



Qatar University

College of Education: Psychological Sciences Department

Course Syllabus

➤ **Course Information:**

Course Title: Inclusive Practices through Special Education

Course Number and CRN: SPED 305

Prerequisite: SPED 301

Credit Hours (CR HRS): 3

Department: Psychological Sciences

Class meeting time: Monday & Wednesday 9:30-10:50AM

Location: B04-208

➤ **Instructor Information:**

Instructor's name: Abdalnaser Fakhrou

Email: tadawi@qu.edu.qa

Office Hours: 9-11am Sunday & Tuesday

-Office Number: B04- 214

➤ **College of Education Conceptual Framework:**

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

➤ **College of Education Unit Learning Outcomes:**

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:**

This course examines the social/emotional and academic needs of students with special needs in inclusive settings. The primary goal of this course is to introduce key strategies, and approaches that will assist in making the general education classroom more inclusive for all students. Topics covered include characteristics of disabilities, inclusive classroom practices, collaboration models, and response to intervention.

➤ Course Objectives:

1. Understand procedures for designing effective and coherent instruction and assessment for all students
2. Understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, classroom inclusive practices,
3. Learn how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual needs.

➤ Course Learning Outcomes:

1. Demonstrate understanding of the procedures for designing effective and coherent instruction and assessment for all learners,
2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices,
3. Establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual learning needs.

➤ Textbooks & Readings:

• Required textbook

- Vaughn, S. Bos, C., & Schumm, J. (2011). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon

➤ Supportive Textbooks and references:

- الحديدي، منى، الخطيب، جمال (1996). أثر أعاققة الطفل على الأسرة. مجلة كلية التربية، جامعة المنصورة، 31، 1-28.
- الخطيب، جمال (1996)، تأثيرات الإعاقة على الأسرة. مجلة المنال، 8، 40 – 41.
- الخطيب، جمال (1997). دراسة لبعض عوامل الخطر المرتبطة بالإعاقة في دولة الامارات العربية المتحدة. بحث مقبول للنشر في مجلة كلية التربية، جامعة الامارات.
- خليفة، بتول، العلي، شريفة & لازوراس، براندا (2007). صعوبات التعلم ما بين النظرية والتطبيق، الدوحة: مطابع علي بني علي.
- داني بريانت و ديبورا سميث ، بريان بريانت (2011) تعليم الطلبة ذوي الاحتياجات الخاصة في صفوف الدمج: ترجمة : محمد حسن إسماعيل. عمان – دار الفكر ناشرون وموزعون 2011
- روث كوك، داني كلاين، ديبورا شين (2015). تكييف مناهج الطفولة المبكرة للأطفال ذوي الحاجات الخاصة. ترجمة: إيمان الزبون ونواف اليود. عمان : دار الفكر ناشرون وموزعون.
- سيسالم، كمال (2016). الدمج في مدارس التعليم العام وفصوله، الإمارات: دار الكتاب الجامعي.
- شارون رافيرا (2010) التربية الخاصة في مرحلة الطفولة المبكرة من الولادة وحتى ثمانية سنوات :استراتيجيات لنتائج إيجابية. ترجمة: زينبات يوسف دعنا ، سهى طبال . عمان: درا الفكر ناشرون وموزعون.
- الظاهر، قحطان (2008). مدخل إلى التربية الخاصة، عمان: دار وائل للنشر والتوزيع.
- عبد العزيز السرطاوي، وجميل الصمادي (1998): الاعاقات الجسمية والصحية، مكتبة الفلاح.
- فتحي السيد عبد الرحيم (1990): سيكولوجية الأطفال غير العاديين، استراتيجيات التربية الخاصة، الجزء الثاني، ط 4. دار القلم الكويت.
- فليب روملير و بريان كوك و اندريو ويلى (2020). البحث في التربية الخاصة: التصميمات والمناهج والتطبيقات. ترجمة: علياء حمدي.
- القريوني، يوسف (1990). الإعاقة بين الوقاية والتأهل. العين، الإمارات العربية المتحدة: جامعة الامارات العربية المتحدة.
- محمّد عبد السلام البواليز (2002): الإعاقة الحركية والشلل الدماغي، دار الفكر للطباعة والنشر، عمان.
- محمد على كامل (1999): التدريبات العملية للقائمين على رعاية ذوي الاعاقات الذهنية. الجزء الأول، مكتبة النهضة المصرية، القاهرة.
- المشرفي، انشراح (2008) الاكتشاف المبكر لإعاقات الطفولة. الإسكندرية: مؤسسة حورس الدولية للنشر والتوزيع.
- ملفات في البلاك بورد للدراسة والاطلاع (2013) من إعداد أستاذ المقرر.
- Ferguson D.,& Halle, J. (1995). Considerations for readers of qualitative research (Editorial). Journal of the Association for Persons with Severe Handicaps, 20(1), 1 – 2.

- Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education*. 11th ed. Needham Heights, MA: Allyn and Bacon.
- Raver, S. A. (2009). *Early childhood special education – 0 to 8 years: Strategies for positive outcomes*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Sandell, S., McLean, M. E., & Smith, B. J. (2005). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Denver, CO: The Council for Exceptional Children. ISBN 1-57035-353-0.

➤ **Supportive Websites:**

- <http://www.charterarts.org/wp-content/uploads/2014/09/Inclusive-Practices.pdf>
- <https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134754093.pdf>
- <https://onlinelibrary.wiley.com/doi/full/1>
- <https://www.tandfonline.com/doi/abs/10.1080/0156655960430203>

➤ **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:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
1	1	1	1	Report writing about a film
2	2	2.3.5	4.3.2	IEP
3	3	4.5.6.	2.3.4.5.	(lesson plan)
4	4	2.4.6.	5.6.7	IEP
6	5.4	4	6.7.8	(lesson plan)
7	6	8	9	(lesson plan)
8	4.5.6	5.7.8	4.5	(lesson plan) , film report

➤ **Course Outline:**

Week	Topic	Assignment
1	PART I. Foundation Special Education and Inclusive Schooling	IEP / Presentations of lesson plan
2	Response to Intervention: Developing Success for All Learners	
3	Communicating and Collaborating with Other Professionals and Families	
4	Teaching Culturally and Linguistically Diverse Students	
5	Promoting Social Acceptance and Managing Student Behavior	
6	PART II. Teaching students with special needs	
7	Midterm Exam	
8	Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder	Presentations of lesson plan
9	Teaching Students with Communication Disorders	
10	Teaching Students with Emotional and Behavioral Disorders	
11	Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders	
12	Teaching Students with Intellectual and Developmental Disabilities	Presentations of lesson plan and film report
	Teaching Students with Lower-Incidence Disabilities	
13	PART III. Teaching Practices: Differentiating Instruction and Assessment for All Learners	
14	Promoting Excellence through the Teaching and Learning Connection-Facilitating Reading	
15	Facilitating Writing- Helping All Students Succeed in Mathematics	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Lesson Plan (15):** The student is required to design a lesson plan in the area of additional educational support (design various strategies that help the student to learn: three strategies) and can identify the adjustments and adaptations of the student depending on the type and nature of disability.
- **Film report (15)** Report on one of the films submitted ∴ - Write a report on watching a film related to the integration of disabilities in the classroom and be a full report linked to the standards. Able to draw educational recommendations and critical point of view.
- **IEP (10)** Individual educational plan the student writes the individual educational plan in accordance with the international standards CEC and (the team is determined in the individual educational plan) taking into account the writing of short and long-term goals well formulated and the ability to identify the strengths and weaknesses of the student. Planning strategies, teaching methods, teaching aids and assessment tools that are appropriate to the nature of the disability.
- **Midterm Exam (25).** 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 (35).** 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.	lesson Plan	15	
2.	Film report	15	
3	IEP	10	
4.	Midterm Exam	25	
5	Final Exam	35	
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.

Appendix

➤ **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.

Assignments Rubric

➤ IEP Rubric

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Baseline Data	No data observational or measurable data or data was collected and analyzed incorrectly.	Only observational data stated, no measurable data stated OR measurement principles and practices were used ineffectively.	Use knowledge of measurement principles and practices to collect and interpret assessment results in baseline data may be inferred; Data analysis is stated.	Clearly shows use knowledge of measurement principles and practices to collect and interpret assessment results to produce baseline data; results are clearly and thoroughly presented.	
	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: 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.				
Statement of Student's Strengths	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.	
Needs Statement	No needs statement	Needs statement present, but not consistent with development and individual differences or responsive to the needs of the individual.	Needs statement is consistent with development and individual differences and is responsive to the needs of the individual.	Needs statement clearly demonstrates understanding of development and individual differences, response to the needs of the individual, AND is consistent with the data.	
	Standards USA- CEC Initial Level Special Educator Preparation Standards (2013) Standard: Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Key Element: 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.				
General Curriculum Support	No statements or data about how the disability affects progress in the general curriculum	Briefly describes how the student's disability affects involvement and progress in general curriculum.	Describes how the student's disability affects involvement and progress in general curriculum and activities and targeted success in the general curriculum.	Clearly and thoroughly describes how the student's disability affects involvement and progress in general curriculum and activities, supports needed for success in general curriculum, AND the difference between the student's performance (baseline data) and targeted success in the general curriculum.	
	Standards International- Qatar University CED Standards- Masters in Special Education (2013) PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences. 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				
Goals as Related to Needs	No relationship between the identified needs and goals.	Limited relationship to needs identified; many needs not	Most goals emerge from the data analysis; most needs represented in goals statements.	All goals clearly emerge from the data analysis and include all needs identified.	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
		represented in goals statements.			
Behaviors/Skills and Outcomes	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes or to the characteristics of the individual.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes or to characteristics of the individual.	The goal describes the behavior/skill to be changed and relates to the individual's abilities, interests, learning environments, or cultural and linguistic factors. Measurable outcomes are discussed, but may not be clear.	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes and the individual's abilities, interests, learning environments, and cultural and linguistic factors.	
	Standards 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.				
Direction of Change	Goals are not appropriate to the needs of the student, not measurable; direction of change is not clear.	Most goals are appropriate to the individual needs of the student and indicate direction of change.	All goals are appropriate to the individual needs of the student, consistent and indicate direction of change. Some, but not all, are measurable.	All goals are clearly aligned with the individual needs of the student; all goals are measurable and clearly indicate direction of change.	
Student Performance Objective	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.	
Targeted Skills / Behavior	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Targeted behaviors/Skills	
Presentation of Student Progress	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP. Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	
	Standards 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.				

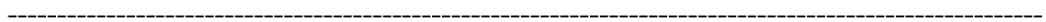
➤ Movie Review Rubric

	Focus	Details	Summary	Grammar/Spelling
Excellent (20 pts.)	Your entire paper is about the movie. You have one opinion and you STICK TO IT! Everything is related to your opinion.	You give a lot of details about the movie. You use a lot of examples from the movie to emphasize your point.	Summary lists all major points in the movie but does not give away ending.	No spelling or grammar mistakes at all! Sentences are all structured correctly.
Good (19-16 pts.)	Your entire paper is about the movie. You have one opinion and you mostly stick to it!	You give some details about the movie. You use some examples to emphasize your point.	Summary lists most of the major points in the movie, does not give away ending.	1-2 mistakes, tops! Sentences are all structured correctly.
So So (15-11 pts.)	Your opinion is obvious but you might reference other stuff (other movies, actors, etc...)	You use some examples from the movie to emphasize your point.	Summary lists most of the major points in the movie, may give away ending	More than 3 grammar or spelling mistakes but less than 5. Sentences are all structured correctly.
Not So Hot (10-5 pts.)	Your opinion might not be obvious. You just tell me what the movie is about. You miss the point of the assignment.	You do not use many examples, but you do reference the movie in your support.	Summary lists some of the major points in the movie, may or may not give away ending.	More than 5 grammar or spelling mistakes but less than 10. Sentences might not be structure correctly.
Poor (4-0 pts.)	What was this assignment about? You are not sure...at least in your writing.	You don't use ANY details to support your point. (This movie was good because I liked it.)	Summary lists a few of the major points in the movie, gives away ending.	More than 10 spelling mistakes, Sentences are not structured correctly.

➤ Lesson Plan Rubric

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Qatar Curriculum Standards	QNCP standards are identified but are clearly inappropriate in number, grade and/or topic.	QNCS standards are identified but either are inappropriate in number or do not match the grade or topic well.	An appropriate number of QNCS standards are identified; most match grade and topic.	An appropriate number of QNCS standards are identified and clearly match grade and topic.
Instructional Objectives	Objectives are not aligned with standards or assessments AND are not measureable.	Stated objectives are not aligned to standards and assessments OR are not measureable.	Stated objectives are aligned with standards and assessments, but all are not measureable.	Stated objectives are aligned with standards and assessments and describe measureable goals.
Materials	Materials are insufficient in number or are not be appropriate to students' level or to the topic.	Materials are insufficient in number and or contribute only slightly to the lesson.	Materials are adequate in quality and number, appropriate to students' level and to the topic.	Materials are high quality and clearly enhance the lesson. They are adequate in number and appropriate to students' level
Resources	Resource list has many important omissions and no supportive resources.	Most required resources are named, with only minor omissions. Supportive resources are lacking	All required resources and some additional resources are identified, although the list lacks variety in type of resources identified.	All required resources and additional supportive resources are identified; various types of resources are included (print, electronic, physical).
Activating Prior Knowledge/ Focus/ Motivation	Prior knowledge is not activated or activity is not related to objectives.	Prior knowledge is somewhat activated, but the relationship to objectives is weak.	Prior knowledge is activated through a specific technique related to objectives.	Prior knowledge is activated through a specific engaging technique that is clearly related to objectives.
Technology	Technology use distracts from learning objectives.	Use of technology to support lesson objectives by the teacher is limited; no use of technology by students.	Appropriate use of technology by teacher or students supports learning objectives.	Creative use of technology by students clearly supports learning objectives.
Teacher Strategies	Instructional strategy is poorly described and is not appropriate for the learning objectives.	A single instructional strategy is described that is appropriate for learning objectives.	More than one learning strategy is described; the set of learning strategies is appropriate for learning objectives.	Instructional strategies are clearly described, varied, and clearly support learning objectives.,

Student Activities	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Do not encourage students to ask questions, and • Offer limited conceptual and cognitive development	Student activities • Include a single mode of interaction (E.g., visual, auditory, or kinesthetic), • Minimally encourage students to ask questions of the teacher but not other students, and • Offer limited conceptual and cognitive development	Student activities may • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher but not other students, and • Enhance conceptual and cognitive development appropriate to the subject area.	Student activities • Include multiple modes of interaction (E.g., visual, auditory, or kinesthetic), • Encourage students to ask questions of the teacher and other students, and • Enhance conceptual and cognitive development appropriate to the subject area.
Modifications/Differentiation	A strategy to help students with a single type of need is identified, or strategies identified are not appropriate.	Multiple strategies to help students with a single type of need are identified; most are appropriate	Multiple and appropriate strategies to help students with diverse needs are identified.	Multiple and appropriate strategies to help students with diverse needs are identified and explained.
Lesson Extension	Extension repeats but does not offer application in a new context.	Extension includes limited opportunities for students to apply the information, concepts, or skills in a similar context.	Extension includes opportunity for students to apply the information, concepts, or skills in a new context.	Extension includes one or more opportunities for students to apply the information, concepts, or skills in new and authentic situations or contexts.
Closure	Closure by teacher ends the lesson, but does not summarize or clarify learning..	Closure by teacher summarizes the lesson and clarifies points.	Closure includes an opportunity for a limited number of students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.	Closure includes an opportunity for all students to summarize the lesson, respond to questions, connect to previous learning, or anticipate new learning.
Assessments	Assessment does not align with lesson objectives or does not provide feedback on each student.	Assessment provides feedback for each student and is aligned with most of the lesson's objectives in content.	Assessment provides feedback for each student and is aligned with the lesson standards and objectives in content, and cognitive level (Bloom's taxonomy).	Assessments clearly align with the lesson standards and objectives in content, mode (way it was taught), and cognitive level (Bloom's taxonomy); provides focused feedback for teacher and every student.



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).