



Qatar University

College of Education: Psychological Sciences Department

Course Syllabus

➤ **Course Information:**

Course Title: Curriculum and Methods for School-Based Special Education

Course Number and CRN: SPED 422

Prerequisite: Required

Credit Hours (CR HRS): 3 Hours

Department: Psychological Sciences

Program: Special Education /School -Based Special Education

Class meeting time:

- Location: B04 CED

Instructor Information:

Instructor's name:

- Email:

Office Hours:

- Office Number:

➤ **College of Education Conceptual Framework:**

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes (Checked if addressed in this course):

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ **Course Description:**

The purpose of this course is to prepare pre-service special educators to deliver academic instruction to students with disabilities. Specifically, participants in this course will develop a knowledge base of curricular approaches, and instructional strategies and techniques to meet the diverse learning needs of students with disabilities. In addition, course participants will develop a repertoire of teaching skills to provide instruction to children and youth with disabilities.

➤ **Course Objectives:**

1. Students will demonstrate ability to design a functional curriculum for learners with disabilities
2. Students will demonstrate an understanding of the principles of universal design and how these can be used to adopt the learning environment to promote independence for each student
3. Students will demonstrate knowledge of –
 - A. Principles of and strategies for effective classroom and behavior management
 - B. Factors that influence motivation and engagement
 - C. Laws, rules, and ethical considerations regarding behavior intervention planning and behavior management

➤ **Course Learning Outcomes:**

1. Demonstrate understanding of the curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction
2. How to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory.
3. Students will articulate the different instructional methods of delivering a functional curriculum e
 - A. Classroom learning centers
 - B. Community based instruction
 - C. Universal design of learning

➤ **Textbooks & Readings:**

• **Required textbook:**

- Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems* (8th ed.). Upper Saddle River, NJ: Pearson.

➤ **Supportive Textbooks and references**

- الحديدي، منى & الخطيب، جمال (2016). *مناهج وأساليب التدريس في التربية الخاصة*. ط6، الأردن: دار الفكر.
- الخطيب والحديدي (2009)، *استراتيجيات تعليم الطلبة ذوي الحاجات الخاصة*، دار الفكر، عمان، ط1.
- الخطيب والحديدي (2009)، *مناهج وأساليب التدريس في التربية الخاصة*، دار الفكر، عمان، ط1.
- زيتون، كمال عبد الحميد (2003)، *التدريس لذوي الاحتياجات الخاصة*، عالم الكتب للنشر، القاهرة، ط1
- الشربيني، لطفي (2000)، *أساليب جديدة لعلاج التوحد*، مجلة النفس المطمئنة، العدد 62
- عبيد، ماجدة السيد (2000)، *تعليم الأطفال المتخلفين عقلياً*، دار صفاء، عمان.
- يحيى، خولة أحمد (2000)، *الاضطرابات السلوكية والانفعالية*، دار الفكر، عمان
- الخطيب، جمال (2005). *تعليم الطلبة ذوي الحاجات الخاصة في المدرسة العادية*. دار وائل، عمان: الأردن.
- الخطيب، جمال، الحديدي، منى (2005). *التدخل المبكر: التربية الخاصة في الطفولة المبكرة*. دار الفكر، عمان، الأردن.
- بهجت، رفعت محمود (2004)، *أساليب التعلم للأطفال ذوي الاحتياجات الخاصة*، عالم الكتب للنشر، القاهرة
- خليفة، بتول؛ العلي، شريفة & لازوراس، برندا (2007). *صعوبات التعلم ما بين النظرية والتطبيق*، الدوحة: علي بن علي للطباعة.
- Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective instruction*. (4th ed.). Columbus, OH: Merrill/Prentice Hall.

➤ **Supportive Websites:**

- <http://www.ldonline.org>
- <http://www.lewisschool.org>
- <http://www-hoover.stanford.edu>
- <http://www.nild.net>
- <http://www.pacificnet.net/~mandel/SpecialEducation.html>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

| CED Unit Learning Outcomes | QNPS | Course Objectives | Course Learning Outcomes | Course Assessments (Assignments) |
|----------------------------|-------|-------------------|--------------------------|----------------------------------|
| 1, 2,4 | 1,2,3 | CO 1 | SLO 1,2 | IEP-- Micro-Teaching Exams |
| 4 | 2,3,4 | CO 2 | SLO 2, 4 | |
| 5-6 | 4-6 | CO 3 | SLO 1, 3 | |

➤ **Course Outline:**

| Week | Topic | Assignment |
|------|--|------------------------|
| 1 | Monitoring and Teaching for Understanding | IEP- Micro-Teaching |
| 2 | Approaches to Learning and Teaching | |
| 3 | Response to Intervention and Multi-Tier System of Supports | |
| 4 | Managing Behavior | |
| 5 | Co teaching and Collaborating: Working with Professionals and Families Part II Instructing Students with Learning and Behavior Problems | |
| 6 | Assessing and Teaching Oral Language | |
| 7 | Midterm Exam | |
| 8 | Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word | IEP Micro-Teaching |
| 9 | Recognition | |
| 10 | Assessing and Teaching Reading: Fluency and Comprehension | |
| 11 | | |
| 12 | Assessing and Teaching Writing and Spelling | |
| 13 | Assessing and Teaching Content Area Learning and Vocabulary | |
| 14 | Assessing and Teaching Mathematics | |
| 15 | | |
| 16 | Final Exam | |

➤ **Course assessments (Assignments):**

- **Micro-Teaching(20%)** Students will teach a mini-lesson in school emphasizing inquiry-based learning and in alignment with Qatar Teaching National Standards. Every candidate will take 20 minutes for presentation followed by class reflection and feedback.
- **IEP (20%):** Students will create IEP and will be used for microteachings
- **Midterm Exam (30%).** A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam (30%).** A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➤ **Grades distribution:**

| N | Assessment tools | Grade | Submission date |
|--------------------|------------------|-------|-----------------|
| 1. | Midterm Exam | 30 | |
| 2. | IEP | 20 | |
| 3. | Micro-Teaching | 20 | |
| 4. | Final Exam | 30 | |
| Total = 100 | | | |

➤ **Grading System:**

| Grade Symbol | Description | Percentage |
|--------------|-------------|--------------|
| A | Excellent | 90 to 100 |
| B+ | Very Good | 85 to < 90 |
| B | Very Good | 80 to < 85 |
| C+ | Good | 75 to < 80 |
| C | Good | 70 to < 75 |
| D+ | Pass | 65 to < 70 |
| D | Pass | 60 to < 65 |
| F | Fail | Less than 60 |

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf

The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic

aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

➤ **Qatar National Professional Standards for Teachers:**

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

Assignment Rubrics

IEP RUBRIC

| | Unsatisfactory | Inconsistently Meets Standards | Meets Standards / Acceptable | Consistently Exceeds Standards | Score/Level |
|--|---|--|---|--|-------------|
| Basic Information | Sent or incorrect.. | A designation is provided for student name, birth date, date of IEP, and type of IEP. Majority of the information is incorrect or information. | A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct. | A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct. | |
| Present Level of Educational Performance | Little to no information is provided about the present level of education performance, or information provided is clearly not accurate. | Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum. | Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided | Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of children disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided. | |
| | | <p>Standards International- Qatar National Professional Standards for Teachers (2016) Standard: 1. Planning for student progress and achievement Indicator: 1.3 Caters for different groups of students (including gifted and talented and ASEN students). Indicator: 1.4 Uses student data to plan for student progression International- Qatar University Diversity Standards (2015) Standard: (2) Identify instructional needs for a diverse student population, respecting the needs of all students. USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: ASSESSMENT Standard 4: Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p> | | | |
| Long Term Goals | Little or no information is provided for long term goals, or the information provided is clearly not appropriate. | Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth. | Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2) | Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth. | |
| | | <p>Standards International - Qatar University Initial Program Dispositions (2015) Standard: 8. Readily engages with new opportunities and tasks. International- Qatar National Professional Standards for Teachers (2016) Standard: 4. Assessing students' learning and uses assessment data to improve achievement Indicator: 4.1 Prepares and documents all types of assessment.</p> | | | |

| | Unsatisfactory | Inconsistently Meets Standards | Meets Standards / Acceptable | Consistently Exceeds Standards | Score/Level |
|----------------------------------|--|--|---|--|-------------|
| | <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 8: Lead positive change in education.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: DEVELOPMENT, LEARNING AND MOTIVATION Standard 1: Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p> | | | | |
| Short Term Objectives/ Benchmark | <p>Little or no information is provided for short term goals, or the information provided is clearly not appropriate.</p> | <p>Majority of short term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.</p> | <p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.</p> | <p>Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.</p> | |
| | <p>Standards International - Qatar University Initial Program Dispositions (2015) Standard: 5. Problem Solving: Recognizes the importance of and uses a systematic approach to problem solving and decision-making.</p> <p>International- Qatar National Professional Standards for Teachers (2016) Standard: 2. Engaging students and developing them as learners Indicator: 2.2 Uses a variety of activities and supporting learning resources. Indicator: 2.3 Provides learning experiences matched to students' curricular learning experiences</p> <p>International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.</p> <p>USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation Domain: INSTRUCTION Standard 3.2: Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p> | | | | |

MICRO TEACH RUBRIC CEC

| | Not Demonstrated or Unsatisfactory | Needs Improvement | Satisfactory | Target | Score/Level |
|--|--|---|--|---|--------------------|
| Lesson Plan | Many omissions in the written lesson plan OR many of the items are inappropriate for teaching to mastery. | Several omissions from the lesson plan OR several items are not entirely appropriate OR are not appropriate for the goal of teaching to mastery. Many errors in writing objectives. | Most of the elements of the lesson plan are present; most are appropriate to support the goal of teaching to mastery. Some, but not all, objectives are "SMART." | All elements of a well-written lesson plan (see template) are complete and appropriate; All elements support the lesson goal and teach to mastery. All objectives are "SMART," (specific, measurable, achievable, relevant, time-bound). | |
| <p>Standards International- Qatar National Professional Standards for Teachers (2016) Standard: 1. Planning for student progress and achievement Indicator: 1.1 Sets SMART learning objectives that reflect the taught curriculum. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> | | | | | |
| Pedagogy | Activities in the lesson are not appropriate for the student(s); activities are neither engaging nor active. | Includes a teaching strategy that is appropriate for the student(s).The learners individual's abilities and interests are considered in the lesson. | Includes more than one teaching strategy that is engaging and active and appropriate for the student(s). The learners individual's abilities, interests, learning environments, or cultural and linguistic factors are considered in the selection, development, and adaptation of most learning experiences in the lesson.. | Includes multiple teaching strategies that varied, engaging, active, appropriate for the student(s).The learners individual's abilities, interests, learning environments, and cultural and linguistic factors are considered in the selection, development, and adaptation of all learning experiences in the lesson.. | |
| <p>Standards International- Qatar National Professional Standards for Teachers (2016) Standard: 1. Planning for student progress and achievement Indicator: 1.5 Selects flexible and innovative strategies and classroom activities. International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PI 2a. Design instructional plans to maximize student learning. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</p> | | | | | |
| Content | Serious errors in content accuracy or content presented is | Few errors in content. Content may be above | All content information is correct and appropriate for learners | All content information is correct and represents central concepts and/or | |

| | Not Demonstrated or Unsatisfactory | Needs Improvement | Satisfactory | Target | Score/Level |
|-----------------------|--|---|--|--|--------------------|
| | not appropriate for the development level of the learners, or sequencing seriously interferes with understanding. | or below developmental level of learners. Sequencing may interfere with best learning.. | with disabilities. Sequencing does not distract from understanding. | skills of the discipline. Main content ideas are emphasized. Content is well-described and appropriately sequenced for learners with disabilities. | |
| | <p>Standards International - Qatar University Initial Program Dispositions (2015) Standard: 1. Content: Upholds high standards for content knowledge for all young children. International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 1: Apply key theories and concepts of the subject matter in educational settings. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities</p> | | | | |
| Integration | Little attention to knowledge of students, learning theory, subject matter, curricular goals OR community in instructional plans. | Plans instruction based on knowledge of students, learning theory, subject matter, curricular goals OR community. | Plans instruction based on knowledge of at least four of the following: students, learning theory, subject matter, curricular goals, and community. | Plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. | |
| | <p>Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Key Element: 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p> | | | | |
| Integrated technology | Technology is not used by either teacher or students in the lesson. | Some technology is used, but may not be aligned with lesson objectives. | Technology is used that is consistent with the lesson objectives by either the teacher (presentation of lesson) and assistive technology as appropriate is used by students (processing/presenting information). | Conventional and assistive technologies are used creatively to enhance the lesson toward achievement of objectives by both the teacher (presentation of lesson) and by students (processing/presenting information). . | |
| | <p>Standards International- Qatar National Professional Standards for Teachers (2016) Standard: 1. Planning for student progress and achievement Indicator: 1.2 Selects a range of supporting learning resources to meet curriculum objectives. USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> | | | | |

| | Not Demonstrated or Unsatisfactory | Needs Improvement | Satisfactory | Target | Score/Level |
|---|---|---|--|--|-------------|
| | Key Element: 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. | | | | |
| Presentation | Lacking in appropriate pacing, voice, or eye contact. Interaction with students is negative. Instructions are unclear. No higher level questions. | Instructions are unclear or inadequate pacing, voice, or eye contact; lack of higher level questioning. Most interactions are positive. | Includes several of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning. | Includes most of the following: clear instructions, appropriate pacing, voice, eye contact, engaging, positive interactions, and higher level questioning. | |
| Organization | Time requirements were not met, or presentation is disorganized, hard to follow. | Some minor errors in time requirements; Some disorganized elements, but presentation can be followed. | All time requirements met; Most elements ready & appropriately sequenced and paced; no serious disruptions. | All time requirements met; All instructional elements ready and appropriately sequenced and paced. | |
| Assessment | Assessment is either missing or does not provide meaningful data OR assessments are unfair to the learning (not appropriate to the content or to the learner). | Appropriate assessment is administered, but data may not clearly relate to learning objectives OR data analysis may be difficult to complete. | Appropriate assessment is administered that includes useful data related to most objectives. Assessments are fair (appropriate to the learners and the content). Data analysis can be completed. | Appropriate assessment is administered that clearly focus on the learning objectives, provide meaningful data, and are clearly linked to student learning. Assessments are fair (appropriate to the learners and the content). Assessments clearly lead to a method for meaningful data analysis. | |
| Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. Key Element: 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. | | | | | |
| Reflection | Reflection not realistic; little reflection on strengths or weaknesses of activity or no consideration of assessment data. | Strengths or weaknesses are noted, but omits several key areas. The results of the assessment are referred to , but not thoughtfully examined. Few suggestions are given. | Realistic indication of strengths and weaknesses of planning, instruction, and assessment are included. The results of the assessment are part of the reflection. Appropriate suggestions for improvement are given that include assessment results. | Thoughtful, helpful, and realistic, indicators strengths and weaknesses of all parts of the lesson, including planning, instruction, and assessment. The results of the assessment are clearly understood and thoughtfully discussed. Suggestions for improvement are given that are clearly based on reflection data. | |



Pledge

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).