field experiences and 20 days of student teaching (internship).

The Graduate Programs in Special Education at Queens College put a significant emphasis on field assignments across almost all program courses as the faculty believe that these field based assignments provide rich and meaningful experiences for program candidates that are linked to course assignments, readings, and discussions. All fieldwork assignments are tied directly to the Core Values of the Education Unit at Queens College of *"promoting Equity, Excellence, and Ethics in urban schools and communities."* Specifically, the goals of this dual certification program are to develop teachers who: build inclusive communities that nurture and challenge all learners *(Equity)*; demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice *(Excellence)*; and, value diversity, democracy, and social justice *(Ethics)*.

(A) Program's philosophy, purposes and objectives related to field-work and internship. As stated in the Graduate Programs in Special Education's NCATE/CEC Specialty Program Area (SPA) Report:

> *Field and clinical experiences are systematically planned, implemented, and integrated throughout the 11 courses of each of the three GPSE age-range MSED programs. There are two types of formats in which candidates gain "theory to practice" experiences— field experiences and internships. First, there are a series of field experiences associated with each of the (non-internship) courses. These experiences are of briefer length (between 5-20 hours) than the internships and are specifically related to individual course competencies and the associated CEC knowledge and skills.* (2005, February, p. 42)

As the courses that make up the Post-Masters Advanced Certificate Program in Adolescent Special Education are courses in the existing degree granting programs, field work is integrated into these courses. Field work experiences are designed to relate to specific course competencies and provide, sequentially across the program, an increasing level of direct application, complexity, and sophistication.

To ensure that candidates have the skills and knowledge to create effective and nurturing learning environments for *all* learners, candidates will also participate in at least 3 days of internship (supervised teaching of students with disabilities at the adolescent level) during their curriculum course (ECPSE 740) and at least 20 days of internship in ECPSE 725 (Internship in Severe Disabilities). This will assure that candidates are provided with a solid linkage between theory and practice, and that they participate in supervised experiences teaching children in two different age ranges within the adolescent certification level (grades 7-12). They will also experience different levels of disabilities (e.g., mild, severe), thus assuring that they have competencies in working with students with autism (see http://www.highered.nysed.gov/tcert/news/recentchg.htm#3).

(B) *Field work and Internship are accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development.* Table 2 described the focus of field work assignments across the courses in the Post-Masters Advanced Certificate Program in Adolescent Special Education and the full-time faculty member who is responsible for designing and supervising the respective field work assignments (experiences). Table 3 provides similar information for the

internship experiences associated with the Post-Masters Advanced Certificate Program in Adolescent Special Education.

(C) ***Provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate.*** All candidates in the Advanced Certificate Program in Adolescent Special Education have already completed NYSED approved masters degree teacher education programs and are already certified secondary level content area teachers. Any candidates who are working in schools as teachers, teacher aides, etc. at the time they complete the coursework in the advanced certification will be able to complete field work assignments within their own schools (assuming that there is a certified special education teacher at that site who is willing to supervise the candidate and complete the requisite assessments associated with ECPSE 740—Curriculum and Instruction for Adolescent Education). Candidates who are not working in an acceptable school setting will have the primary responsibility for identifying an appropriate school site in which they can complete their field work assignments. Queens College will identify the sites in which all candidates complete their internship hours in severe disabilities (ECPSE 725). It may be possible for candidates who are working as teachers to complete these internship hours during the summer.

This advanced certificate program was designed specifically to provide candidates with competencies related to the additional pedagogy in students with disabilities (as identified by NYSED) to allow them to receive an additional certification (license) in teaching students with disabilities at the adolescent level. As all candidates will already be certified teachers with advanced degrees in education, the focus of the Advanced Certificate Program in Adolescent Special Education is on the depth of field and internship experiences in working with students with a variety of level of disability at the adolescent level (grades 7 to 12—see Table 2 and Table 3).

(D) if applicable

Identify courses that require field experiences:

Table 2

Field work assignments across courses in the Post-Masters Advanced Certificate Program in Adolescent Special Education

Course Number/ Title	Instructor Responsible	Assignment Link to CEC Content Standards	Certification Disability Level Setting	Hours
ECPSE 700 Foundations in Special Education	Oliva	**Observation, Questioning, and Reflection (CEC Content standards 1, 2, 3, 9)**: Requires candidate to keep a field work log of observation, reflections, critical questions, and concerns.	Cross disabilities and levels. Candidates do projects at their age certification level	20 hours of observation per semester in special education settings
ECPSE 740 Curriculum and Instruction for Adolescent Special Education	Michaels	**Standards-Based Lesson Plans & Differentiated Instruction (CEC Content Standards 2-10)** Candidate (a) teaches and evaluates a model lesson to students with	Adolescent Special Education across disabilities	At least 15 hours

		disabilities and (b) develops and implements an intervention to improve student behavior or motivation.		
ECPSE 701 Introduction to Assessment in Special Education	Wang	**Interpretation and Review of Psychological Report (CEC Content Standards 2-10)** Candidates (a) interpret a psychological and educational testing report, and (b) based on the specific report, identify and describe the present level of performance, and (c) suggest IEP goals related to the NY State Standards.	Cross disabilities and levels. Candidates do projects at their age certification level	At least 15 hours (although this is not specified in course description)
ECPSE 722 Applied Behavior Analysis and Positive Behavior Supports	Brown	**Functional Behavioral Assessment Observation. (Content Standards 2-10)** Requires the candidate to define a behavior, design a measurement system and data sheet to observe behavior in two ways that could contribute to a functional behavioral assessment, observe and record data, graph the data in two ways, and link trends in data to a functional assessment of the behavior.	Cross-certifications, Cross disabilities; and Settings. Candidates do projects at their age certification level	At least 40 minutes per day

Identify courses/seminars for the college-supervised student-teaching experiences:

Table 3

Internship Experiences across courses in the Post-Masters Advanced Certificate Program in Adolescent Special Education

Course Number/ Title	Instructor Responsible	Assignment Link to CEC Content Standards	Certification Disability Level Setting	Days
ECPSE 740 Curriculum and Instruction for Adolescent Special Education	Michaels	**Standards-Based Lesson Plans & Differentiated Instruction (CEC Content Standards 2-10)** Candidate (a) teaches and evaluates a model lesson to students with disabilities and (b) develops and implements an intervention to improve student behavior or motivation.	Adolescent Special Education across disabilities	3 school days
ECPSE 725 Internship in Severe Disabilities	Brown	**CEC Content standards 2-10.** Candidates are guided to explore the curriculum development process, instructional methodology, and approaches to evaluation regarding students with severe disabilities. Candidates also	Candidates are placed in settings with individuals with severe disabilities and autism that match their certificate	24 school days

		participate in any after school meetings, team meetings, workshops, trainings, etc., that may be offered at the school site in which they are placed.	level, and at a different level than their experience in ECPSE 740	

Candidate Assessment

This Advanced Certificate Program in Adolescent Special Education will use a variety of course specific assessment strategies to evaluate candidates' knowledge, skills, and dispositions and also candidate satisfaction with the program. As already mentioned, this program has been carefully aligned to the New York State competencies for both general and special education teachers at the childhood level. Additionally, this Advanced Certificate Program in Adolescent Special Education has been aligned with the Queens College Education Unit's Core Values of Equity, Excellence, and Ethics. As such, candidates' progress will be tracked (i.e., monitored and evaluated) through the electronic assessment system of the Education Unit, QC-TEAMS (the Queens College-Teacher Education Assessment Monitoring System). Additionally, candidates will participate in a variety of programmatic assessments.

Table 4 presents the assessment instruments that will be used to assess candidate competencies and indicates the course in which each assessment will be administered. These assessments are part of the Queens College Education Unit Assessment System and the Graduate Programs in Special Education Assessments (as approved by the National Council on the Accreditation of Teacher Education, NCATE and the Council for Exceptional Children, CEC).[9]

Table 4

Evaluation of Candidate Competencies related to Pedagogy for Students with Disabilities, Field Work, and Internships

Course #	Course Title	Assessment Instrument
ECPSE 700	Foundations of Special Education	• Core Values Survey • Field Experience Assessment
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	• Curriculum-Based Intervention Project Scoring Rubric • Lesson Plan Implementation • Clinical Practice/Student Teaching & Internship Evaluation • Candidate Impact on Student Learning in the P-12 Schools • Candidate Evaluation of Cooperating Teacher/Supervisor
ECPSE 701	Introduction to Assessment in Special Education	• Interpretation and Review of Psychological Report Scoring Rubric
ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	• Functional Behavioral Assessment Scoring Rubric
ECPSE 725	Internship in Severe Disabilities	• Lesson Plan Implementation • Clinical Practice/Student Teaching & Internship Evaluation • Candidate Impact on Student Learning in the P-12 Schools

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[9] Copies of all Assessment Instruments used in the Advanced Certificate Program in Adolescent Special Education can be found in Appendix F.

		• Candidate Evaluation of Cooperating Teacher/Supervisor • Candidate Evaluation of College Supervisor

Special Education Course Descriptions

ECPSE 700: Foundations of Special Education. 3 hrs; 3 cr. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

ECPSE 740: Curriculum and Instruction for Adolescnt Special Education. 3 hrs, 3 cr. Prereq: ECPSE 700; 722. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 701: Introduction to Assessment in Special Education. 3 hrs, 3 cr. Prereq.: ECPSE 700. The purpose of this course is to prepare special education teachers across all age-range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified for special education services and supports with mild, moderate and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation, as well as to classroom and curriculum planning.

ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports. 3 hrs, 3 cr. Correq: ECPSE 700. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 725: Internship in Severe Disabilities. 3 hrs, plus 24 days of internship; 6 cr. Prereq.: ECPSE 700, 722, 720. Supervised teaching of students with severe disabilities within a candidate's certification area, with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

Queens College
City University of New York

Division of Education

Appendix A

Sample Syllabus for ECPSE 700
Foundations of Special Education

EDUCATIONAL AND COMMUNITY PROGRAMS
QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK

ECP 700

Foundations of Special Education (3 credits)

Instructor

Jason Sand
Wednesday 7:30PM-10:20PM

Phone:

Office: (718)997-3064
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Email

jsand2@schools.nyc.gov
okami1269@hotmail.com
jsands@mail.cuny.qc

Office Hours: Wednesday – 3:00 to 4:00 and by appointment
Section   **E7W3**
Code   **2240**
Bldg/ room   **KY 416**
Office   **Kissena Hall- I , Room 222**

Course Description

The focus of this course is on the nature and educational needs of individual learners classified as students with disabilities. Special education is presented as a model for providing individualized supports and services to students (as appropriate) rather than as a continuum of segregated placement options. Education and psychology in Special Education is stressed with emphasis on developing a broad background of knowledge about students with disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours(20 hours) of field work are required and are individually tailored to maximize each student's mastery of course concepts and practices in contemporary special educational settings.

Relationship of Course to Professional Standards

This course embeds the Content Standards established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC) through the exploration of special education policies and practices as well as through the exploration of exemplary practices in inclusive curriculum design, adaptation, and instruction. The course is rooted in the belief that all students can achieve high standards and access the general curriculum with appropriate support, adaptations, and individualized instruction. Thus candidates learn to hold high standards for all, based on the belief that all learners have multiple and diverse gifts, strengths, and talents to positively contribute to classroom 1--earning communities and to adult life. This course was designed to address the following Content Standards and Common Core Knowledge and Skills for Teachers of Special Education as developed by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC):

Subject Matter Content

This course embeds the themes identified by the New York State Department of Education throughout the exploration of special education policies and practices as well as throughout the exploration of the nature and needs of students within the various special education classification categories of the IDEA. Overall, the course is rooted in a vision that is firmly grounded in the pedagogical standards and the belief that all children can learn. Thus, class participants—as teachers and future teachers—must hold high standards for all students based on the belief that all students have multiple and diverse gifts, strengths, and talents to positively contribute to classroom learning communities. Issues of disability and academic performance are presented within the context of family/culture, language, task demands, presentation methodology, performance measurements, and environment. Students thereby gain both general and specific knowledge of the teaching and learning process and ways to generate strategic approaches to interventions and supports in multiple ways.

Required Texts

Exceptional lives: Special Education in Today's Schools. (Turnbull, A. P., Turnbull, Wehmeyer - 5th Edition)

Course Objectives

1. The student will gain an understanding of the historical roots of special education and the legal mandates of the Individuals with Disabilities Education Act (IDEA) and the most current amendments.

2. The student will gain an understanding of the family, cultural, and societal contexts of disability and appreciate disability from the diversity and civil rights perspectives within the framework of the Americans with Disabilities Act (ADA) and a giftedness paradigm.

3. The student will gain skills and competencies in translating the current information on the laws into meaningful implications for individualized classroom programming and supports.

4. The student will gain an understanding of the basic principles of collaboration and transdisciplinary planning and be able to identify roles and responsibilities of all stakeholders—general and special education teachers, administrators, related services providers, parents, students, and peers.

5. The student will understand and demonstrate basic skills for participating in the Committee on Special Education (CSE) process in ways that maximize the provision of appropriate supports and assistance to assure participation and the ability to demonstrate mastery within inclusive educational settings and the general education curriculum.

6. The student will be able to describe the characteristics of individual disability categories (as identified by IDEA), as well as their causes, prevalence, procedures and tools for assessment, and curriculum/intervention strategies that allow for inclusive practice and techniques to carry into the classroom.

7. The student will examine personal ideology about disability and appreciate from both the ideological and the programming perspectives the difference between supporting students based on individual gifts, talents, dreams, and needs to participate within the general education curriculum and trying to "fix people with disabilities."

8. The student will explore current best practices within general education that are focused on building inclusive school communities that embrace and celebrate the full diversity of learners, e.g., cooperative learning, multiple intelligence theory, conflict resolution training, peacemaking, and building democratic classrooms.

9. The student will view the curriculum decision-making process for students with disabilities from a life-long perspective appreciating the subtle balance between short-term goals and objectives and meaningful post-school outcomes.

10. The student will understand the relation among critical concepts like partial participation, remediation, accommodation, modification, and compensation in the individualized education planning decision-making process.

11. The student will develop an appreciation of the metacognitive base to most traditional academic tasks and begin to demonstrate the ability to task analyze personal approaches to task completion (and personal biases to strategic problem solving) as well as demonstrating the ability to analyze the strategic approaches of others.

12. The student will gain basic knowledge about a variety of assistive and instructional technologies that holds the potential to be used in a variety of remedial and compensatory techniques to promote competency and mastery of grade-level material within the general education curriculum.

13. The student will examine communication skills and communication within a broad variety of learners and within a broad variety of contexts.

14. The student will gain knowledge about the transition process and the variety of support needs that families and students may have as students move: from early intervention programs to elementary programs; from elementary programs to middle school programs; from middle school to high school programs; and, from secondary education to postsecondary programs and adult life.

Course Requirements

1. **Attendance & Class Participation**: Attendance in class is very important. If an emergency should arise, or if a student is ill and cannot attend class, he/she should contact the professor prior to class. Unexcused absences will be reflected in student's final grade. If a student is unable to make class, he/she is responsible for arranging to get the notes and handouts from a classmate. Also, students are requested to be respectful of the professor and classmates—walking in late to class, or walking in and out during class is distracting and disconcerting. Students will be asked to bring articles from popular periodicals and newspapers to class for discussion each week. A significant focus within this class will be placed on class discussion, collaborative problem solving, and sharing about fieldwork observations. In addition to attendance, actual participation within class will also be reflected in student's grade.

2. **Exam:** There will be 1 exam at the end of the semester. The exam will be a cumulative exam that will focus primarily on the assigned readings and class discussions. The exam will include multiple question formats (e.g., multiple choice, short answer, essay, and etcetera).

3. **Site visit paper** This paper is a summary of student's log (20 hours of field work requirement in an educational, recreational, residential, or vocational program for individuals with disabilities). Fieldwork must occur in a setting where the student can observe students/clients and staff; **you Can Not use your job or classroom to satisfy this requirement.** Each student will visit 2 different sites. Students will observe program, interview staff, interview/interact with clients (and client's families if possible), and obtain literature or information about the program's goals and philosophy. Each student's paper (4 - 5 pages) should include a description of: a) the program and practices used to implement the program, and b) the client's abilities and disabilities. A detailed reaction and evaluation of the program is essential to this paper (Does this program meet the needs of the clients?, Is this program's philosophy consistent with your own philosophy?, Are the program's practices in accord with special education laws?, etc.). Include a time sheet/letter signed by supervisor of program stating total number of hours you observed there. Your instructor must approve the program that is visited. Students will be given a list of appropriate adult –service support agencies that they may contact to use for this assignment.

4. **Group Project:** **Understanding of Persons with Disabilities:** each student will work in a group describing your understanding of what it means to have a disability with emphasis on the social experience and learning. Each student will work with group members to research a specific type of disability that affects students in special education. This presentation will be based on information from books, journals, and the Internet to learn about the disability. Students will discuss common characteristics, strategies for supporting individuals with special needs and current best practices
Each group will present a 30 minute lesson to class that focuses on a) social-emotional characteristics, b) learning characteristics, and c) educational strategies. Students will work together to develop a presentation with handouts

5. **Special Notes**

   a) All students will be expected to have access to e-mail for communication with the professor outside of class—of course, this does not preclude personal, individual meetings with the professor as needed during the semester.
   b) The class schedule is a tentative one. In order to individualize instruction, it might be necessary to accordingly change or revise some of the topics or assignments. Please do not use plastic or manila folders or binders.
   c) All students are expected to keep a copy of any assignments that they hand in to the professor.
   d) If *you* have any difficulty in this course, please contact me or come in to see me.
   e) If for any reason, *you* feel that you need an accommodation to master or demonstrate your mastery of the material please feel free to contact me directly to discuss appropriate accommodations.

Grading

Grades will be assigned on the basis of the total number of points earned throughout the course. Following is a delineation of the point values of each assignment and the corresponding letter grades for total points earned.

	Point Value	Points Earned
Exam	100	_____
Group Project	100	_____
Site visit	100	_____
Class Participation	50	_____
TOTAL:	350	/350 = %

Grade	Range
A+	97-100%.
A	93 - 96%
A-	90 - 92%
B+	87 – 90%
B	83 – 86%
B-	80 – 82%
C	70 – 79%
F	Below 70%

Faculty Responsibility for Course Outline
This course was developed by Dr. Christopher M.Oliva.

Fieldwork Requirements
See assignment on Special Education Program Report

CUNY Policy on Academic Integrity
Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at:
http://qcpages.qc.cuny.edu/provost/policies/index.html.

ADA Statement
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students contact: Dr Miriam Hickey, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: mdetres@yahoo.com

Use of Candidate Work
All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Fall 2008 Class Schedule
These are tentative dates which are subject to changes depending on the course needs

Date	General Topic(s)	Assignments	Group # / Presentations
1/28/09	Class Overview, Course Requirements, Introduction to Special Education **Willowbrook**	Exceptional Lives Chapter 1	
2/04/09	IDEA, Six Principles, IEP/IFSP, Appropriate Education Members of the team – N,S, E, W **Geraldo @ Large –The Waiting List**	Exceptional Lives Chapter 2	**#1 Laws** PL 94-142/IDEA /ADA/ NCLB/ CRIPA
2/11/09	Inclusion, CTT, Integration Mainstreaming LRE/FAPE , Family Stress	Exceptional Lives Chapter 3 and 4	**#2 Delivery of services** Inclusion CTT Integration Mainstreaming
2/18/09	Learning Disabilities **FAT City**	Exceptional Lives Chapter 5	#3 Learning disabilities
2/25/09	Emotional and Behavioral Disorders	Exceptional Lives Chapter 7	#4 Emotional/ Behavioral disabilities
304/09	Attention-Deficit/Hyperactivity Disorder	Exceptional Lives Chapter 8	#5 ADD/ADHD
3/11/09	Mental Retardation **PCP**	Exceptional Lives Chapter 9	#6 Mental Retardation
3/18/09	Severe, Multiple Disabilities **Candy's World /PCP**	Exceptional Lives Chapters 10	#7 Severe/ multiple disabilities
3/25/09	Physical Disabilities and Other Health Impairments	Exceptional Lives Chapters 12	#8 Physical disabilities/ other health impairments
4/1/09	Traumatic Brain Injury and Communication Disorders AAC devices **When Billy Broke his Head...** Site Visit Papers are Due	Exceptional Lives Chapters 13	#9 TBI/ communication disorders
4/8 – 4/15	**Spring Break – Class does not meet**		
4/22/09	Class discussion – Autism Spectrum disorders **ABA/TEEACH** Valerie Paradiz	Exceptional Lives Chapter 11	#10 Autism (PPD spectrum)
4/29/09	Hearing Loss/Deafness **Sound and Fury**	Exceptional Lives Chapters 14	#11 Hard of Hearing /Deafness
5/6/09	Low Vision/Blindness **Ocular Blocking lenses**	Exceptional Lives Chapters 15	#12 Vision impairments/ Blindness
5/13/09	Transition *forgotten lives*		

Final Exam is tentatively scheduled for May 20th, 2009
Please note final exam begin one half hour earlier than regularly scheduled classes @ 7 PM

Queens College/CUNY
Educational and Community Programs
Graduate Programs in Special Education

ECPSE 708: Collaboration with Families and School-Based Teams
Spring 2008

J Sand
Okami1269@hotmail.com
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718/ 997-3064 – Office
917/ 279-8522 –Cell
Kiely Hall 416

Kissena Hall –I, room 222
Office Hours: Wednesdays 3:00 to
4:00 and by appointment

Wednesdays 4:30 – 7:00 PM

Course Description:
Prerequisites: ECPSE 700. Corequisite: ECPSE 711, 731 or 741.
This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

Relationship of Course to the Education Unit's Conceptual Framework:
Queens College is located in the diverse urban community of Flushing, in the New York City Borough of Queens. This course is aligned with the Core Values of the Education Unit of "**promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities.**" More specifically, the Education Unit is committed to preparing teachers and educational professionals who:

- Build inclusive communities that nurture and challenge all learners (***Equity***)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (***Excellence***); and
- Value diversity, democracy, and social justice (***Ethics***).

Additionally, the Unit is committed to developing competencies in all teacher preparation and other education professional candidates that will enable them to:

- Hold high expectations for all learners,
- Work as change agents to promote equity and social justice,
- Foster nurturing and challenging democratic learning communities, and
- Respect and honor diversity.

This course also embeds the 10 Content Standards established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC):

1) Foundations
2) Development and Characteristics of Learners
3) Individual Learning Differences
4) Instructional Strategies
5) Learning Environments and Social Interactions
6) Language

7) Instructional Planning
8) Assessment
9) Professional and Ethical Practice
10) Collaboration

Course Competencies:

ECPSE 708 Course Competencies (Knowledge, Skills & Dispositions)	Education Unit Core Values	CEC Content Standards
1. Knowledge, skills, and dispositions to articulate and assess optimal strategies to enhance or expand schools' use of collaboration, consultation, and trandisciplinary teaching.	Equity Excellence Ethics	3, 8, 10
2. Knowledge, skills, and dispositions to engage in a co-teaching partnership with a professional from another discipline.	Equity Excellence	5, 10
3. Knowledge, skills, and dispositions to collaboratively plan differentiated instruction, co-teach teach a series of lessons, and assess the efficacy of the collaborative instruction and adaptations for diverse learners.	Equity Excellence	3, 4, 7, 8, 10
4. Knowledge, skills, and dispositions to articulate effective cross-disciplinary practices and research.	Equity Excellence	3, 5, 7, 9
5. Knowledge, skills, and dispositions to create a collaborative and inclusive classroom community supporting the diverse interests and priorities of all learners.	Equity Excellence Ethics	5, 7, 8, 9, 10
6. Knowledge, skills, and dispositions necessary to support each candidate's ongoing personal growth in collaborative and effective team processes.	Equity Excellence	10
7. Knowledge, skills, and dispositions to facilitate and maximize the full participation of all stakeholders.	Equity Excellence Ethics	5, 10

Required Texts:
Friend, M. & Cook, L. (2007). *Interactions: Collaboration skills for school professionals (5th ed.)*. Boston: Allyn and Bacon.

Additional readings will be assigned in class (e-reserve or handed out).

Recommended Texts:
Livsey, R. C., & Palmer, P. J. (1999). *The Courage to teach: A guide for reflection and renewal.* San Francisco: Jossey-Bass.

Overton, S. (2005). *Collaborating with families: A case study approach.* New Jersey: Pearson/Merrill Prentice Hall.

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life.* San Francisco: Jossey-Bass.

Course Performance-Based Assessment Measures:

1.   Class Participation. *(Measure of course competencies 1-7).* Class participation and therefore attendance is critical in this course. Candidates are expected to attend class each week; **more than two unexcused absences will incur a loss of points due to impact on participation.** If an absence is anticipated or an emergency arises, candidates are expected to contact the professor. **Candidates are responsible for getting missed assignments, notes, and handouts from a classmate.** Participation grades will reflect each candidate's ability to demonstrate the professional skills and dispositions consistent with the culture of collaborative interactions overall, but in particular during open discussions and problem solving interactions.

Respectful deportment is expected. Walking in late to class or walking in and out during class is distracting and disconcerting, students are asked to arrive on time. **All cell phones, blackberries, etc. must be turned off during class sessions.**

2.   Classroom Challenges. *(Measure of course competencies 1-10).* Each week candidates are expected to submit a brief summary of a challenge with a student, colleague, or supervisor. Discussion time will be devoted to select challenges at the end of class each week. It is via these actual challenges and group problem-solving processes that candidates will dynamically shape and improve problem-solving and other skills related to effective team process. **Two copies of this format will be distributed during the first class session; candidates are responsible to make their own (weekly) copies for the remainder of the semester.**

3.   Collaborative Process Assignment. *(Measure of course competencies 1-10).* Each candidate will work with a 4-5 member group, formed in class based on shared interests. Groups will be required to first research and then design strategies intended to improve the specific classroom challenges common to group members. Groups will work together throughout the semester and will gain first-hand, direct experience in shifting between the roles of consultant and collaborator. **A separate, detailed assignment summary will be distributed in class.**

4.   Co-teaching Assignment. *(Measure of course competencies 1-10).* Each candidate will identify a colleague (at current placement) with whom to collaborate for this assignment. This colleague needs to be in a discipline other than special education (your discipline) and cannot be someone with whom you already have an existing partnership. For this assignment, you and your colleague must identify a child with disabilities for whom you wish to directly improve a specific skill. Together, you will plan and execute direct instructional activities, however you may also plan to modify how specific (related) services are delivered or coordinated. **A separate, detailed assignment summary and grading rubric will be distributed in class.**

Note: **Candidates are expected to maintain a personal copy of** *any* **work submitted to the professor. All papers must be typed in 12 point font and must be double-spaced. Papers will not be accepted after their due date, unless previously arranged. Page limits are firm; papers that exceed these will be read only up to the directed "last" page.**

Grading

Grades will be assigned on the basis of the total number of points earned throughout the course. Point values for each assignment are listed below, as are the corresponding letter grades for% calculations relative to total points earned.

	Point Value	Points Earned
Participation	100	_____
Classroom Challenge Summaries	50	_____
Co-Teaching Assign	100	_____
Collaborative Process Assign.	100	_____
Cross Disciplinary Fact Sheet	50	_____
Peer Eval	25	_____
TOTAL:		
	/425= _____ %	

A+	97- 100%.	B	83 – 86%
A	93 - 96%	B-	80 – 82%
A-	90 - 92%	C	70 – 79%
B+	87 – 90%	F	Below 70%

Up to 3 points may be added for outstanding contributions.

Special Notes

1. The attached class schedule and assignments are tentative. Topics or assignments may change in response to candidates' needs or issues in the field.
2. Candidates who need accommodations to demonstrate mastery of course material should contact the instructor by the end of the second week of the semester.
3. Candidates must have access to and must check their e-mail for between-session communication and distribution of materials.
4. **Candidates may lose points for two or more absences, for handing in assignments late, or behavior deemed unprofessional by the professor.**

CUNY Policy on Academic Integrity:

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: http://qcpages.qc.cuny.edu/provost/policies/index.html

Fieldwork Requirements:

Co-teaching assignment as described above. This involves planning and implementing a series of lessons with students with disabilities and/or typical students.

Use of Student Work:

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Faculty responsible for course outline: This syllabus was prepared by Sara B. Woolf.

Recent Bibliography:

Byrnes, M. A. (2005). *Taking sides: Clashing views on controversial issues in special education.* (2nd ed.). Iowa: McGaw-Hill/Dushkin.

Causton-Theoharis, J. N. & Malmgren, K. W. (2005). Increasing peer interactions for students with severe disabilities via paraprofessional training. *Exceptional Children, 71*(4), 431-444.

Correa, V. I., Jones, H. A., Thomas, C. C., & Morsink, C. V. (2005). *Interactive teaming: Enhancing programs for students with special needs.* (4th ed.). New Jersey: Pearson/Merrill Prentice Hall.

Dinnebeil, L. A. (1996). A qualitative analysis of parents' and service coordinators' descriptions of variables that influence collaborative relationships, *Topics in Early Childhood Special Education, 16,* 322-347.

Erwin, E. J. & Rainforth, B. (1996). Partnerships for collaboration. In E. J. Erwin (Ed.). *Putting children first* (pp. 227-251). Baltimore: Paul H. Brookes Publishing Company.

Friend, M. (2000). Myths and misunderstanding about professional collaboration. *Remedial and Special Education, 21,* 130-132, 160.

Friend, M. & Cook, L. (2002). *Interactions: Collaboration skills for school professionals* (4th ed.). New York: Longman.

Giangreco, M. F. (1997). *Quick-guides to inclusion: Ideas for educating students with disabilities.* (4th ed.). Baltimore: Paul H. Brookes Publishing Company.

Giangreco, M. F., Edelman, S. & Dennis, R. (1991). Common professional practices that interfere with integrated delivery of related services. *Remedial and Special Education, 12,* 16-24.

Idol, L. (1997). Key questions related to building collaborative and inclusive schools. *Journal of Learning Disabilities, 30,* 384-394.

Magiera, K., Smith, C., Zigmond, N. & Gebauer, K. (2005). Benefits of co-teaching in secondary mathematics classes. *Teaching Exceptional Children, 37*(3), 20-24.

Marsh, N. (1994). *The all star company: People, performance, profit.* (2nd ed.). Toronto: Inclusion Press.

Nevin, A., Thousand, J. S. & Villa, R. A. (1993). Establishing collaborative ethics and practices. *Journal of Educational and Psychological Consultation, 4,* 293-304.

Park, J. & Turnbull, A. P. (2003). Service integration in early intervention. *Infants and Young Children, 16*(1), 48-58.

Pugach, M. C. & Johnson, L. J. (2002). *Collaborative practitioners, collaborative schools.* (2nd ed.). Denver: Love Publishing Company.

Soodak, L. C., Erwin, E. J., Winton, P., Brotherson, M. J., Turnbull, A. P., Hanson, M. J., & Brault, L. M. (2002). Implementing inclusive early childhood education: A call for professional empowerment. *Topics in Early Childhood Special Education, 22,* 91-102.

Vaughn, S., Schumm, J. S., & Arguelles, M. E. (Nov, 1997). The ABCDEs of co-teaching. *Teaching Exceptional Children,* 4-10.

Villa, R. A., Thousand, J. S., & Nevin, A. I. (2004). *A guide to co-teaching: Practical tips for facilitating student learning.* (1st ed.) California: Corwin Press.

Villa, R. A. & Thousand, J. S. (Eds.). (2000*). Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Paul H. Brookes Publishing Company.

Wood, M. (1998). Whose job is it anyway? Educational roles in inclusion. *Exceptional Children, 64,* 181-195.

Queens College
City University of New York

Division of Education

EXCELLENCE

EQUITY

ETHICS

Appendix B

Sample Syllabus for ECPSE 740
Curriculum and Instruction for Adolescent Special Education

Department of Educational and Community Programs

Graduate Programs in Special Education

Fall 2008

ECPSE 740   **Instruction for Adolescent Special Education**
                   (3 credits)

Fall, 2008   **Wednesday – 4:30 (TBD)**
                    Location – Music Building
                    Room – MU 265

Instructor   Maria C. Edwards

Phone: **Office:**   **Home: (718) 789 – 2155**

E-mail: **TBD**

Office Hours: **By appointment**
                    PH 032 Cubicle #6

I. Course Description

3 hours with field experiences; 3 credits. Prerequisites: ECPSE 700, ECPSE 722; Co requisites: ECPSE 708. Part one of a two semester sequence in curriculum and instruction for adolescent special education. ECPSE 740 highlights theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self determination, supportive learning environments, and instructional technology. Political, technological, and societal changes and advances responsible for lowering barriers to community integration and participation in adult life for individuals with disabilities are also explored.

Field experiences of at least 15 hours involve students in assessment, curriculum adaptations, and teaching with secondary students who are receiving special education services and supports.

The overall objective of this course is to provide program candidates (current and future secondary educators) with strategies, tools, and techniques to design and implement meaningful, personalized educational experiences and opportunities to prepare students for the transition from secondary education to adult life and full community citizenship. Classes will include lectures, discussion, applications, cooperative group work, and reflective evaluation of classroom practices. Candidates will review and evaluate research on assessment and instructional strategies by infusing a philosophical focus on building relationships, creating inclusive learning communities, and utilizing technology to adapt curriculum and instruction. This course will challenge students to give up the notion of fixing people with disabilities in favor of listening and supporting them in the exploration of possibilities.

educational practice.		
8. *Knowledge and skills to personalize instruction and generate task specific strategies for task attack and follow through*	Excellence Ethics	2, 3, 4, & 5
9. *Knowledge, skills and dispositions regarding partial participation, remediation, accommodation, modification, and compensation as they relate to curriculum and instruction.*	Equity Excellence	1, 2, 3, 4, 5, & 9
10. *Knowledge, skills, and dispositions related to assistive and instructional technologies to promote access and competency.*	Equity Excellence	2, 4, 5 & 8

VI. Required Text and Materials

Lenz, K.L., Deschler, D.D., & Kissam, B.R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn & Bacon.

Recommended Reading

McBride, William, (1997). *Entertaining an Elephant: A Novel About Learning and Letting Go.* Pearl Street Press.

Fall, 2008 Class Schedule   **4:30 --Room MU 265**

Class	Date	General Topic(s)	Assignments
1	8/27	General introduction and course overview Learning Profile Assessment Inclusion Activity	LDK, Chapter 1
2.	9/3	Academic diversity; Adolescent issues Focus and Reflect - Chapter 1	LDK, Chapter 2
3	9/10	School reform and the secondary special education process Focus and Reflect - Chapter 2	LDK, Chapter 11
4.	9/17	Meta-cognition, learning strategies and basic skills at the secondary level Focus & Reflect – Chapter 11	LDK, Chapter 3
4.	9/24	Course planning and building learning communities Focus & Reflect – Chapter 3	LDK, Chapters 4 & 5 **1 AT Literature Review Due**
5.	10/1	**No class – Rosh Hashanah**	Focus & Reflect Ch. 4
6.	10/08	**No class – Yom Kippur begins**	Focus & Reflect Ch. 5
7.	10/15	**Small Group Presentation # 1:** Developing a Unit Planning Routine, Chapter 7 Focus & Reflect – Chapter 6	LDK, Chapter 6
8.	10/22	**Small Group Presentation #2** Lesson Planning& Delivery, Chapter 8 Focus & Reflect – Chapter 7	LDK, Chapter 7
9.	10/29	Instructional practices for secondary students with severe	**Work on curriculum**

the group that is presenting) will complete a written evaluation on each group's presentation that will focus on four areas:
- · Overall content and information on topic
- · Overall preparation and presentation of topic
- · Visuals, handouts, and supporting materials
- · Contribution to educational knowledge and understanding of topic **(rubric attached)**

B. **Topic areas for small group presentations.** Topics for presentations correspond to chapters within the text, *Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools.*

· **Small group #1** · Unit Planning (chpt. 7)
· **Small group # 2** · Delivering Instruction (chpt. 8)
· **Small group # 3** · Differentiated Instruction (chpt. 9)
· **Small group # 4** · Learning Strategies (chpt.10)

3. *Assistive Technology Literature Review:* Each program candidate will describe an area of interest or concern, focusing on using assistive technology to promote access to content materials, note taking, print materials, writing, homework completion, self-determination, choice or communication appropriate to the needs of the students with disabilities in his/her classroom *(description of review & rubric attached – Measure of Course Competencies: #1,2,3,4,5,6,7,8,9,10).*

   A. Identify and review two (2) relevant journal articles from the assistive technology literature that are one (1) researched-based and one (1) non-data-based.

   B. Identify and review at least two relevant websites as well on the selected topic.

   C. Write a summary paper *(approximately 2 to 4 pages)* analyzing and synthesizing assistive technology literature and the implications of the findings in relation to teaching practices.

4. *Curriculum Project:* Each candidate will design and implement an individual curriculum project with a minimum of one secondary student who requires significant learning and behavioral supports, strategy instruction, and/or modifications to participate within and benefit from secondary education based on difficulties within either literacy

C. Implement effective instruction of critical strategies, skills, and concepts. Candidates will design and implement at least five lessons focusing on the intervention/instructional strategies generated from the assessment and baseline data (Step B). *(Measure of Course Competencies: # 1, 2, 3, 4, 5, 6, 10,)*

- Collect data and anecdotal records on the behavior, performance, strategy usage, and the oral and written responses of the student.

- Write a discussion that addresses the effectiveness of each lesson and how the instructional approach was adjusted and/or modified based on initial feedback.

- Collect and record intervention data to document change (i.e., that demonstrate the effectiveness of the intervention) in terms of either the area of literacy or mathematics.

D. Self-reflection and evaluation on the process, the outcome, and the experience. Perhaps one of the most important skills for program candidates and future teachers is the ability to be self-reflective. Candidates will take some time to think about the process. *(Measure of Course Competencies: # 5, 6, 7, 8, 9, 10)*

a) Reflect on what was learned by the student.

b) Reflect on what worked and what might be done differently in the future.

c) Reflect on what was learned about the teaching and learning process, secondary special education, and strategic instruction within the areas of literacy or mathematics.

E. Report. Write a report summarizing the above steps (10-14 pages). Be specific in describing student's abilities and needs, assessment of learning environment, development and implementation of instructional plan, evaluation of instruction, and self-reflection. Your paper should include **at least 5 references** on assessment or instructional strategies. Use **APA style** (references, Reference page, headings, title page, double spacing, etc.). Include a letter signed by teacher or supervisor confirming 15 hours of field experience working with an adolescent in a special educational instructional setting. *(Measure of Course Competencies: # 5, 6, 7, 8, 9, 10,)*

F. Oral Presentation: Each candidate will give a ten minute oral presentation describing their curriculum project (assessment, plan, implementation, and evaluation). *(Measure of Course Competencies: # 5, 6, 7, 8, 9, 10,)*

5. *Focus and Reflect:* Based on weekly assigned chapters, each program candidate will textually respond to a focus and or reflect question as outlined in the text. This process reflective practices allows participants to deepen their understanding of the "big ideas" when meeting the instructional needs for adolescent special education students. *(Measure of Course Competencies #1, 2, 3, 4, 5, 6, 7, 8, 9, 10,)*

XI. ADA Statement

Students with disabilities needing academic accommodations should: (1) register with and provide appropriate documentation to the Special Service Office, Kiely 171 and (2) bring a letter to the instructor indicating the need for accommodation(s) and what type. This should be done during the first week of class. For further information about services available to Queens College students contact: Pratick Patel, Special Services Office; 171 Kiely Hall; (718) 997 – 5870 (8:00 a.m. to 5:00 p.m.). Email address: pratik.patel@qc.cuny.edu

XII. Use of Candidates'Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please advise the course instructor in writing before the start of the second class. Your cooperation is greatly appreciated.

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QUEENS COLLEGE
CITY UNIVERISTY OF NEW YORK
Education Unit

Educational and Community Programs

ECPSE 740: Adolescent Special Education

Instructor: Maria C. Edwards

SMALL GROUP PRESENTATION SCORING RUBRIC

Small Group Topic: _____

Presenters: _____

Date of Presentation: _____

....

Please rate the small group research presentation based on how well the group addressed the following points within the presentation:

1. Overall content & information

Information was presented that was stimulating, thought provoking and controversial.	1	2	3	4	5
The group was able to synthesize the information on the topic, i.e, appeared to have an understanding & thought about the information thus personalized it.	1	2	3	4	5
You feel that they sufficiently addressed the depth of the topic (the scope).	1	2	3	4	5
You feel that they sufficiently addressed the depth of the topic (the critical issues).	1	2	3	4	5
The presentation helped you, your classmates, and the members of the group to re-frame the topic and concepts in a more person-centered and supportive way.	1	2	3	4	5

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Education Unit

, Educational and Community Programs

ECPSE 740:   **Adolescent Special Education**

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Assistive Technology Literature Review

It is essential that special education teachers become familiar with concepts and issues related to
the selection and use of assistive technology in education and other aspects of our society. It is
also essential that you begin to rely on research and literature to help problem-solve classroom
challenges, and to keep informed so that you can best provide an effective education for all of
your students. The Assistive Technology Literature Review will also allow you to practice this
while increasing your familiarity with concepts and issues related to the real issues that you are
facing in your instructional setting. Reflecting on issues students with disabilities face in your
class related to a) gaining access to either content knowledge or critical curriculum concepts, or
b) demonstrating mastery of content knowledge or critical curriculum concepts you will examine
journals and the internet for potential technology solutions, and/or strategies for addressing these
challenges.

1. *Identify an area of interest or concern:* Describe, in measurable terms, the area of
   interest or concern that you chose to explore. This can focus on promoting access to
   content materials, note taking, print materials, writing, homework completion, self-
   determination, choice, or communication. Based on your selection provide any
   insights you may have into the context of the issue, or the background of interest.

2. *Review of journal literature: Review 2 journal articles,* 1 researched based and 1
   non-data based, related to the area you selected.
   For research articles, your review should include variables such as:
   - APA reference
   - Research participants
   - The variables that were studied (independent and dependent variables;
     hypothesis)
   - A brief description of the procedures and method of study
   - The major findings

QUEENS COLLEGE
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Education Unit

Educational and Community Programs

ECPSE 740:   **Adolescent Special Education**

Instructor: **Maria C. Edwards**

Candidate:

Assistive Technology Literature Review Scoring Rubric

Component	Unacceptable	Emergent	Acceptable	Target
Identify an area of interest or concern • Describe, in measurable terms technology area of interest or concern (e.g., access to content materials, note taking, print materials, writing, homework completion, self-determination, choice, or communication • Fully describe selected area and provide into the context of the issue or the background of your interest	1	2	3	4
Review of journal literature • Review 2 journal articles, 1 research-based and 1 non-data based, related to the area • *For research articles,* APA reference, research participants, variables that were studied (independent and dependent variables; hypothesis0, brief description of the procedures and method of the study and major findings • *For articles that are not research studies,* APA reference, topic or theme of the article, strategies, procedures, practices, theories, etc. that are described/recommended, rationale for why the authors are recommending these practices.	1	2	3	4
Search of internet • Find at least 2 internet sites related to selected area	1	2	3	4
Application too your classroom issue/area of interest • Write a summary of how the information applies concern or area of interest • Address the implications of findings for teaching practices and how the conclusions or recommendations from the literature could be applied to change what teachers or students do • How might impact equity, access and competencies issues for students with disabilities	1	2	3	4
References • Include a reference list, in APA format, of the journal articles and internet sites used	1	2	3	4

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QUEENS COLLEGE
CITY UNIVERISTY OF NEW YORK
Education Unit

Educational and Community Programs
Programs in Special Education

</div>

ECPSE 740:   **Adolescent Special Education**

Instructor: **Maria C. Edwards**

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CONTENT OF THE CURRICULUM PROJECT

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For your final project in ECPSE 740, you are required to design and implement an individual curriculum project in the academic (content) or behavioral area of your choice with a minimum of at least one secondary school student with disabilities. This student (or these students) should require significant learning and behavioral supports, strategy instruction, and/or modifications to participate within and benefit from secondary education based on his/her (their) difficulties with literacy or mathematics.

The expected (or anticipated) knowledge, skills, and dispositions that you will demonstrate as well as the content of each major component of the curriculum project are described in the remainder of this document. All papers are expected to be typed (word processed) and completely proofread/edited. Student work may be attached as appropriate.

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The curriculum project has four primary parts or components:

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Observation and interview of secondary student, the curriculum & classroom (approximate length – 1 to 2 pages). (CEC/NCATE *Content Standards 2 – Development and Characteristics of Learners, 4 – Instructional Strategies, and 7 – Instructional Planning)*

    A. Select a secondary student who is having difficulty learning within a curriculum/content area of your choice and observe the student in that class or instructional content area for a minimum of five lessons (classes).

    B. Describe the curriculum goals for the general education environment and the specific lessons (or unit) you observed; also try to highlight the student's learning or mastery of the lesson as well as his/her participation in the lesson and interactions with the teacher and other students, as well as his/her attention to task.

    C. As part of this component interview both teacher and student to gain perspective on the student's learning style/needs, his/her progress within that instructional area, and to elicit the student's understanding of the lessons, concepts and class/homework assignments.

C. In this teaching component of the project use the oral and written responses of the student and your lesson plans to write a discussion that addresses the effectiveness of each lesson and how you modified succeeding lessons based on this feedback.

D. Collect data that document change, i.e, that demonstrates the effectiveness of the lessons and the student's learning – progress towards the general education standard, or lack of change.

E. In other words, document the effectiveness of your intervention(s) in general, and of each lesson, more specifically.

Self-Reflection on the process, the outcome, and the experience (approximate length – 2 to 2.5 pages). (CEC/NCATE Content Standard 9 – Professional and Ethical Practice)

A. As discussed throughout the course so far, perhaps one of the most important skills and dispositions for teachers is the ability to be self-reflective (and then to modify and/or change instructional procedures based on this self-reflection).

B. In the concluding section of the assignment, take some time to think about the process and your role and then (a) describe or reflect on what you learned, (b) what worked and (c) what you would do differently next time.

C. Think about everything we discussed this semester and try to reflect upon some of that class discussion and lecture in relation to your specific student and the actual curriculum project.

D. Describe how you have changed (as a teacher and as a person) through the process ot the course and this project.

E. Finally, describe how this experience will inform your future work with secondary students with and without disabilities.

QUEENS COLLEGE
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Education Unit

Educational and Community Programs
Programs in Special Education

ECPSE 740:   **Adolescent Special Education**

Instructor: **Maria C. Edwards**

Candidate:

Curriculum Project Scoring Rubric

The final curriculum project is worth 25% of your class grade (15% for the written project and 10% for your class presentation). As described in the course syllabus, the curriculum project has four primary parts. Within each part of this project, the rubric will be used to rate the knowledge, skills and dispositions you demonstrate related to curriculum and instruction on each subcomponent as **Target, Acceptable, Emergent** or **Unacceptable.** Each primary part is worth a maximum of points – you must obtain all **Target** ratings within a primary part to receive the maximum points.

---

1. **Observation and interview of secondary student, the curriculum & the classroom**
       16 possible points _____ *actual points*
2. **Informal (Curriculum-Based) evaluation of concepts, strategy usage & skills**
       16 possible points _____ *actual points*
3. **Effective Instruction of strategies, skills & concepts**
       16 possible points _____ *actual points*
4. **Self-reflection on the process, the outcome & the experience**
       16 possible points _____ *actual points*

Observation and interview of secondary student, the curriculum & the classroom *(CEC/NCATE Content*
Standards 2 – Developing Characteristics of Learners, 4 – Instructional Strategies, and 7 Instructional Planning)

Component	UNACCEPTABLE	EMERGENT	ACCEPTABLE	TARGET
Observe the student in that class or instructional content area for a minimum of five lessons	1	2	3	4
Describe the curriculum goals for the general education environment & highlight the student's learning or mastery of the lesson, participation, interactions with teacher & other students, as well as attention to task	1	2	3	4
Interview both teacher & student to gain perspective on learning style/needs, progress, & student's understanding of the lessons, concepts, homework/assignments	1	2	3	4
Short introduction to the student that includes his/her age, race, grade, language(s), school history, & present class placement	1	2	3	4

Informal (Curriculum-Based) evaluation of concepts, strategy usage & skills *(CEC/NCATE*
Content Standards 4 – Instructional Strategies, 5 – Learning Environments and Social Interactions, 6 – Language, and 7 – Instructional Planning)

Component	UNACCEPTABLE	EMERGENT	ACCEPTABLE	TARGET
Design an informal assessment procedure to assess or measure an important concept and skill that is related to the general education curriculum demands and the New York State Standards	1	2	3	4
Establish & describe: (a) what the student knows and (b) what types of errors the student is currently making – make sure that you describe the discrepancy between student performance and the standard.	1	2	3	4
Collect some baseline information & suggest potential intervention strategies to respond to the problem	1	2	3	4
Describe: (a) the evaluation process & activities you used, (b)	1	2	3	4

Effective instruction of strategy, skill & concepts (CEC/NCATE Content Standards 4 – Instructional Strategies,
5- Learning Environments and Social Interactions, 6 – Language, 7- Instructional Planning and 8 – Assessment)

Component	UNACCEPTABLE	EMERGENT	ACCEPTABLE	TARGET
Design and implement (teach) at least four lessons that focus on the curriculum area(s)	1	2	3	4
Lessons are based on the steps/strategies for effective instruction focused on minimizing the discrepancy between the student's behavior	1	2	3	4
Address the effectiveness of each lesson & how you modified succeeding lessons based on this feedback	1	2	3	4
Collect data that document change	1	2	3	4

What are my Learning Strengths?

Research shows that all human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences that you do not use as often.

Verbal/Linguistic Intelligence	Logical/Mathematical Intelligence
___I enjoy telling stories and jokes	___I really enjoy my math class
___I have a good memory for trivia	___I like logical math puzzles or brain teasers
___I enjoy word games (e.g. Scrabble & puzzles)	___I find solving math problems to be fun
___I read books just for fun	___If I have to memorize something I tend to place events in a logical order
___I am a good speller (most of the time)	___I like to find out how things work
___In an argument I tend to use put-downs or sarcasm	___I enjoy computer and any math games
___I like talking and writing about my ideas	___I love playing chess, checkers or Monopoly
___If I have to memorize something I create a rhyme or saying to help me remember	___In an argument, I try to find a fair and logical solution
___If something breaks and won't work, I read the instruction book first	___If something breaks and won't work, I look at the pieces and try to figure out how it works
___For a group presentation I prefer to do the writing and library research	___For a group presentation I prefer to create the charts and graphs

Visual/Spatial Intelligence	Bodily/Kinesthetic Intelligence
___I prefer a map to written directions	___My favorite class is gym since I like sports
___I daydream a lot	___I enjoy activities such as woodworking, sewing and building models
___I enjoy hobbies such as photography	___When looking at things, I like touching them
___I like to draw and create	___I have trouble sitting still for any length of time
___If I have to memorize something I draw a diagram to help me remember	___I use a lot of body movements when talking
___I like to doodle on paper whenever I can	___If I have to memorize something I write it out a number of times until I know it
___In a magazine, I prefer looking at the pictures rather than reading the text	___I tend to tap my fingers or play with my pencil during class
___In an argument I try to keep my distance, keep silent or visualize some solution	___In a argument I tend to strike out and hit or run away
___If something breaks and won't work I tend to study the diagram of how it works	___If something breaks and won't work I tend to play with the pieces to try to fit them together
___For a group presentation I prefer to draw all the pictures	___For a group presentation I prefer to move the props around, hold things up or build a model

Musical/Rhythmic Intelligence	Interpersonal Intelligence
___I enjoy listening to CD's and the radio	___I get along well with others
___I tend to hum to myself when working	___I like to belong to clubs and organizations
___I like to sing	___I have several very close friends
___I play a musical instrument quite well	___I like helping teach other students
___I like to have music playing when doing homework or studying	___I like working with others in groups
___If I have to memorize something I try to create a rhyme about the event	___Friends ask my advice because I seem to be a natural leader
___I an argument I tend to shout or punch or move in some sort of rhythm	___If I have to memorize something I ask someone to quiz me to see if I know it
___I can remember the melodies of many songs	___In an argument I tend ask a friend or some person in authority for help
___If something breaks and won't work I tend to tap my fingers to a beat while I figure it out	___If something breaks and won't work I try to find someone who can help me
___For a group presentation I prefer to put new words to a popular tune or use music	___For a group presentation I like to help organize the group's efforts

Intrapersonal Intelligence	Naturalist Intelligence
___I like to work alone without anyone bothering me	___I am keenly aware of my surroundings and of what goes on around me
___I like to keep a diary	___I love to go walking in the woods and looking at the trees and flowers
___I like myself (most of the time)	___I enjoy gardening
___I don't like crowds	___I like to collect things (e.g., rocks, sports cards, stamps, etc)
___I know what I am good at and what I am weak at	___As an adult, I think I would like to get away from the city and enjoy nature
___I find that I am strong-willed, independent and don't follow the crowd	___If I have to memorize something, I tend to organize it into categories
___If I have to memorize something I tend to close my eyes and feel the situation	___I enjoy learning the names of living things in our environment, such as flowers and trees
___In an argument I will usually walk away until I calm down	___In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly
___If something breaks and won't work, I wonder if it's worth fixing up	___If something breaks down, I look around me to try and see what I can find to fix the problem
___For a group presentation I like to contribute something that is uniquely mine, often based on how I feel	___For a group presentation I prefer to organize and classify the information into categories so it makes sense

TOTAL SCORE

_____Verbal/Linguistic	_____Musical/Rhythmic
_____Logical/Mathematical	_____Interpersonal
_____Visual/Spatial	_____Intrapersonal
_____Bodily/Kinesthetic	_____Naturalist

Greg Gay - *Adapted by J. Ivanco, 1998*

Read each statement and then find someone in the room who fits the description. Once you have identified that person record his or her name in the respective box

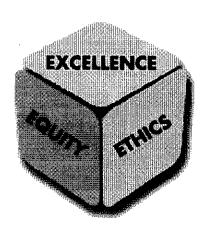| Has studied at least 4 languages	Graduated from high school outside of this country	Has completed a marathon, 10K or 5K	Can use chopsticks with proficiency
Does not eat meat	Is a mentor to a younger person	Was born in May	Has more than four (4) siblings
Can ride a bicycle	Has an older sister	Has visited Switzerland, Italy, China and Holland	Has visited the White House

Reflections:
Which of the above posed the greatest difficulty in finding someone for which the statement would be true?
How could this activity be adapted for use in your area of teaching, managing or interest?

Queens College
City University of New York

Division of Education

Appendix C

Sample Syllabus for ECPSE 701
Introduction to Assessment in Special Education

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit
Spring, 2009
Department of Educational and Community Programs
Graduate Programs in Special Education

ECPSE 701   Introduction to Assessment in Special Education (*3 credits*)

Date/Time   Tuesdays, 7:30 pm

Instructor   Dr. Brian Abrams

Phone: Office: 718-997-5212   Home: 631-669-2017

E-mail: bjabrams@optonline.net

Office: PH 032 (cubicle 5)

Office Hours: Tuesdays, 3:00-4:00 pm

I.   Course Description

The purpose of this course is to prepare special education teachers across all age range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

II.   Relationship of Course to the Education Unit's Conceptual Framework

Queens College is located in the diverse urban community of Flushing, in the New York City Borough of Queens. This course is aligned with the Core Values of the Education Unit of "promoting *Equity, Excellence,* and *Ethics* in urban schools and communities." More specifically, the Education Unit is committed to preparing teachers and educational professionals who:

- Build inclusive communities that nurture and challenge all learners (*Equity*)

- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (*Excellence*); and
- Value diversity, democracy, and social justice (*Ethics*).

Through the exploration of assessment principles and practices in both general and special education, this course also embeds the 10 Content Standards established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC):

1) Foundations, 2)Development and Characteristics of Learners, 3) Individual Learning
2) Differences, 4) Instructional Strategies, 5) Learning Environments and Social Interactions, 6) Language, 7) Instructional Planning, 8) Assessment, 9) Professional and Ethical Practice, and 10) Collaboration.

III.   Course Competencies

All candidates upon successful completion of ECPSE 701 will have developed and demonstrated the following knowledge, skills, and dispositions:

ECPSE 701 Course Competencies (*Knowledge, Skills & Dispositions*)	Education Unit Core Values	CEC Content Standards
1. Knowledge of basic terminology used in assessment.	Excellence	CEC Standards 1 & 8
2. Knowledge and skills necessary to generate appropriate educational goals, objective and outcomes from assessment information.	Equity Excellence	CEC Standards 1, 2, 3, 4, 5, 6, 7 & 8
3. Knowledge of the legal provisions, regulations, and guidelines regarding assessment of individuals for special education.	Equity Excellence Ethics	CEC Standards 1, 8, 9 & 10
4. Skills to develop or modify individualized assessment strategies as appropriate.	Equity Excellence	CEC Standards 1, 2, 3, 4, 5, 6, 7 & 8
5. Knowledge, skills, and dispositions to involve families and students as active participants in the assessment process.	Equity Ethics	CEC Standards 8, 9 & 10
6. Knowledge of the full range of educational decisions that are supported by assessment of student performance.	Equity Excellence Ethics	CEC Standards 1, 2, 3, 4, 5, 6, 7, 8 & 9
7. Knowledge of the different types of tests (e. g. aptitude, achievement, psychological) and specify their uses.	Excellence	CEC Standards 8 & 9
8. Knowledge and skills regarding classroom-based assessment systems for monitoring student progress and quality of instruction.	Equity Excellence	CEC Standards 1, 2, 3, 4, 5, 6, 7 & 8
9. Knowledge of the steps in the assessment process for special education (i.e., screening, pre-referral, referral, and classification).	Equity Excellence	CEC Standards 1 & 8
10. Knowledge, skills, and dispositions that reflect current practices regarding the responsibilities/roles of parents, students, teachers, and related service professionals in the assessment process.	Equity Excellence Ethics	CEC Standards 8, 9 & 10

IV.   Required Texts

Salvia, J. & Ysseldyke, J. (2007). Assessment in special and inclusive education (10th Edition). Boston: Houghton Mifflin.

Hosp, M., Hosp,, J. & Howel, K. (2007). The ABCs of CBM: A practical guide to curriculum-based measurement. New York: The Guilford Press.\

V. Tentative Schedule

Dates	General Topic(s)	Assignments
1/27	1. Overview & Introduction to Assessment; Types of Assessment	S&Y ch. 1,2
2/3	2. Legal and Ethical Considerations in Assessment	S &Y ch. 3
2/10	No Classes—QC follows a Thursday schedule	
2/17	3. Basic Concepts I – Descriptive Statistics, Norm and Criterion Referenced Assessment	S&Y ch. 4,5,6
2/24	4. Basic Concepts II – Reliability and Validity	S&Y ch. 7,8
3/3	5. Assessment in Classrooms – Instructional Ecology and Teacher Made Assessments	S&Y ch. 12, 13
3/10	6. Assessment using Formal Measures – Assessment of Intelligence, Sensory Acuity, and Perceptual-Motor Skills	S&Y ch. 16, 17, 18, 19, 20 Article Review due
3/17	7. Assessment using Formal Measures – Assessment of Academic Achievement and Mathematics	S&Y ch. 21, 23
3/24	8. Assessment using Formal Measures – Assessment of Reading, Oral and Written Language	S&Y ch. 22, 24 Midterm Exam
3/31	9. Assessment using Formal Measures – Assessment of Infants, Toddlers and Pre-Schoolers	S&Y ch. 25
4/7	10. Assessment using Formal Measures – Assessment Social, Emotional, and Adaptive Behavior	S&Y ch. 26, 27
4/14	No Classes—Spring Recess	H, H & H ch. 1,2
4/21	11. Curriculum Based Assessment	
4/28	11. Teacher Decision making and Entitlement Decisions Assessment Tools Presentations	S&Y ch. 28, 29 Assessment Tools Presentations due
5/5	13. Response to Intervention; Converting Test Results into IEP Goals & Objectives and Writing Educational Reports	Vaughn,etc, (2003) Mastropieri & Scruggs (2005), Vellutino, etc (2006), Compton, etc (2006)
5/12	14. Converting Test Results into Classroom Instructional Activities	Interpretation of Psychological Reports due
5/19	15. Sharing results of final papers	

VI. Course Performance-Based Assessment Measures

1. *Class Participation*: Class participation is very important. If an emergency should arise, or if a program candidate is ill and cannot attend class, he/she should contact the professor prior to class. If a candidate is unable to make class, he/she is responsible for arranging to get the notes and handouts from a classmate. Also, candidates are requested to be respectful of the professor and classmates—walking in late to class, or walking in and out during class is distracting and disconcerting. A significant focus within this class will be placed on class discussion, collaborative problem solving, and sharing about class readings and classroom experiences. (*Measure of Course Competencies:* # 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10)

2. Article Review: You will review one recent article related to assessment of students with disabilities. Articles should be selected from Exceptional Children, Learning Disabilities Research and Practice, Journal of Learning Disabilities, Remedial and Special Education, etc. The article will be presented to the class via a Power Point presentation. (*Measure of Course Competencies:* # 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10)

3. Midterm Examination: The midterm examination will cover materials covered in the assigned chapters, you will also be tested on materials that we discussed in class. The exam will consist of True/False, Multiple Choice, and Short Essays. (*Measure of Course Competencies:* # 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10)

4. Interpretation and review of psychological report: You will be given a psychological and educational testing report to interpret. Based on reports students are required to write present level of performance and suggested IEP goals related to standards. (*Measure of Course Competencies:* # 2, 6, 7, 8 & 9)

5. Assessment Tool Presentation: You will work with another student in the class on this project. The two of you will present an in-depth look at a chosen curriculum-based assessment tool, including a description, examples of the assessment tool, research on the tool, classroom applications and benefits/drawbacks of the tool. (*Measure of Course Competencies:* # 2, 6, 7, 8 & 9)

VII. Course Grading

Grades will be assigned on the basis of the total number of points earned throughout the semester on the performance-based measures in relation to mastery of the course competencies (as identified). A delineation of the point values for each performance-based assessment measure and the corresponding letter grades for total points earned follows.

Performance-Based Assessment Components	Percent of Grade	Possible Point	Points Earned
Class Participation	10%	10 points	_____
Article Review	15%	15 points	_____
Midterm Exam	25%	25 points	_____
Interpretation and Review Of Psychological Report	25%	25 points	_____

Assessment Tool Presentation	25%	25 points	_____
Total grade	100%	100 points	_____

A+	97-100 pts.
A	94-96 pts.
A-	90-93 pts.
B+	87-89 pts.
B	84-86 pts.
B-	80-83 pts.
C	70-79 pts.
F	69 pts. And below

VIII. Special Notes

All candidates will be expected to have access to e-mail for communication with the professor outside of class—of course; this does not preclude personal, individual meetings with the professor as needed during the semester or during scheduled office hours. The class schedule is a tentative one. In order to individualize instruction, it might be necessary to accordingly change or revise some of the topics or assignments. All candidates are expected to keep a copy of any assignments that they hand in to the professor.

IX. CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at:

http://www1.cuny.edu/academics/info-central/policies/academic-integrity.pdf

X. ADA Statement

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: pratik_patel@qc.edu

XI. Use of Candidate Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

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Barbarin, O. A. (2007). Mental health screening of preschool children: Validity and reliability of ABLE. *American Journal of Orthopsychiatry, 77* (3), 402–418

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Epstein, M. (1999). The development and validation of a scale to assess the emotional and behavioral strengths of children and adolescents. *Remedial and Special Education, 20* (5), 258-262.

Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems: From research to practice*. Boston: Allyn and Bacon.

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Losardo, A., & Notari-Syverson, A. (2001). *Alternative approaches to assessing young children*. Baltimore, MD: Paul H. Brookes.

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Pierangelo, R., & Giuliani, G. (2002). Special educator's complete guide to 109 diagnostic tests (4th ed.). SanFrancisco, CA: Jossey Bass.

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Romero, I., Kalesnik, J., & Nuttall, E.V. (1999). *Assessing and screening preschoolers: Psychological and educational dimensions* (2nd ed.). Boston: Allyn and Bacon.

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Queens College
City University of New York

Division of Education

EXCELLENCE

EQUITY

ETHICS

Appendix D

Sample Syllabus for ECPSE 722
Applied Behavior Analysis and Positive Behavior Supports

EDUCATIONAL AND COMMUNITY PROGRAMS
QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK

FALL 2008

ECPSE 722:   Applied Behavior Analysis and Positive Behavior Supports
Instructor: Dr. Christopher Oliva, (Powdermaker Hall 032M)
Phone   Office : 914.522.0525   Home: 518.392.0707
E-mail: gatewaysbc@aol.com
Office Hours   Tuesday - 3:00 - 4:00, and by appointment

COURSE DESCRIPTION

This course is concerned with the application of the principles of operant learning, focusing on the relationship between behaviors and environmental events (e.g., antecedents and consequences), which influence behavior. Focus on functional behavioral assessment and positive behavior supports that lead to meaningful changes in environments and quality of life will be emphasized.

REQUIRED TEXTS

Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers (7th Edition]*. Upper Saddle River, NJ: Merrill Prentice-Hall.

Lohrman, S., & Brown, F. *Working Together: A guide to positive behavior support for families and professionals.* TASH, Baltimore, Maryland.

E-RESERVE LIBRARY*(password: oli722)*

Course Materials
On-line: A Positive Behavior Support articles on-line reserve through QC Library

COURSE COMPETENCIES

All candidates upon successful completion of this course will have developed and demonstrated the following knowledge, skills, and dispositions:

1. Knowledge and skills in the development of behavioral objectives for any observable behavior.

2. Knowledge and skills in the use of different types of measurement procedures.

3. Knowledge and skills of converting data into graphs.

4. Knowledge of the different types of conditioned and unconditioned reinforcers.

5. Knowledge of the factors that influence the effectiveness of a reinforcer.

6. Knowledge, skills, and dispositions regarding the basic principles and procedures to increase operant behavior.

7. Knowledge, skills, and dispositions regarding the basic principles and procedures used to decrease operant behavior.

8. Knowledge of the requirements of IDEA concerning discipline and behavior management.

9. Knowledge, skills, and dispositions regarding the relationship between behavior problems and communication.

10. Knowledge, skills, dispositions regarding relationship of setting events and antecedents, including curricula and other educational events, to problem behaviors.

11. Knowledge, skills, and dispositions regarding the relationship between an individual's life style and behavior problems.

12. Knowledge, skills, and dispositions regarding the basic components and implementation of functional behavioral assessments.

13. Knowledge, skills, and dispositions related to designing positive behavior support plans based on functional behavioral assessment, and using antecedent and consequence strategies.

14. Knowledge, skills, and dispositions related to teaching communication skills as an alternative to behavior problems.

15. Knowledge, skills, and dispositions related to teaching social and self-management skills as alternatives to behavior problems.

16. Knowledge, skills, and dispositions regarding the design of basic single-subject research designs appropriate for classroom use.

17. Knowledge, skills, and dispositions related to evaluating behavior change through the visual analysis of data.

18. Knowledge and disposition related to ethical issues regarding the use of behavioral procedures to change human behavior.

RELATIONSHIP OF COURSE TO THE EDUCATION UNIT'S CONCEPTUAL FRAMEWORK

Queens College is located in the diverse urban community of Flushing, in the New York City Borough of Queens. This course is aligned with the Core Values of the Education Unit of "**promoting Equity, Excellence, and Ethics in urban schools and communities.**" More specifically, the Education Unit is committed to preparing teachers and educational professionals who:

- Build inclusive communities that nurture and challenge all learners (**Equity**)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (**Excellence**); and
- Value diversity, democracy, and social justice (**Ethics**).

Through the exploration of special education research and practices as well as through the development of a comprehensive literature review within a specific area of interest or concern, this course also embeds the 10 Content Standards established jointly by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC):

1) Foundations
2) Development and Characteristics of Learners
3) Individual Learning Differences
4) Instructional Strategies
5) Learning Environments and Social Interactions
6) Language
7) Instructional Planning
8) Assessment
9) Professional and Ethical Practice
10) Collaboration

COURSE CONTENT

This course embeds the themes identified by New York State Department of Education in several ways. Throughout the course, each class uses natural environments as the preferred context for providing services and within which to analyze and provide behavioral support. The issues of independence, self-determination, diversity and multicultural influences inform each class session. One underlying theme in this course is the relationship between communication, self-determination, and social skills in the analysis, prevention, and intervention of behaviors that interfere with learning and social development.

COURSE PERFORMANCE-BASED ASSESSMENT MEASURES

1. **Class Participation**: Attendance and class participation is very important. If an emergency should arise or if a program candidate is ill and cannot attend class, he or she should contact the professor prior to class. If a candidate is unable to make class, he/she is responsible for arranging to get the notes and handouts from a classmate. Also, candidates are requested to be respectful of the professor and classmates—walking in late to class, or walking in and out during class is distracting and disconcerting. A significant focus within this class will be placed on class discussion, collaborative problem solving, and sharing about classroom observations and experiences. *Candidates must use class time is for the subject of the course – only!*

Please also remember to turn off all cell phones and pagers.

2. **Journal Article Review**: Each candidate will review a *data-based research* article that focuses on some aspect of using behavioral principles in addressing the problem behavior of students with disabilities related to an area/population of interest. The components of the review include: APA reference citation, description of the research participants and setting, research hypothesis, summary of findings, critique of the research, and application to the classroom. Your findings will be presented to the class. The written paper must be no longer than two pages. Candidates must use technology that is appropriate to the subject to enhance your presentation to the class.

Please staple your assignment—do not use covers, binders, or plastic holders.

3. <u>Exam</u>: There will be one exam approximately midway through the semester. The exam will cover assigned readings and class lectures and discussions.

3. **<u>Student Observation – FBA Assignment</u>**: Each candidate will identify a student with a disability and define a behavior to observe, design a measurement system and data sheet, record and graph data, and analyze the data. Data must include measurement of potentially contributing environmental variables (e.g., time of day, activity, setting).

Please staple your assignment—do not use covers, binders, or plastic holders.

4. **<u>PBS Group Paper/Presentation</u>**: Small student groups will form to write a cooperative paper that comprehensively reviews one area of Positive Behavior Supports (PBS). This paper will focus on how the strategies are assessed, implemented and evaluated. A presentation will be made to the class. One grade will be given for the group project.With the submission of your paper please include a sealed envelope containing your personal grade of the participation of each member of your group – excluding yourself. Candidates muts use technology that is appropriate to the subject to enhance your presentation to the class.

Please just staple your assignment—do not use covers, binders, or plastic holders.

5. **<u>Self-Management Project</u>**: In order for you to more meaningfully apply the principles and procedures discussed in class, a "personal" application will be required. In this assignment, you will select a behavioral procedure, and using a single-subject design, increase or decrease one or more of your behaviors. Candidates must use technology that is appropriate to the subject to enhance your presentation to the class.

Please just staple your assignment—do not use covers, binders, or plastic holders.

<u>SPECIAL NOTES</u>

a. The class schedule is a tentative one. In order to remain responsive to program candidates' needs, or issues in the field, it might be necessary change or revise some of the topics or assignments.

b. If you are having difficulty in the course, please come see me!!

c. All candidates are expected to keep a copy of any assignment that they hand in to the professor. To some candidates, this could be important to receving a grade in a timely manner.

d. All candidates will be expected to have access to e-mail for communication with the professor outside of class—of course, this does not preclude personal, individual meetings with the professor as needed.

e. If for any reason, you feel that you need an accommodation to master or demonstrate your mastery of the material, please feel free to contact me directly to discuss appropriate accommodations. However, **please let me know about this situation within the first two weeks of class so the appropriate accomdodations can be made.**

GRADING

Grades will be assigned on the basis of the total number of points earned throughout the course. Following is a delineation of the point values of each assignment and the corresponding letter grades for total points earned.

	Point Value	Points Earned
Exam	100	_____
Student Obs. - FBA	100	_____
Self-Management proj.	90	_____
Group Paper	80	_____
Journal Article Review	10	
Class Participation	20	
TOTAL:	400	/400 = ___ %

A+	97-100%.
A	93 - 96%
A-	90 - 92%
B+	87 – 90%
B	83 – 86%
B-	80 – 82%
C	70 – 79%
F	Below 70%

Additionally, this a teacher preparation program professional behavior is expected at all times – unprofessional behavior can influence a final grade.

FIELDWORK REQUIREMENTS

See assignment on Student Observation / FBA

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: http://qcpages.qc.cuny.edu/provost/policies/index.html.

ADA STATEMENT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: pratik_patel@qc.edu

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

ECP 722

Class Schedule

Class Date Due	General Topic(s)	Readings/Assign.
Sept. 2	*General introduction *Course requirements *Use of People First language *Definition of ABA *Educative vs. eliminative approaches * Assign journal article	

Sept. 9	* Communicative function
	  of behavior
	  * Positive Behavior Supports
	*Discuss Group Paper
	* Journal article Review
		A&T, Ch. 1, 6
		L & B pp 4 -19

Sept. 16	* Positive Behavior Supports of behavior (con't) * Antecedent and setting events * Functional behavioral assessment * Journal article Review	A&T, Ch. 12 L & B pp 24 -34

Sept. 23	* Functional Communication Training * Curricular impact	TBA Reading
child)		(Find obs.
	* Social Skills and alternative behaviors * Journal article Review	

Sept. 30	**** No Classes****	

Oct. 7	* Defining behavior * Measuring and graphing behavior *Behavioral objectives *Discuss student observation * Journal article Review	A&T: Ch 2 A&T: Ch. 3,4

Oct. 14	**** Classes follow a Monday Schedule****

Oct 21	*Single-subject design *Discuss self-management Assignment * Journal article Review	A&T: 116-135

Oct. 28	* Single subject design (con't) * Journal article Review	A&T: 135- 145 A&T: 156 - 165

Nov. 4 A&T: pgs. 216 - 248	*ABC's *Reinforcement *Group Paper Presentation * Journal article Review	A&T: 254 - 260

Nov. 11	****** EXAM ******

Nov 18	* Differential Reinforcement (DRO, DRL, DRI/DRA) *Extinction, Time-Out, & Response Cost * Group Paper Presentation * Journal article Review	A&T: 264 – 290 Student Obs Assignment

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Dec. 2	*Schoolwide Positive Behavior

Interventions & Supports   TBA
*Group Paper Presentation
* Journal article Review

Dec. 9   *Self-Mangement Share
              *Group Paper Presentation
              * Journal article Review

Dec. 16   * Self-management share   Self-
Mangemnt paper
              *Group Paper Presentation
              *Wrap-up
              * Course evaluation

Queens College
City University of New York

Division of Education

Appendix E

Sample Syllabus for ECPSE 725
Internship in Severe Disabilities

Summer 2006

ECPSE 725
Internship in Severe Disabilities

Professors -   Prof. Brown: fbrowncuny@aol.com
                        Prof. Horowitz: ranrob2@aol.com
                        Prof. Michaels: drcmichaels@aol.com
                        Prof. Oliva: gatewaysbc@aol.com
                        Prof. Schwartz: robran2@aol.com
                        Prof. Woolf: optionzunlimited@aol.com

Office Hours -   Wednesday 2:45-3:45, and by appointment

COURSE DESCRIPTION

This field-based course is designed to provide candidates with individualized supervision and regularly scheduled group seminars focused on educating students with severe disabilities. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Each candidate is placed in a setting with an experienced teacher of special education and will participate in all classroom activities as assigned by the supervising teacher, the school, and the University Professors. University faculty will visit the internship site a minimum of two times during the summer semester (unless otherwise arranged).

This course is designed to offer candidates an advanced study of curriculum and instruction for children with severe and multiple disabilities within the context of an intensive six week summer internship experience. The course will guide each student to explore the curriculum development process, instructional methodology, and approaches to evaluation regarding students with severe disabilities. Assignments require application to children with severe and multiple disabilities.

TEXTBOOK

Snell, M.E. & Brown, F. (Eds.) (2006). *Instruction of students with severe disabilities*. (6th Ed). New York: Merrill.

COURSE TOPICS/UNITS/READINGS AND DATES

TENTATIVE SCHEDULE

CLASS	TOPIC	DUE
Class 1	*Review Course Syllabi *Outcome Categories - *Discuss access to nonidentifiable IEP goals and objectives* *-Discuss classroom project* *-Discuss literature review project*	
Class 2	*IEP Analysis and critique - *Finalize classroom projects*	Bring in IEP goals & objs.
Class 3	Positive Behavior Supports	Bring in nonidentifiable BIP
Class 4	Augmentative and alternative communication supports	
Class 5	*Inclusion - *Discuss access to behavior plans*	Bring in IEP goals & objs. Literature Review Project
Class 6	Presentation of Classroom Projects Student Evaluations	Classroom projects

ASSIGNMENTS, FIELD ASSIGNMENTS AND GRADING PLAN

1. ***On-site participation:*** Candidates enrolled in the 6 week intensive summer internship are expected to participate in their assigned site, Monday through Thursday, keeping the same hours on those days as the classroom teachers, about 8:00AM to 3:00PM, but this will be specifically designated by the classroom in which you are placed. Within those sites, candidates will also participate in any after school meetings, team meetings, workshops, trainings, etc., that may be offered at the school.

2. ***Literature Review Project:*** Each candidate will select a topic that is new to them as well as relevant to their current classroom situation. The topic will be researched in two ways:

   (1) *Review 3 journal articles-* each candidate will find three articles (preferably research-based articles) relevant to the selected topic.

   (2) *Search the internet-* each candidate will find 2 sites related to the selected topic and print out salient information (e.g., information on the site itself; resource lists; literature). For example, the intern may research materials related to a specific student population, family support or chat groups, professional organizations, and so on.

3. ***Classroom Project:*** Based on discussion with the supervising teacher, and approval of the professor, each candidate will create an individualized project tailored to meet his or her needs and interests, and the needs of the classroom. The project should be designed within the first 2 weeks of the summer session so that sufficient time is left for implementation of the project, analysis, and writing or the project paper. Each candidate should be prepared to discuss progress on the project during seminars. Projects will be presented on the last night of the seminar.

4. ***Lesson Plans and Self-Evaluations:*** An instructional plan will be written for each of the two observed lessons (an instructional plan format will be provided). This will be done regardless of who designed the lesson—that is, whether the lesson is one created by the candidate, or if it is a lesson that is already part of the curriculum at your site. Each candidate will provide a self-evaluation of each lesson observed by the professor. Candidates should reflect on their performance during the observation and comment on variables such as: strengths of the lesson; what you could have done differently; if you were teacher; etc. These reflections should be handed in the week following the observation. (Always keep a copy of any work you hand in).

5. ***Feedback from Supervising Teacher:*** The professor will discuss each student's performance within the classroom with the supervising teacher, and each supervising teacher will complete an evaluation form.

GRADING

Classroom Project	100	_____
Literature Review Project	100	_____
Observation and Self-Evaluation 1	100	_____
Observation and Self-Evaluation 2	100	_____
Teacher Evaluation	50	_____
TOTAL	450	_____

ANY BEHAVIOR DEEMED UNPROFESSIONAL BY THE PROFESSOR MAY RESULT IN DISMISSAL FROM THE INTERNSHIP OR A LOSS OF POINTS.

Grades will be computed by adding the number of points earned across the course requirements listed above and then dividing this number by the total points possible. The resulting percentage will then determine the letter grade.

%			%	
A+	97-100	B	83-86
A	93-96	B-	80-82
A-	90-92	C	70-79
B+	87-89	F	0-69

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: http://qcpages.qc.cuny.edu/provost/policies/index.html

(FYI: Note within this document—**"All college catalogs, student handbooks, and college websites** should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. **All syllabi and schedules of classes** should make reference to the CUNY and college's academic integrity policy and where they are published in full.)

ADA Statement

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Kiely 171; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens students contact: Pratik Patel, Special Services Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.). E-mail address: pratik_patel@qc.edu

USE OF STUDENT WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Queens College
City University of New York

Division of Education

Appendix F

Queens College Education Unit
Core Assessment Instruments

QUEENS COLLEGE
City University of New York

<u>Education Unit Core Values Survey</u>

Candidate's Name: _____   **Date Completed:** _____

Subject Area/ Program: _____

Directions:

Please take some time **to rate how important** the following items are for your education discipline or profession on a scale of 1-4 (4 = Very Important to my discipline or profession, 1 = Not Important to my discipline or profession). These items are related to the Queens College Education Unit's Core Values for preparing teachers and educational professionals to have the knowledge, skills and dispositions necessary to work effectively in P-12 schools and promote *Equity*, *Excellence*, and *Ethics* in urban schools and communities.

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I.*Equity*—knowledge, skills, and dispositions associated with building inclusive communities that nurture and challenge all learners.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
1. Enthusiasm for the discipline or profession	1	2	3	4	NA
2. Enthusiasm for students	1	2	3	4	NA
3. Adapting materials or information to meet individual student needs	1	2	3	4	NA
4. Family needs of students	1	2	3	4	NA
5. Knowledge of students and their backgrounds in planning	1	2	3	4	NA
6. Relating information/instruction to students' out-of-school experiences	1	2	3	4	NA
7. Encouraging collaboration & shared support of students	1	2	3	4	NA
8. A learning or school environment that encourages risk-taking, asking questions & learning from mistakes	1	2	3	4	NA
9. Nurturing & challenging each student	1	2	3	4	NA

II. *Excellence*—knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
10. Positive professional—student interactions	1	2	3	4	NA
11. Correct language and terminology of the discipline or profession	1	2	3	4	NA
12. Discipline or profession specific procedures and skills	1	2	3	4	NA
13. Careful planning & organization to connect content/information with student needs	1	2	3	4	NA
14. Openness to constructive criticism	1	2	3	4	NA
15. Questioning to elicit levels of students' understandings	1	2	3	4	NA
16. Information gained from assessment to inform initial instruction/interventions	1	2	3	4	NA
17. Information gained from ongoing assessment to inform revisions in instruction/interventions	1	2	3	4	NA
18. Instructional/intervention approaches based on current research in the field	1	2	3	4	NA
19. Assessment approaches that are aligned with instruction/intervention	1	2	3	4	NA
20. Evidence-based instructional/intervention approaches	1	2	3	4	NA
21. Technology to enhance student learning, behavior change, inclusion, and other professional practices	1	2	3	4	NA

III. *Ethics*-- knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.

How important is/are:	Not Important to My Discipline or Profession	Somewhat Important to My Discipline or Profession	Important to My Discipline or Profession	Very Important to My Discipline or Profession	Not Applicable
22. Student to student interactions	1	2	3	4	NA
23. Adult to student interactions	1	2	3	4	NA
24. Tasks that support student learning, behavior change, inclusion, and other professional practices	1	2	3	4	NA
25. A school community that fosters respect for all students	1	2	3	4	NA
26. Appreciation of diversity among students	1	2	3	4	NA
27. Tolerance for all learners	1	2	3	4	NA
28. Awareness of the influence of culture in students' development of skills and behaviors	1	2	3	4	NA
29. Community of diverse students	1	2	3	4	NA
30. Community of diverse student families	1	2	3	4	NA
31. Social justice	1	2	3	4	NA
32. Democratic decision-making	1	2	3	4	NA

Comments or Feedback:

Thank You!

QUEENS COLLEGE
City University of New York
Education Unit

Field Experience Assessment for Teacher Candidates
To be completed near end of field experience.

Candidate's Name: _____ **Date Completed:** _____

Age/Grade Level (from drop down menu): _____ **Subject Area/Program:** _____

Queens College Faculty: _____ **Course Number:** _____

Directions:
Please take some time at the end of the semester to rate the candidate in terms of his/her ability to analyze, synthesize, and reflect upon the field work experiences associated with this course.

	Unacceptable	Emerging	Acceptable	Target	Not Applicable
1. Candidate reflects upon the strategies and methods for presenting content knowledge observed in field observations.	1	2	3	4	N/A
2. Candidate brings experiences, observations, and questions from field observations into class discussions and assignments.	1	2	3	4	N/A
3. Candidate reflects upon the approaches to sequencing, pacing, evaluating, and adjusting the presentation of content knowledge during field observations.	1	2	3	4	N/A
4. Candidate reflects upon approaches for differentiating and personalizing the teaching and evaluation of content knowledge to address the strengths and needs of all learners during field observations.	1	2	3	4	N/A
5. Candidate reflects upon the use of materials and the integration of technology within the content area during field observations.	1	2	3	4	N/A
6. Candidate reflects upon the Education Unit's Core Values of Equity, Excellence and Ethics in relation to the teaching of content knowledge during field observations.	1	2	3	4	N/A

Additional Comments or Concerns:

Thank you

QUEENS COLLEGE
City University of New York
Education Unit

Lesson Plan Assessment for Teacher Candidates
To be completed by professor during the identified methods course(s)

Candidate's Name: _____ Date Completed: _____

Queens College Faculty: _____ Subject Area/Program: _____

Course Number: _____

Directions:
Please take some time to rate the candidate's lesson plan developed as part of this methods course in terms of his/her ability to analyze, synthesize, and reflect upon the content and pedagogy associated with the discipline.

	Unacceptable	Emerging	Acceptable	Target
1. Candidate demonstrates content knowledge of the subject consistent with professional, state and institutional standards.	1	2	3	4
2. Candidate demonstrates pedagogical knowledge of the subject consistent with professional, state and institutional standards.	1	2	3	4
3. Candidate incorporates pedagogically appropriate strategies and techniques to meet the diverse instructional strengths and learning needs of all learners.	1	2	3	4
4. Candidate includes the use of the appropriate materials, instructional strategies, and technology to present the content.	1	2	3	4
5. Candidate builds in formative and summative approaches for monitoring (assessing) student learning.	1	2	3	4

Additional Comments or Concerns:

Thank you

QUEENS COLLEGE
City University of New York
Education Unit

Curriculum Unit Assessment for Teacher Candidates
To be completed in one of the culminating courses

Candidate's Name: _____ **Date Completed:** _____

Did Candidate Implement the Unit at a Field/Work Site: _____ **Subject Area/Program:** _____

Queens College Faculty: _____ **Course Number:** _____

Directions:
Please take some time to rate the candidate's curriculum unit developed (and where possible implemented) as part of this course in terms of the candidate's ability to organize and structure content, sequence the lessons, and assess student learning. In extenuating circumstances, a candidate may not be able to implement this unit, please check N/A as needed.

Design and Organization of Curriculum Unit	Unacceptable	Emerging	Acceptable	Target	N/A
1. Candidate demonstrates content knowledge of the subject across the lessons that make up the unit consistent with professional, state and institutional standards.	1	2	3	4	N/A
2. Candidate demonstrates pedagogical knowledge of the subject across the lessons that make up the unit consistent with professional, state and institutional standards.	1	2	3	4	N/A
3. Candidate incorporates pedagogically appropriate strategies and techniques across the lessons that make up the unit to meet the diverse instructional strengths and learning needs of all learners.	1	2	3	4	N/A
4. Candidate offers clear evidence of the logical, intuitive sequence of information and demonstrates that each lesson plan within the unit contains a clearly articulated purpose and rationale, goals and objectives, adaptations for diverse learners, and an evaluation of student learning.	1	2	3	4	N/A
5. Candidate presents clear evidence of connection of unit to state learning standards within the discipline with frequent references to key facts and concepts all learners are likely to learn.	1	2	3	4	N/A
6. Candidate selects and incorporates research-based best-practices based approach across the lessons that make up the unit based on current literature within the discipline building a clear conceptual rationale for the approaches taken.	1	2	3	4	N/A

Implementation and Adjustment of Curriculum Unit	Unacceptable	Emerging	Acceptable	Target	N/A
7. Candidate includes the use of the appropriate materials, instructional strategies, and technology across the lessons that make up the unit to present content and foster access to that content for all learners.	1	2	3	4	N/A
8. Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback within individual lessons and adjusts remaining lessons within the unit accordingly.	1	2	3	4	N/A

9. Candidate sequences instructional activities and approaches across the lessons that make up the unit to promote the movement of students through all phases of instruction: entry, acquisition, proficiency, maintenance, generalization, and application.	1	2	3	4	N/A
10. Candidate demonstrates broad level of subject matter knowledge across the lessons that make up the unit, especially in relation to student generated questions (i.e., all information is clear, appropriate, and correct).	1	2	3	4	N/A

Evaluation of Curriculum Unit and Student Learning	Unacceptable	Emerging	Acceptable	Target	N/A
11. Candidate demonstrates the ability to engage in structured self-reflection including a thoughtful analysis of the strengths and weaknesses of each lesson and the unit as a whole; is able to offer clear explanations of what should be done differently and why, in order to more actively engage students and promote student learning.	1	2	3	4	N/A
12. Candidate builds in formative and summative approaches for monitoring (assessing) student learning across the lessons that make up the unit.	1	2	3	4	N/A
13. Candidate gathers and presents clear evidence of student learning in relation to the critical content of each lesson within the unit.	1	2	3	4	N/A
14. Candidate gathers and presents clear evidence of student learning of the critical content or big ideas within the unit.	1	2	3	4	N/A

Additional Comments or Concerns:

Thank you

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QUEENS COLLEGE
City University of New York
Education Unit

Lesson Plan Implementation Assessment for Teacher Candidates
To be completed during student teaching/internship observations

Candidate's Name: _____ **Date Completed:** _____

School/Agency: _____ **Subject Area/Program:** _____

Queens College Clinical   **Course Number:** _____
Faculty(Supervisor) OR Other
Evaluator (please specify): _____

Directions:
Please take some time to rate the candidate's lesson plan developed as part of this course in terms of his/her ability to analyze, synthesize, and reflect upon the content and pedagogy associated with the discipline.

	Unacceptable	Emerging	Acceptable	Target	Not Applicable
1. Candidate demonstrates content knowledge of the subject consistent with professional, state and institutional standards.	1	2	3	4	N/A
2. Candidate demonstrates pedagogical knowledge of the subject consistent with professional, state and institutional standards.	1	2	3	4	N/A
3. Candidate incorporates pedagogically appropriate strategies and techniques to meet the diverse instructional strengths and learning needs of all learners.	1	2	3	4	N/A
4. Candidate adjusts lesson pacing and instructional focus as appropriate based on student feedback.	1	2	3	4	N/A
5. Candidate includes the use of the appropriate materials, instructional strategies, and technology to present the content.	1	2	3	4	N/A
6. Candidate builds in formative and summative approaches for monitoring (assessing) student learning.	1	2	3	4	N/A
7. Candidate engages in a systematic process of inquiry, analysis, and self-reflection on the strengths, weaknesses, and impact of the lesson.	1	2	3	4	N/A

Additional Comments and Next Steps:

Thank you

QUEENS COLLEGE
City University of New York
Education Unit

Clinical Practice
Student Teaching & Internship Evaluation Instrument

Please Circle One: **CANDIDATE**   **COOPERATING TEACHER/**   **QC SUPERVISOR**
SITE SUPERVISOR

Candidate's Name: _____ Date Completed: _____

School/Agency: _____ Subject Area/Program: _____

Site Based Clinical Faculty-Cooperating Teacher/Supervisor: _____

Queens College Clinical   Course Number: _____
Faculty(Supervisor): _____

Directions:
Please take some time to rate the candidate (or yourself) on the following competencies associated with the Queens College Education Unit's Core Values for preparing teachers and other school professionals to demonstrate the knowledge, skills and dispositions necessary to promote *Equity*, *Excellence*, and *Ethics* in urban schools and communities.

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I. *Equity*—candidate demonstrated knowledge, skills, and dispositions associated with building inclusive communities that nurture and challenge all learners.

	Unacceptable	Emerging	Acceptable	Target	Not Applicable
1. Demonstrates enthusiasm for the discipline	1	2	3	4	N/A
2. Demonstrates enthusiasm for students	1	2	3	4	N/A
3. Invests time & resources adapting materials, services, or information to meet individual student needs	1	2	3	4	N/A
4. Responsive to family needs	1	2	3	4	N/A
5. Uses knowledge of students and their backgrounds in planning	1	2	3	4	N/A
6. Relates information/instruction/services to students' out-of-school experiences	1	2	3	4	N/A
7. Reaches out to parents/guardians and encourages collaboration & shared support of students	1	2	3	4	N/A
8. Creates a learning or school environment that encourages exploration, asking questions & learning from experiences	1	2	3	4	N/A
9. Nurture & challenge each student	1	2	3	4	N/A

II. *Excellence*—candidate demonstrated knowledge, skills, and dispositions associated with professionalism, scholarship, efficacy, evidence-based practice, and reflection.

	Unacceptable	Emerging	Acceptable	Target	Not Applicable
10. Demonstrates positive professional—student interactions	1	2	3	4	N/A
11. Uses correct language and terminology of the discipline	1	2	3	4	N/A
12. Employs discipline-specific procedures and skills	1	2	3	4	N/A
13. Demonstrates careful planning & organization to connect content/information with student needs	1	2	3	4	N/A
14. Demonstrates openness to constructive criticism during feedback discussions	1	2	3	4	N/A
15. Formulates questions to elicit levels of students' understandings and to explore their experiences	1	2	3	4	N/A
16. Uses information gained from assessment to inform initial instruction/interventions	1	2	3	4	N/A
17. Uses information gained from ongoing assessment to inform revisions in instruction/interventions	1	2	3	4	N/A
18. Uses instructional/intervention approaches based on current research in the field	1	2	3	4	N/A
19. Demonstrates appropriate assessment approaches that are aligned with instruction/intervention	1	2	3	4	N/A
20. Demonstrates evidence-based instructional/intervention approaches	1	2	3	4	N/A
21. Integrates the use of technology to enhance student learning, behavior change, and inclusion	1	2	3	4	N/A

III. *Ethics*-- candidate demonstrated knowledge, skills, and dispositions associated with valuing diversity, democracy, and social justice.

	Unacceptable	Emerging	Acceptable	Target	Not Applicable
22. Promotes positive student-student interactions	1	2	3	4	N/A
23. Promotes positive professional-student interactions	1	2	3	4	N/A
24. Designs discipline-specific tasks that support student learning, behavior change and inclusion	1	2	3	4	N/A
25. Contributes to the building of a democratic classroom or school community that fosters respect for all students	1	2	3	4	N/A
26. Promotes the appreciation of diversity among students	1	2	3	4	N/A
27. Promotes tolerance for all learners	1	2	3	4	N/A
28. Supports cross-cultural awareness and respect in students' development of skills and behaviors	1	2	3	4	N/A
29. Values diversity of students	1	2	3	4	N/A
30. Values diversity of families	1	2	3	4	N/A
31. Promotes social justice	1	2	3	4	N/A
32. Encourages democratic decision-making	1	2	3	4	N/A

Additional Comments or Concerns:

Thank you!

QUEENS COLLEGE
City University of New York

Education Unit

Rubric for Assessing Teacher Candidate Impact on Students Learning in the P-12 Schools[*]

Candidate Name: _____   Unit Program: _____

Completed by: _____   Date of Completion: _____

1. Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress		
Unacceptable	**Emergent**	**Acceptable**	**Target**
✓ Assessment strategies and instruments are limited ✓ Assessment instruments fail to capture formative and summative data ✓ Assessment is seen primarily as an activity that is conducted for external reporting purposes (e.g., documenting reading performance for NY State)	✓ Assessment is used primarily to document student performance ✓ Grades and scores are based on assessment results ✓ Assessment is used to measure student learning at the end of units of study	✓ Appropriate assessment methods and instruments are selected for the outcomes being measured ✓ Assessment strategies (formal and informal) are used to elicit information about students ✓ All forms of assessment are appropriately administered	✓ Demonstrated an understanding of measurement theory and assessment related issues through the use and interpretation of different types of assessments ✓ Teacher-made tests show appropriate construction for measuring intended outcomes ✓ Appropriate techniques are used during instruction to assess student understanding and mastery of goals and objectives

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[*] This rubric for evaluating candidate impact on student learning in the P-12 schools is adapted liberally from the Tennessee State Model for Teacher Evaluation as approved by the Tennessee Department of Education, 1988.

Spring 2006

2. Candidate uses assessment information to make instructional decisions

Unacceptable	Emergent	Acceptable	Target
✓ Assessment information is not being used consistently to guide instruction ✓ Assessment information is limited ✓ Assessment is seen primarily as an activity that is conducted for external purposes (e.g., documenting reading performance for NY State) rather than as an activity that is intimately linked to curriculum and instruction	✓ General monitoring (e.g., questions, homework) is used to identify students' status ✓ Re-teaching is used when general class misunderstanding is demonstrated ✓ Some use of assessment for diagnosis and instruction is evident	✓ The results of assessment information are accurately interpreted ✓ Assessment is used at the beginning of the year to make instructional decisions regarding grouping ✓ Assessment information is used to make planning decisions regarding student experiences, modes of learning, needs, and attitudes ✓ Assessment data is used when making instructional decisions, throughout the year	✓ Ongoing assessment is accurately and systematically used to plan, refine, and modify instruction ✓ Remediation, instruction, or enrichment for individual learners is based on assessment information ✓ Appropriate techniques are used during instruction to assess student understanding and mastery of goals and objectives

3. Candidate uses assessment information to communicate student status and progress to students, parents, and appropriate others

Unacceptable	Emergent	Acceptable	Target
✓ Report cards and progress reports are the primary means of communication of progress/concern to students, parents, and appropriate others ✓ Feedback and communication with students, parents, and others is primarily summative in nature ✓ Suggestions and strategies for addressing instructional concerns are not included as part of the communication to students, parents, and appropriate others	✓ Cumulative student reports are provided to students, parents, and appropriate others at required intervals ✓ Students are provided general feedback reflecting the correctness or incorrectness of their responses ✓ Required records of student work and performance are maintained	✓ Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals and objectives ✓ Parents and appropriate others are informed on a timely basis of a student's status and of academic and affective changes ✓ Routines have been established for two-way communication with students, parents, and appropriate others	✓ Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance ✓ Attention is focused on what needs to be done to move to the next performance level ✓ Communication strategies have been refined to ensure that parent and student feedback will affect a change ✓ Useful records of student work and performance are maintained

4. Candidate reflects on teaching practices by evaluating continually the effects of instruction

Unacceptable	Emergent	Acceptable	Target
✓ Self-reflections are focused primarily on using assessment data to evaluate student performance ✓ Assessment information fails to be used in self-reflective ways to improve curriculum and instruction either at the class-level or at the individual learner-level	✓ Assessment focuses on student achievement with limited connection to the effectiveness of the strategies or techniques employed ✓ Self-reflections include an accurate description of classroom behavior, including sequence of events, candidate and student behaviors, and time frames ✓ Description of classroom behavior is used to determine an overall level of success	✓ A variety of assessment results are used to determine the relations between student success and teacher behaviors ✓ Results are interpreted with accuracy in terms of the effectiveness of the strategies or techniques employed ✓ Modifications, adaptations, and refinements in teaching strategies and behaviors are made based on the accurate interpretation of data	✓ Self-reflections communicate specific examples of the cyclical process of reflection, assessment, and learning ✓ Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning ✓ Classroom data, information about student progress, and research are used as sources for systematically incorporating research-based practices into the classroom, and then reflecting on and revising practice

5. Candidate evaluates students performance and determines the amount of progress

Unacceptable	Emergent	Acceptable	Target
✓ Evaluation of student performance is not done consistently in either formative or summative ways ✓ Evaluation of student performance is rarely used to guide instruction ✓ Evaluation of student performance fails to be linked to curriculum and instruction	✓ Grades or cumulative scores are cited as evidence of student growth ✓ Use of baseline data is limited to interpretation of student learning ✓ General statements are provided to document formal and informal assessment of both academic and positive attitudinal change	✓ Assessment techniques are used to determine students' performance level prior to and after instruction ✓ The amount of student growth and possible intervening variables are communicated knowledgeably ✓ Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains ✓ Assessment data is stressed and communicate with accuracy	✓ Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction ✓ Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth ✓ Student growth is communicated knowledgeably and responsively ✓ Knowledge and understanding of any intervening variables or factors is used to determine an accurate amount of progress

QUEENS COLLEGE
City University of New York
Education Unit

Rating Form for Assessing Teacher Candidate Impact on Student Learning in the P-12 Schools

Candidate's Name: _____ **Date Completed:** _____

School/Agency: _____ **Subject Area/Program:** _____

Queens College Clinical Faculty(Supervisor) OR Other Evaluator (please specify): _____

Course Number: _____

Directions for Completing Candidate Rating:
Please rate candidate performance over the course of the clinical practice (student teaching) in terms of the following five competencies. Guidelines for making rating decisions on each of the competencies can be found in the rubric for assessing candidate impact on student learning in P-12. Completed ratings should be shared with the candidate.

1. **Candidate uses appropriate assessment strategies and instruments to obtain information about students and their progress**

Unacceptable	Emerging	Acceptable	Target
1	2	3	4

2. **Candidate uses assessment information to make instructional decisions**

Unacceptable	Emerging	Acceptable	Target
1	2	3	4

3. **Candidate uses assessment information to communicate student status and progress to students, parents, and appropriate others**

Unacceptable	Emerging	Acceptable	Target
1	2	3	4

4. **Candidate reflects on teaching practices by evaluating continually the effects of instruction**

Unacceptable	Emerging	Acceptable	Target
1	2	3	4

5. **Candidate evaluates students performance and determines the amount of progress**

Unacceptable	Emerging	Acceptable	Target
1	2	3	4

Additional Comments and Feedback:

QUEENS COLLEGE
City University of New York
Education Unit

<u>Candidate Evaluation of College Supervisor</u>

Candidate's Name: _____ **Date Completed:** _____
(necessary if completed in paper form)

School/Agency: _____ **Subject Area/Program:** _____

Queens College Clinical
Faculty(Supervisor): _____

Course Number: _____

Site Based Clinical Faculty-Cooperating Teacher: _____

Directions:
Please take some time to rate your level of agreement with each statement below regarding your **Queens College Supervisor**. This will help us improve our preparation programs and assure that our graduates have the knowledge, skills and dispositions necessary to promote *Equity*, *Excellence*, and *Ethics* in urban schools and communities. ***Thank you!***

	DISAGREE COMPLETELY	DISAGREE	AGREE	AGREE COMPLETELY	NOT APPLICABLE
1. My college supervisor *was available* to answer my questions and respond to concerns (either, in person or through other forms of communication).	1	2	3	4	N/A
2. My college supervisor *provided both formative and summative feedback* to me in ways that were constructive, educative, and supportive.	1	2	3	4	N/A
3. My college supervisor *made a sufficient number of visits and formal observations* to support and evaluate my work and growth in relation to the Unit's Core Values of Equity, Excellence, and Ethics.	1	2	3	4	N/A
4. My college supervisor *set clear expectations* for student teaching and/or clinical experience.	1	2	3	4	N/A
5. My college supervisor *responded to my specific requests* for assistance with directions, information, and/or reference materials.	1	2	3	4	N/A
6. My college supervisor provided me with mentoring and feedback on competencies associated with *Equity* (building inclusive communities that nurture and challenge all learners).	1	2	3	4	N/A
7. My college supervisor provided me with mentoring and feedback on competencies associated with *Excellence* (professionalism, scholarship, efficacy, evidence-based practice and reflection)	1	2	3	4	N/A
8. My college supervisor provided me with mentoring and feedback on competencies associated with *Ethics* (valuing diversity, democracy, and social justice).	1	2	3	4	N/A
9. My college supervisor *listened to my concerns, valued my input, and supported me in problem solving* regarding my performance (knowledge, skills, and dispositions).	1	2	3	4	N/A

Please use the space below to offer any additional comments you may have regarding your experience with the Queens College clinical supervisor:

QUEENS COLLEGE
City University of New York
Education Unit

<u>Candidate Evaluation of Cooperating Teacher/Supervisor</u>

Candidate's Name: _____   **Date Completed:** _____

School/Agency: _____   **Subject Area/Program:** _____

Site-Based Clinical Faculty Cooperating Teacher/Supervisor: _____

Queens College Clinical Faculty (Supervisor): _____

Directions:
Please take some time to rate your level of agreement with each statement below regarding your Cooperating Teacher/Supervisor. This will help us improve our preparation programs and assure that our graduates have the knowledge, skills and dispositions necessary to work effectively in P-12 schools and promote *Equity*, *Excellence*, and *Ethics* in urban schools and communities.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	NOT APPLICABLE
1. My cooperating teacher/supervisor *was willing and available* to answer my questions and respond to my concerns.	1	2	3	4	NA
2. My cooperating teacher/supervisor *provided both formative and summative feedback* to me in ways that were constructive, educative, and supportive.	1	2	3	4	NA
3. My cooperating teacher/supervisor provided me with *multiple opportunities to deliver instruction and support* to students in individual and group formats.	1	2	3	4	NA
4. My cooperating teacher/supervisor provided me with *appropriate guidance and support* in working with students in individual and group formats.	1	2	3	4	NA
5. My cooperating teacher/supervisor *responded to my specific requests* for assistance with directions, information, and/or reference materials.	1	2	3	4	NA
6. My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with *Equity* (building inclusive communities that nurture and challenge all learners).	1	2	3	4	NA
7. My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with *Excellence* (professionalism, scholarship, efficacy, evidence-based practice and reflection).	1	2	3	4	NA
8. My cooperating teacher/supervisor provided me with mentoring and feedback on competencies associated with *Ethics* (valuing diversity, democracy, and social justice).	1	2	3	4	NA
9. My cooperating teacher/supervisor *listened to my concerns, valued my input, and supported me* regarding my performance (knowledge, skills, and dispositions).	1	2	3	4	NA

Comments or Feedback:

Thank You!