

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Supporting Effective Educator Development (SEED) Competition

CFDA # 84.423A

PR/Award # S423A220033

Grants.gov Tracking#: GRANT13642144

OMB No. , Expiration Date:

Closing Date: Jun 03, 2022

PR/Award # S423A220033

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
<i>Attachment - 1 (1234-SEED_GEPA_Section_427)</i>	e7
3. Grants.gov Lobbying Form	e10
4. Dept of Education Supplemental Information for SF-424	e11
5. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1238-SEED Abstract)</i>	e14
6. Project Narrative Form	e15
<i>Attachment - 1 (1236-SEED Grant Narrative 2022)</i>	e16
<i>Attachment - 2 (1237-SF424B Assurances for Non-Construction Programs)</i>	e84
7. Other Narrative Form	e86
<i>Attachment - 1 (1239-SEED_Appendix_A_Eligible_Applicant_IHE)</i>	e87
<i>Attachment - 2 (1240-SEED_Appendix_B_Resumes_Curriculum_Vitae)</i>	e91
<i>Attachment - 3 (1241-SEED_Appendix_C_Certification_of_No_Service_Fees)</i>	e148
<i>Attachment - 4 (1242-SEED_Appendix_D_Letters_of_Support)</i>	e150
<i>Attachment - 5 (1243-SEED_Appendix_E_Propriety)</i>	e188
<i>Attachment - 6 (1244-SEED_Appendix_F_Cost_Share)</i>	e189
<i>Attachment - 7 (1245-SEED_Appendix_G_Syllabi)</i>	e193
<i>Attachment - 8 (1246-SEED_Appendix_H_Supporting_Documents)</i>	e600
<i>Attachment - 9 (1247-SEED_Appendix_I_Study_Details)</i>	e740
<i>Attachment - 10 (1248-SEED_Appendix_J_Logic_Models)</i>	e750
8. Budget Narrative Form	e757
<i>Attachment - 1 (1235-FY-22-EED-SEED-Applciant_Grantee-Budget-Worksheet PDF 2)</i>	e758
9. Project Objectives and Performance Measures Information	e788
10. Form ED_Evidence_2_0-V2.0.pdf	e793

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/03/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

00234500

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of St. Thomas

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1: 2115 Summit Avenue

Street2: 2115 Summit Ave W

* City: St. Paul

County/Parish: Ramsey

* State: MN: Minnesota

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 55105-1078

e. Organizational Unit:

Department Name:

Special Education

Division Name:

School of Education

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Laroye

Middle Name:

Lynn

* Last Name:

Stansberry Brusnahan

Suffix:

Title: Professor

Organizational Affiliation:

University of St. Thomas

* Telephone Number:

Fax Number:

* Email:

PR/Award # S423A220033

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.423

CFDA Title:

Supporting Effective Educator Development Program

* 12. Funding Opportunity Number:

ED-GRANTS-040422-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Discretionary Grants & Support Services: Supporting Effective Educator Development (SEED) Program, Assistance Listing Number (ALN) 84.423A

13. Competition Identification Number:

84-423A2022

Title:

Supporting Effective Educator Development (SEED)

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Learn, Work, and Earn: "Grow Your Own" Practice-Based Residency Pathways to Prepare Effective Educators

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	6,908,342.00
* b. Applicant	2,325,960.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	9,234,302.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-SEED_GEPA_Section_427.pdf

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General Education Provisions Act (GEPA) Requirements

Section 427 General Education

St. Thomas SEED Grant

In our SEED grant, we will be using the SRSA funds to remove barriers and support graduate and undergraduate students, including those from traditionally underrepresented communities to become educators in critical areas of needs. We will be working to remove barriers and providing support to becoming an educator through several initiatives built into our conceptual framework. These components of our model will provide equitable access and participation for preservice educators based on cultural and social identities such as gender, socioeconomic class, race, national origin, color, disability, age, and disability. In addition to our grant supports, the University of St. Thomas' Office of Disability Resources provides accommodations on an individual basis to provide students with disabilities equal access to all university programs. The University of St. Thomas is committed to compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The following are services provided:

- Accommodations such as notetakers, audio texts, alternate exam arrangements, readers and scribes for exams, course modifications, sign language interpreters, assistive listening devices, priority registration, and braille texts
- Assistance in petitioning for course substitutions in foreign language and mathematics when warranted by documentation
- Academic and personal advising regarding students' disability-related issues
- Foster the growth of advocacy skills for students with disabilities
- Consultation to faculty who have questions about working with students with disabilities.

- Conduct pre-screening for students who suspect they may have a learning disability or attention deficit disorder. We refer students for further assessment if necessary and collaborate with outside agencies for complete diagnostic services.
- Assist students with accessing additional campus resources
- Meet with prospective students who want to learn more about our program.

Equitable Access for Under-represented Students

The University of St. Thomas has and is committed to supporting future teachers of color and teachers from underrepresented backgrounds and removing barriers to their achievement. Our university has participated in public/private, state, and federal programs and partnership to increase the diversity of the teaching profession in Minnesota. This project will continue our over 30-year track record of successfully recruiting, preparing, supporting, developing, graduating, and retaining licensing teachers from traditionally underrepresented groups through our high-quality preparation in projects such as (a) Collaborative Urban Educator and Greater Minnesota Educators of Color state partnership, (b) National Center for Teacher Residencies, (c) Office of Special Education Programs personnel preparation grants, and (d) Teacher Quality Partnership grant. Like our previous projects, we will continue to provide opportunities for our preservice educators to have diverse clinical experiences in high- need schools. Many of our partner schools are in qualified opportunity zones that include diverse student populations from economically distressed communities. Through our state partnership, we have prepared 510 diverse teachers. Since starting a residency program in 2016, we have graduated 11 cohorts. Our residencies have prepared 261 teachers including 60% teachers of color, 40% male, and 29% bilingual. Our first two OSEP cohorts consisted of 78% teachers of color, 60% male, and 75% bilingual scholars. Our project will focus on diversifying the workforce by targeting recruitment on underrepresented communities (e.g., Hmong & Somali) who have expressed feelings of vulnerability and cultural barriers within the

education system especially special education (MN Department of Health, 2014). This history illustrates the deep capacity of the University of St. Thomas to successfully recruit and retain a diverse class of teaching candidates. To ensure the success of our diverse educators, we offer testing support to ensure that future teachers understand the content and format of the exams. We host group discussions using a practice test. This removes systemic barriers to standardized testing. In addition, our grant is developing retention and induction support such as navigating pairs affinity groups, so students feel supported and heard about the issues and concerns that are most important to them. Our preservice educators will identify the affinity groups they want and be given choices about locations and times to serve their needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of St. Thomas

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michael Middle Name: J.
* Last Name: Warnock Suffix:
* Title: Director of Sponsored Programs

* SIGNATURE: Michael J Warnock

* DATE: 06/03/2022

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr .	Laroye	Lynn	Stansberry Brusnahan	

Project Director Level of Effort (percentage of time devoted to grant): 15

Address:

* Street1:	2115 Summit Avenue
Street2:	
* City:	St. Paul
County:	Ramsey
* State:	MN: Minnesota
* Zip Code:	55105-1078
Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

27053125800	27123030400	27053102100
27053107400	27123034201	27053100500
27053104000	27123032100	27123031600
27123031900	27123030400	27123031900

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☒ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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Add Attachment

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View Attachment

Abstract

Learn, Work, and Earn:

“Grow Your Own” Practice-Based Residency Pathways to Prepare Effective Educators
The **purpose** of our project is to comprehensively PREPARE (**P**lan, **R**ecruit, **E**ducate, **P**ractice, **A**dvance, **R**etain, and **E**nhance) 300 educators, including those from traditionally underrepresented communities, utilizing our “Grow Your Own” practice-based educator preparation residency pathways, which are embedded with evidence-based, high-leverage (HLP), and culturally and linguistically sustaining practices (CLSP), as well as technology and standards. Our **goal** is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas in special education and serve in underserved high-needs LEAs. Our model will support the preparation of effective preservice educators (PSEs) through rigorous coursework, one-year of practice-based clinical experiences (field work and student teaching) with multi-layered mentor support from field development facilitators (trained on-site mentors - cooperating teachers and university supervisors), and advanced professional development through micro credentials. We will create four micro credentials focused on culturally and linguistically sustaining practices, social emotional learning, instructional coaching, and educator self-care. In this project, we will enhance and expand our residency model beyond our current graduate programming to undergraduate preparation based on district and community requests. We will conduct an intervention study to systematically evaluate our model utilizing ~ 90 matched teachers. We will examine our practice-based model’s impact on the use of targeted HLPs and CLSPs and teacher-student relationship. We will answer the following questions: (1) When PSEs participate in practice-based teaching approaches, do they apply specific HLPs and CLSPs in the classroom and to what extent? (2) When PSEs apply HLPs and CLSPs, what impact does it have on student-teacher relationships?

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1236-SEED Grant Narrative 2022.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

University of St. Thomas SEED Proposal

Our project meets the Absolute Priority, and Competitive Priorities 1, 2 and 3.

- **Absolute Priority: Supporting** effective teachers
- **Competitive Priority 1:** Promote educator diversity in classrooms.
- **Competitive Preference Priority 2:** Prepare teachers to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.
- **Competitive Preference Priority 3:** Provide explicit support for developing students' social and emotional skills.

Note: Appendix H Supporting Documents includes a list of where we address the priorities with pages numbers and explanations.

Table of Contents

Absolute Priority.....	1
Absolute Priority 1 Supporting Effective Teachers.....	1
Quality of the Project Design	1
(1) Create a Quality Project with Appropriate Intensity and Duration.	2
(2) Build Capacity and Yield Results Beyond the Federal Financial Assistance.....	4
(3) Create a Quality Conceptual Framework.	4
(4) Collaborate with Partners to Maximize Effectiveness of Project Services.	5
(5) Project Design is Appropriate to and will Successfully Address Needs.	6
Competitive Preference Priority 2. Thread Culturally and Linguistically Sustaining Practices throughout Program.	11
Absolute Priority 1. Provide Advanced Professional Development Micro Credentials.....	16
Competitive Priority 3. Support Developing Student's Social and Emotional Skills	17
Significance	21
(1) Importance or Magnitude of Outcomes	21
(2) Reasonable Costs in Relation to Persons and Anticipated Results and Benefits.....	27
(3) Potential for Incorporation of Benefits into Program at End of Federal Funding.	27
(4) Extent Results Disseminated in Ways that Others Can Use Information or Strategies	28
Management Plan	28
(1) Project Goals, Objectives, and Outcomes Specified and Measurable	28
(2) Adequately Achieve Project Objectives on Time and Budget.....	29
Feedback and Continuous Improvement	37
Evaluation	38
(1) Extent Evaluation Methods Produce Evidence about Effectiveness-WWC standards.....	40

(2) Extent Evaluation Methods Provide Performance Feedback and Assessment Of Progress Toward Achieving Intended Outcomes.	41
(3) Objective Performance Measures Related to Intended Outcomes.....	42
(4) Valid and Reliable Performance Data on Relevant Outcomes.	46
(5) Extent Evaluation will Result in Information to Guide Possible Replication.....	46

Supplemental Appendixes

Contents	Appendix
Appendix A Documentation of Status as an Eligible Applicant	Appendix A
Appendix B Resumes/Curriculum Vitae • Collaborator's Names and Organizations • Brief Bios • Curriculum Vitae	Appendix B
Appendix C Certification of No Service Fees	Appendix C
Appendix D Letters of Support • University of St. Thomas Administration • External Evaluator • School Partners • Supporting Organizations • Alumni	Appendix D
Appendix E Propriety Information	Appendix E
Appendix F Cost Share • School Partners	Appendix F
Appendix G Course Syllabi • Minnesota Competencies Embedded in Coursework • Coursework Overview • Schedules • SEP Courses • Professional ABS Core Requirements • Teaching Field Experience & Student Teaching	Appendix G
Appendix H Supporting Documents • List Of Priorities And Location Of Key Grant Aspects • Performance And Outcome Measures • Recruitment Strategies • Application, Interview, And Selection Process • License Test Support • Crosswalk • Induction Support Plan Overview • Plans For Dissemination • Hyflex Highly Flexible Course Format	Appendix H

• Learning Cycle: University Of Washington Model • Adult Learning Theory: Knowles • Minnesota Institute for Trauma-Informed Education (Mitie) • High-Quality Educational Program Rankings And Accreditations • Micro Credentials • Transition Point Assessments And Benchmarks • Academic Behavioral Strategist (Abs) Evaluation • Disposition Assessment • Assessment Of Teacher Educator Dispositions • Cultural Assessment • University School Of Education Dei Statement • SoED Justice, Equity, Diversity, And Inclusion Work • School Partners Demographic Information: MPS & SPPS • MPS High Need Eligibility: Free & Reduced Lunch • SPPS Qualified Opportunity Zones • Charter Schools High Need Eligibility: Free & Reduced Lunch • Work Initiative Strategies • Equal Opportunity Statement And Notice Of Nondiscrimination	
Appendix I Study Details • Program Evaluations Timelines for Quasi-experimental Study • Candidate Progress • Survey Information • Study Details	Appendix I
Appendix J Logic Model	Appendix J

Learn, Work, and Earn: “Grow Your Own” Practice-Based Residency Pathways to Prepare Effective Educators

Absolute Priority 1 Supporting Effective Teachers

Minnesota schools are caught in a “perfect storm” generated by intersecting troubles. Since the killing of George Floyd by Minneapolis police, Minnesota has been at the epicenter of racial unrest. Add to this, our state has one of the nation’s largest education achievement gaps (MN Public Radio, 2019) and a long history of educational disparities across race, ethnicity, and socioeconomic status (Grunewald, 2019), Teachers’ strikes in both the Twin Cities (Minneapolis 2022, St. Paul 2020), exacerbated the disruption of students’ connections with their schools and spotlighted critical teacher shortages and mental health crises in schools. Minnesota schools have been pummeled by multiple extraordinary events, and the global pandemic has heightened disturbances, producing new griefs, eroding resources, and multiplying effects of other problems, above and beyond the impacts of the COVID-19 pandemic.

To respond to this storm, the University of St. Thomas is seeking this SEED grant to address our state’s immediate and pressing educational needs. We wish to develop, expand, and evaluate our nontraditional district and community serving “*Learn, Work, and Earn*” model to prepare teachers to fill critical areas of need. This project will focus on seeding and advancing change in educator preparation (EP) through our “*Grow Your Own*” (GYO) practice-based residency model that supports effective educators to create inclusive, supportive, equitable, and unbiased learning environments for all students. Our project perfectly aligns with our university Mission to educate students to advance the common good, and the commitment embedded in our university Convictions to work for a vibrant diversity, equity, and inclusivity.

Quality of the Project Design

The **purpose** of our project is to comprehensively PREPARE (**P**lan, **R**ecruit, **E**ducate, **P**ractice, **A**dvance, **R**etain, and **E**nhance) 300 educators, including those from traditionally underrepresented communities, utilizing our GYO practice-based educator preparation residency pathways, which are embedded with evidence-based (EBP), high-leverage (HLP), and culturally and linguistically sustaining practices (CLSP), as well as technology and standards. Our **goal** is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas and serve in traditionally underserved high-needs LEAs.

(1) Create a Quality Project with Appropriate Intensity and Duration.

Our high-quality nontraditional residency model will support the preparation of effective preservice educators (PSEs) through rigorous coursework, one-year of practice-based *Learn, Work, and Earn* clinical experiences (field work and student teaching) with multi-layered mentor support from field development facilitators (trained on-site mentors - cooperating teachers (CT) and university supervisors (US)), and advanced professional development (PD) through micro credentials. Our coursework, clinical experiences, and PD includes standards, EBP, HLPs, and CSLPs plus up-to-date technology to enhance our pedagogy and ensure educators can provide an effective education that promotes educational equity (Syllabi located in Appendix G). In this project, we will enhance and expand our model beyond our current graduate (GR) programming to undergraduate (UG) preparation based on district and community requests. Both will contain the same high-quality programming designed to support and enhance the knowledge, skills, and dispositions needed to be an effective educator. St. Thomas has a stellar reputation for providing quality EP and PD programs delivered by content expert faculty with K-12 experience. Our small class sizes afford educators' personal attention within courses and build strong networking opportunities. To meet individual needs, we offer multiple formats of courses, including in person and online options. Our highly flexible (See HyFlex explanation in Appendix H) courses have a physical classroom for in person instruction plus synchronous or asynchronous instruction options. The learning outcomes are the same regardless of mode. With hyflex, our educators have a choice each class period on how they will accomplish the course material. Our programming aligns to standards:

- InTASC Model Core Teaching Standards and Learning Progressions for Teachers
- Council for Exceptional Children (CEC) National Standards for Special Educators
- Professional Educator and Licensing Standards (PELSB) State Standards
- What Works Clearinghouse (WWC) Endorsed Evidence Based Practices
- CEC, CEEDAR, and Teaching Works High Leverage Practices
- Culturally and Linguistically Sustaining Pedagogy
- International Society for Technology in Education (ISTE) Technology Standards
- National Center for Teacher Residencies (NCTR) Principles of Residencies

Our last report of edTPA pass rate scores of 96% illustrate the effectiveness of our EP. Our one year after graduation surveys found 95% of respondents held state licensure. We exceed state test completion rates with 95.28% of our PSEs passing the pedagogy exam and 95.88% passing specific content exams (TP Provider Data Summary Report, 2021). The following highlights our accreditations and designations recognizing our quality programming and use of technology.

- Accredited by [Higher Learning Commission of North Central Association of Colleges and Schools](#) and the [Professional Educator and Licensing Standards Board](#)
- [US News & World Report Best Graduate Programs](#) – School of Education 2023
- [Best Online Colleges for Value: Master’s Special Education](#) 2019 and 2020
- [Best Online Master’s Special Education Degrees-Best Faculty Interaction](#) 2020
- [Top Picks: Early Childhood Education ITP Master’s Degree Programs](#) 2020-2021

To meet needs expressed by districts in our state, we will provide multiple entry points at the GR and UG level for: (1) postsecondary associate degree students, (2) paraprofessionals and school staff, and (3) community career changers. Our university has our own 2-year associate-degree college, Dougherty Family College (DFC), which has a social justice focus that combines rigorous academics with comprehensive and culturally sustaining supports to prepare students on the path to a bachelor's degree.

- Our UG pre-bac pathway leads to a bachelor’s degree and consists of 60 credits completed in two years (24 months) following the completion of an associate degree.
- Our GR post-bac pathway leads to a master’s degree and consists of 34 credits completed through a one-year (15 months) or 2-year (28 months) option.

Table 1 provides the intensity and duration options of our model designed to attract educators through multiple pathways. Our model provides a year-long practice-based clinical experience as opposed to just a semester-long experience. This extended time in the field provides additional opportunities to apply, practice, receive feedback and coaching, and reflect on and evaluate practices learned through coursework in actual classrooms to advance teaching skills. The duration of our impact extends beyond coursework as graduates will participate in advanced PD and multi-tiered levels of induction discussed later in grant. Schedules are in Appendix F.

Table 1. Intensity and Duration Overview

Graduate Post-Bac		Undergraduate Pre-Bac
1-year Residency Master’s Degree	2-year Residency Master’s Degree	2-Year Residency Bachelor’s Degree
15-month graduate-level coursework (34 credits)	28-month graduate-level coursework (34 credits)	24-month undergraduate-level coursework (60 credits)
Scheduled cohorts start each summer every year		Individual degree plans
Credits: Range from 4 to 10 per semester	Credits: Range from 4 to 6 per semester	Credits: 15 per semester
Courses: District preference - Face-to-face and hybrid online	Courses: District preference - Combination face-to-face and online or all online synchronously	Courses: Student preference – Hyflex: (1) face-to-face (2) synchronously (3) asynchronously
Courses held at university campuses or district sites	Courses held at district site or online	Courses held at university campuses
Day classes	Evening classes	Day and evening classes

Four days of teaching alongside experienced teacher + one full day of coursework aligned to experiences with responsibilities gradually increased as competency demonstrated	Two courses each week <u>Hybrid Option</u> : One course meets face-to-face at district building and one course meets online each week <u>Online Option</u> : Two online courses meet each week	Sixteen (16) credits a semester that includes special education or elementary undergraduate courses (SpUG) that are cross listed with our special education graduate courses (SpEd)
Preservice educators receive 1000+ hours of field experience		
Advising occurs in weekly seminars + 1:1 advising sessions each semester.	Built in advising sessions occur every 15 weeks	Advising each semester

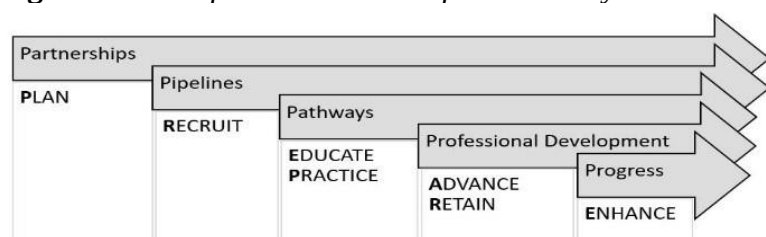
(2) Build Capacity and Yield Results Beyond the Federal Financial Assistance.

To build capacity and yield results, we will extend many key activities beyond the grant period to sustain our residency program. Here are a couple of examples of sustainability activities.

1. Continue to provide simultaneous *Learn, Work, and Earn* opportunities beyond grant period, which removes some of the financial barriers to becoming a teacher.
2. Continue to provide (1) multiple entry points, (2) flexibility in duration and intensity, and (3) flexible formats to complete coursework, to make becoming a teacher attainable.
3. Create and move our micro credential content (discussed later in grant) into continuing education courses, which will provide PD opportunities for the public.

As part of our sustainability initiatives, we will participate in our annual *Teacher Pathways Summits* focused on collaborating with other stakeholders to remove barriers and create sustainable pathways in critical areas of need. This summit provides a venue to discuss building capacity in identified state and districts high-needs areas with each other. Several school districts in our state have tried to start a program in high-need areas but were unsuccessful in recruiting enough PSEs to have the numbers needed to start a cohort or program. In the summit, we can discuss combining the efforts of two or more districts previously working independently into one to make it possible to obtain the number of PSEs needed to make a feasible and sustainable program. Our summit will allow for conversations about how to engage in collaboration across districts yet remain nimble enough to meet the unique needs of specific districts. The funding of our project allows us to demonstrate to districts the long-term impact of a residency and induction support, as well as the cost-savings of the model to sustain the project beyond the grant period. We will be tracking the retention rate of program graduates, and we hope to demonstrate a higher retention rate, which would have a financial impact on districts regarding costs of teacher turnover. Across our residency pathway, 83.5% of our graduates continue to teach.

(3) Create a Quality Conceptual Framework.

Figure 1. Conceptual Framework for Residency Model

Our conceptual framework improves equitable access for all students to effective educators prepared through quality EP. Our framework is aligned to the

acronym PREPARE, which includes **(P)** plan, **(R)** recruit, **(E)** educate, **(P)** practice, **(A)** advance skills, **(R)** retain, and **(E)** evaluate components and includes overarching themes of collaborative *partnerships, pipelines, pathways, preparation, and professional development*.

(4) Collaborate with Partners to Maximize Effectiveness of Project Services.

To maximize the effectiveness of our project, we have formed active **partnerships** with local education agencies (LEAs) to continue our university's legacy that began in 1948 of establishing strong school connections. Our partnerships with districts and communities across urban, suburban, and rural areas of our state are at the forefront of everything we do and weaved throughout our project. Table 2 lists current district partners for our graduate residencies Our undergraduate residency will be a partnership with our DFC 2-year college and SPPS.

Table 2. Partnerships

Graduate (Post Bachelor's Degree) Partnerships	
1 Year (15 months)	2 Year (28 months)
1. St Paul Public Schools (SPPS) Urban Residency Program 37,297 students (QOZ Ramsey 27123037100) 2. Minneapolis Public Schools (MPS) Special Education Teacher Residency 36,357 students (QOZ Hennepin 27053125900) 3. Charter Schools Consortium of ~15 schools	<u>Independent school districts</u> 1. Anoka-Hennepin Public Schools 38,764 students (QOZ Anoka 27003050402). 2. District 196 Rosemount-Apple Valley-Eagan Public Schools 28,802 students (QOZ Dakota 27037060104) <u>Intermediate school districts (ISD)</u> 1. ISD 916 Northwest Metro with 14 member schools 6,000 students (QOZ Ramsey 27123037100) 2. ISD 917 with 9 member districts (QOZ Dakota 27037060104) 3. ISD 288 with 11 member and 4 associate member districts (QOZ Anoka 27003050402)

*Our state has 4 ISD, formed as a cooperative effort of 2 or more districts to offer integrated services in areas such as special education, that serve more than 20,000 students annually and include 45-member individual school districts. A member district contracts with the intermediate district to provide services for students with significant needs.

Framework: P-Plan implementation of rigorous and flexible district and community serving nontraditional GYO teacher preparation residency pathways with school partners.

Our conceptual framework starts with planning collaboratively with our partner districts, 2-year college, and community partners to recruit, prepare, and support effective educators through

residencies. As our project progresses, our planning teams will review data, implement enhancements, and ensure we meet districts and community needs. We will conduct need assessments to guide planning with our partners. Recent assessments identified shortages of special education teachers, teachers of color, and male educators in all licenses. These assessments reveal schools have paraprofessionals with bachelor's degrees, including individuals of color, interested in becoming educators. The following provides a planning overview.

- Weekly, our key grant personnel will meet to plan implementation of our grant priorities.
- Each semester, we will meet with our *SEED advisory council* to plan and monitor grant implementation. Our council will include university representatives, LEAs, community members (e.g., individuals with disabilities and diverse cultural and social identities) and organizations to help us reduce historical and enduring barriers to entry to the profession for traditionally underrepresented communities (e.g., Hmong, Somali). Hasaan Hassan will be our advisory council leader. He is an educator and leader in the Somali community.
- Weekly, we will meet with our one-year residency LEA partners and at a minimum each semester with our 2-year LEA partners to plan and monitor our teacher preparation. Each of our LEA planning teams will consist of superintendents, diversity specialists, special education directors, human resources, and university residency administrators and staff.
- Monthly, we will meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway.
- Our key grant personnel will serve on committees on several initiatives outside of this grant work. For example, we participate with partner schools (MPS, SPPS), who have received state funding to launch high school pathways to teacher preparation.

(5) Project Design is Appropriate to and will Successfully Address Needs.

Our PREPARE framework provides an appropriate foundation for the design of our model and our grant priorities address identified needs. Our grant priorities include:

- Create more diverse pipelines with partner LEAs, 2-year college, and organizations to attract and recruit educators to fill identified critical shortage areas and serve in high needs LEAs.
- Expand our graduate residency program to the undergraduate level to provide multiple entry points and expand our GYO teacher residency pathways.
- Provide high-quality preparation in special education to address critical shortage areas.
- Increase the number of racially, culturally, and linguistically diverse educators that reflect the demographics of students in schools to ensure equity and benefit and improve opportunities for all students. (Competitive Priority 1)
- Prepare preservice educators through high-quality coursework, aligned to standards, and embedded with EBP, HLP, CSLP, and up-to-date technology to ensure all students, including underserved, have access to a high-quality education that promotes educational equity and adequacy in resources and opportunity. (Competitive Priority 2)
- Provide high-quality practice-based one-year clinical experiences and multi-layered mentor support from field development facilitators to enhance preparation of effective educators. Provide a micro credential on coaching for mentors.

- Remove financial barriers, such as not being able to afford to gain teaching experiences without pay or go to school without tuition dollars, by providing internships, tuition, and *Learn, Work, and Earn* options to attract career changers, school staff who would like to advance to educator roles, and secondary and postsecondary students.
- Provide advanced PD micro credentials, focused on social emotional skills and trauma informed and engaged practices to provide educators a strong foundation in child and adolescent development and learning, including skills for implementing social and emotional (SE) learning strategies in the classroom. (Competitive Priority 3).
- Provide multi-tiered induction support to educators to address retention challenges including a micro credential on educator self-care.
- Participate in annual *Teacher Pathways Summits* to build capacity and yield results that extend beyond grant through collaborations focused on sustaining nontraditional pathways.

Framework: R-Recruit using **pipelines** that attract diverse populations and utilize an unbiased process to select and admit educators in high-need shortage areas.

Our framework includes recruitment, and we will create multiple **pipelines** to attract educators. Established with our partners and cultural liaison input, our recruitment is culturally specific, inclusive, and district and community focused. Alongside our partners, we will recruit and identify qualified PSEs already invested in and contributing to schools and communities. Appendix H includes procedures developed for unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria. Both district personnel and university faculty participate in all phases of the screening and selection process.

In 2016, our 1-year nontraditional residency began, and we have recruited and prepared 260 students in 12 cohorts with 91% still teaching. In 2019, we expanded our GYO program to a 2-year program and have partnered with districts to prepare 162 educators in 10 cohorts. Working with partners affords us the opportunity to internally recruit within schools and communities and provides us access to a more diverse pool of qualified PSEs (MPS HR Equity & Diversity Impact Assessment, 2018). Our recruitment differs from traditional efforts to address shortages in that we focus not only on diversity but also recruit PSEs with local community commitments, experiences, and expertise, which may increase retention and the likelihood of remaining in the profession (Valenzuela, 2017; Gist et al., 2019). With partners, we will host information sessions online and in schools and cultural communities. We will use interpreters, advertise on diverse outlets (e.g., Somali television), create flyers in multiple languages, and employ cultural recruitment strategies to attract diverse preservice educators (see Appendix H). We are excited to be expanding our recruitment efforts and planting seeds early by providing both secondary and postsecondary experiences to introduce young future educators to teaching careers early.

- Collaborating with our 2-year college and local school partners, we will host middle school students for a day of college exploration on campus to ignite interest in teaching and going to college. We will expose students to the benefits and joys of being an educator.
- Collaborating with our partners, we will provide high school students with the opportunity to take high school education classes that can transfer in or waive college courses.
- Collaborating with DFC, we will begin recruitment of 2-year college students early by providing internships in high-needs elementary, middle, and high schools one day a week during the second year of their associate degree program.

For our UG pathway, we will recruit from our 2-year college, which consists primarily of first-generation students from traditionally underserved communities who are working on associate degrees. We will create paid internships to remove financial barriers related to the worry of taking time off work to have meaningful work experience as an educator so students can try teaching and envision becoming an educator. Many individuals may not be able to imagine themselves as an educator because they did not grow up seeing teachers who looked like them. This high-touch opportunity will help them make informed decisions about a teaching career, which should impact retention and completion of our EP program. We will frame and message these teaching experiences as active social justice work, which relates to their social justice degree. We will build a system of support to make this a positive teaching exploration by providing interns a triad of success coaches consisting of (1) the DFC Internship Program Director, (2) the Academic and Career Success Coach, and (3) a mentor teacher within the school setting. To provide a streamlined pipeline without barriers, we will provide enhanced advising to help students strategically plan the transfer from the 2-year college to junior status.

Competitive Preference Priority 1. Promote Educator Diversity.

MN schools are looking to increase the racial and linguistic diversity of teachers because schools currently report that the demographics of their teachers do not reflect those of their students. The MN Supply and Demand report (2019) states that the percentage of teachers of color remains stagnant while the percentage of students of color continues to grow. While 45% of our state's students are students of color, most MN teachers are white (95.7%) and female (75%). In greater MN, the percentage of teachers of color hovers around 1% despite the percentage of students of color exceeding double digits across all regions of the state (PELSB). This statistic is important because studies say that African American students who had at least one African American teacher by third grade were 13% more likely to enroll in college – and those who'd had two were 32% more likely. We believe that representation matters and children from all backgrounds benefit from having diverse teachers. We are committed to targeting our recruitment on

traditionally underrepresented groups because a diverse educator workforce plays a critical role in ensuring equity in schools, while also supporting intercultural experiences and competencies in our education system that will benefit and improve opportunities for all students. Our project is designed to improve the pipelines through targeted recruitment, that will promote educator diversity so that students have teachers who look like them. We view this as a critical strategy for improving achievement and closing the student opportunity gap. Thus, we will heavily target teacher recruitment on racially, culturally, and gender diverse educators.

This project will continue our 30-year track record of successfully recruiting, preparing, supporting, developing, graduating, and retaining licensing teachers from traditionally underrepresented groups through our high-quality preparation in projects such as (a) Collaborative Urban Educator and Greater Minnesota Educators of Color state partnership, (b) National Center for Teacher Residencies, (c) Office of Special Education Programs personnel preparation grants, and (d) Teacher Quality Partnership grant. Like our previous projects, we will continue to provide opportunities for our preservice educators to have diverse clinical experiences in high- need schools. Table 2 demonstrates that many of our partner schools are in qualified opportunity zones that include diverse student populations from economically distressed communities. Through our state partnership, we have prepared 510 diverse teachers. Since starting a residency program in 2016, we have graduated 11 cohorts. Our residencies have prepared 261 teachers including 60% teachers of color, 40% male, and 29% bilingual. Our first two OSEP cohorts consisted of 78% teachers of color, 60% male, and 75% bilingual scholars. Our project will focus on diversifying the workforce by targeting recruitment on underrepresented communities (e.g., Hmong & Somali) who have expressed feelings of vulnerability and cultural barriers within the education system especially special education (MN Department of Health, 2014). MN has the largest Somali population outside of Somalia, with nearly 1 in 3 in the U.S. living in our state (Star Tribune, 2011). Minneapolis and St. Paul have the largest urban Hmong population in the world (Census data, 2015).

<i>Framework: E-Educate teachers utilizing high-quality courses embedded with standards (national & state), effective practices (minimum 2 EBPs, 2 HLPs, 1 CSPs), and technology.</i>

In our PREPARE framework, because no “one size fits all” approach addresses everyone’s needs, we will offer three different pathways to educate effective teachers who become licensed and meet critical shortage areas. In our project, we will enhance the education we provide in our two GR EP non-traditional pathways and develop a new UG pathway that maximizes highly

flexible choices for learning. Each pathway leads to a bachelor's or master's degree. Our model removes financial barriers by allowing our PSEs to learn while they earn, meaning they can simultaneously go to school and work. While our PSEs are receiving an education, they will be compensated financially through our partner schools paying living wage stipends to residents or salaries to teachers and paraprofessionals (see options in Table 3).

Research. WWC identified 7 studies of TFA, a non-traditional program in high-need public schools, with 3 studies meeting group design standards without reservations. Like TFA, some of our teachers will work and receive a teacher's salary and benefits from their districts.

Table 3. Overview of Residency Educational Options

Graduate 1 Year	Graduate 2 Year	Undergraduate 2 Year
Work at a large independent district or a charter school as a resident in a CT's classroom.	Work at an independent or intermediate school district as a teacher / paraprofessional supported by a CT.	Work at a high needs school in a partner school district or our Lab school as a student teacher in the classroom under the CT's direction.
Receive multi-layered mentor support: Coached by a supervisor provided by university.		
Learn within a cohort from the same school district.	Learn within a cohort from multiple districts.	Learn with both graduate and undergraduate PSEs.
Receive a stipend, equal to paraprofessional salary from district.	Receive equivalent teacher / paraprofessional salary from district.	Receive a paid internship while working on associate degree.
34 credits (Significant cost savings compared to 43 credits in traditional programming).		60 credits
Complete a EP license program in mild to moderate cross categorical special education, which allows educator to work with autism spectrum disorder (ASD), developmental cognitive disabilities (DCD), emotional or behavioral disorders (EBD), or learning disabilities (LD). We also offer elementary education.		
Master's Degree		Bachelor's Degree
Commit to teach in the district for 3 years.	Commit to teach in the district for 2 years.	No teaching commitment linked to district.

Utilize Quality Instructors. To educate PSEs, we will utilize both university full-time faculty and district partner adjuncts. Our faculty remain up-to-date on effective practices through activities such as participating on our statewide CEEDAR HLP planning team. We prepare qualified educators and administrators from partner schools to serve as adjunct instructors who teach our courses independently or co-teach with faculty. This arrangement increases the relevance of course content to the district context; models co-teaching strategies; and deepens knowledge for both university faculty and district personnel.

Provide Rigorous Courses Embedded with EBPs and HLPs.

We will prepare PSEs following the principles of the IDEA (2004) and No Child Left Behind (2001) requirements of “high-quality, intensive preservice preparation” and PD so all educators have “skills and knowledge to improve the academic achievement and functional performance of children with disabilities...including the use of “scientifically based instructional practices.” Our program prepares PSEs to use EBP demonstrated to effectively educate children with disabilities. Knowledge and skill acquisition of research-based practices form the core of our program and feature prominently in course syllabi (see Appendix G). Our courses align with InTASC standards, state licensure standards (PELSB), and CEC standards focused on improving outcomes for children with disabilities. Our educators will use the US DoE’s WWC to access information to make evidence-based decisions and draw upon IRIS Center materials as they integrate EBPs into the field. We will use CEC/CEEDAR’s and Teaching Works’ resources on HLPs. Five of our Department of Teacher Education faculty are Teaching Works fellows.

To ensure high-quality course instruction, we will host course instructional retreats. The key grant personnel along with district representatives, course content specialists, and instructors will attend the retreats to (1) create a community of learners committed to providing high-quality EP; (2) audit current practices in coursework; (3) examine cultural and social identity, bias, and ways to incorporate and model CLSP in coursework; (4) integrate coursework and clinical experiences; (5) explore and implement standards (national & state), practices (EBP, HLP, CSLP), and technology into coursework to ensure these foundational elements are part of the skills our educators possess (McDonald et al., 2013); and (6) analyze data for continuous improvement. At retreats, we will examine assignments, create a scope and sequence with activities in clinical experiences, and align coursework, assignments, and evaluation with district priorities. We have targeted specific HLPs (see Appendix H), focused on collaboration, assessment, social/emotional/behavioral practices, and instruction, to assess throughout our program to ensure our PSEs can enact practices in these areas in integrated and reciprocal ways.

Competitive Preference Priority 2. Thread CLSP throughout Program.

We ground CLSP pedagogy (Gay, 2000; Ladson-Billings, 2009; Paris & Alim, 2017) foundationally in all our preparation so educators can effectively teach and support all K-12 students’ intersecting cultural and social identities (Gay, 2010). In our EP, we thread examinations of justice, equity, diversity, and inclusion (JEDI) within all our courses including examining the sources of inequity and inadequacy. We don’t stop with just examinations; we

prepare educators to promote educational equity and adequacy in resources and opportunities for underserved students. We embed pedagogical practices in our preparation that are inclusive regarding race, ethnicity, culture, language, gender identity, sexuality, linguistics, and disability status so educators are prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments. Our commitment to diversity is demonstrated in our actively engaging PSEs and teaching them how to meet the diversity of the student populations they will encounter in prek-12 schools. During clinical experiences, we place our PSEs in diverse settings and high-needs elementary, middle, and high schools (QOZs Appendix H). To prepare for this important work, we brought together key stakeholders from schools and cultural communities to provide a voice for students in schools and engage in extensive diversity, equity and inclusive work with university faculty (examples in Appendix H). Collaboratively, we created six CLSP to serve as a framework to help us accomplish a deep dive into all our EP materials (Paris, 2016).

- Engage in critical, ongoing self-reflection to address how beliefs, biases, identity, and race impact teaching and learning.
- Understand current inequities and patterns of injustice and recognize our own responsibility to speak up. Take a stand against bias and injustice and engage in practices to disrupt these patterns in classrooms and school communities.
- Value the full humanity of all.
- Build, nurture, and facilitate caring, humanizing relationships.
- Co-create a welcoming and affirming classroom environment.
- Provide curriculum and instruction that includes mirrors, windows, and sliding glass doors for students and families and leads to positive engagement and learning outcomes

These practices provide our PSEs with an understanding of the systemic nature of racialized and intersectional inequalities and how education can also disrupt them through humanizing relationships of dignity and critical asset approaches. We will conduct annual audits of our EP to ensure each course and clinical experience includes our targeted CLSPs so educators touch base with these important practices throughout their preparation. We don't just prepare our educators to be teachers, we prepare them to be JEDI teachers focused on justice, equity, diversity, and inclusion. To ensure CLSP is in every facet of our programming not only for PSEs, we will provide retreats and monthly PD for faculty, course instructors, university supervisors, and cooperating mentor teachers focused on equity work as part of this project.

Align Curriculum to Standards and District and Community Needs. With school partners, we will examine our curriculum and compare our university and district's evaluation systems. We will create crosswalks to ensure that not only do we teach and evaluate in alignment to

required state and national standards, but we also address district identified attributes important for teachers to possess (Examples in Appendix H). This alignment helps educators experience smoother transitions into districts after graduation and impacts retention.

Integrate Technology. In each of our courses, we will embed the instructional technology required to thrive in a constantly evolving educational landscape. In a pandemic survey, 95% of teachers reported no previous online teaching experience when they had to navigate to distance learning (Gudmundsdottir & Hathaway, 2020). The unplanned pandemic adoption of teaching remotely on digital platforms with little training magnified the digital divide further impacting our most vulnerable student populations. Now a new hybrid model of education or sustained use of online learning platforms has emerged. To meet this “new normal”, we will prepare educators to teach in multiple formats to ensure our teachers are ready to teach across face-to-face and online environments. We will model technology use in our instruction and require PSEs to integrate technology in every course. During retreats, we will audit and ensure each syllabus includes the technology introduced and utilized within each course (see syllabi in Appendix G). Our program aims to support teachers in using technology to impact student learning.

Research: WWC identified 2 studies meeting standards for the eMINTS program, which aims to help teachers improve their practice and the outcomes of students by supporting the integration of technology in classrooms (Martin et al., 2009; Meyers et al., 2016).

Support Licensing Requirements. We will provide our PSEs extensive supports (see Appendix H) to complete required license requirements, including state examinations and the educator teacher performance assessment (EdTPA). Some educators do not acquire full license status because they have not passed required examinations. According to the MN Supply and Demand Report (2019), teachers of color were more likely to work under special permissions or out of compliance than white teachers (14.1% vs. 3.5 %). The proportion of male teachers who worked under special permissions or out of compliance was higher than the proportion of female teachers (5.2 % vs. 3.7%). MN has a tiered 1-4 license structure. PSEs can serve in Tier 2 license positions while they are in a preparation program. Tier 3 license requires PSEs to complete a teacher preparation program; pass two licensure exams (pedagogy and core content), and complete the EdTPA. Tier 4 license requires PSEs to provide evidence of basic skills (reading, writing, math) competency and teach for a number of years.

Framework: P-Practice applying and demonstrating standards, practices, and technology through participation in a one-year (1000+ hours) practice-based clinical experiences.

Integrate Coursework and Clinical Experiences with Repeated Practice. In our framework, we center on the practice of teaching by interweaving our academic content into clinical practice (NCATE, 2010). Our model pairs systematic on-going feedback and coaching from course instructors and mentors with repeated opportunities for PSEs to utilize practices and reflection to deepen learning. We prepare educators with strong teaching skills through a tightly aligned blending of rigorous coursework and extensive hands-on practice-based experiences through an apprenticeship that prepares PSEs to teach within the district context. Teaching pedagogy is always at the forefront as our PSEs apply learning skills daily for an entire year and not just the last semester of their program. We capitalize on the extensive time our PSEs work in classrooms receiving mentoring. With our partners, we create a gradual release document, which describes monthly focus areas and areas of independence to practice connected to course assignments that cover targeted standards, practices, and technology to deepen learning and skills as PSEs progress through the year. We integrate content and pedagogy learned in coursework to the practice of teaching during clinical experiences using University of Washington’s learning cycle components (McDonald et al., 2013) and Brownell et al.’s (2019) continuum of pedagogies for preparing teachers to use HLP recommendations, which includes modeling, feedback, analyzing one’s own performance, and interleaving to combine related skills during an instructional activity.

- **Introduce** foundational knowledge of standards, effective practices (EBPs, HLPS, CLSPs) and technology in courses, including modeling from instructors
- **Prepare** and provide integrated, varied, and repeated rehearsal opportunities during instructional activities in coursework with instructors and peers to practice “teacher moves”. Design lessons with effective practices. Practice with course instructor and peer’s feedback. This includes video analysis of HLPs models and micro-teaching practice with peers
- **Enact** “teacher moves” using effective practices within a variety of instructional activities with K-12 students in classrooms to apply knowledge and skills in school settings with observations and debriefing that includes modeling and structured feedback using a fidelity and implementation checklist.
- **Analyze** and reflect on teaching during field experience practice with opportunities for mentors, instructors, and peers to provide feedback and coaching. PSE further analyze by viewing and annotating videos of their teaching and write reflections to identify next steps to deepen learning and practice and make adaptations. Gather data on student progress.
- **Evaluate** performance benchmarks to assess effectiveness and readiness to teach while in a classroom with students.

Our cycle provides PSEs repeated practice in increasingly complex settings supported in their learning with mentoring, coaching, feedback, and opportunities for analysis and reflection. We

assess our PSEs' competency and dispositions throughout the program to ensure teachers acquire the foundational teaching strategies needed to promote students' learning and SE development across subjects, grade levels, ability levels, and contexts. Our PSEs receive 1000+ clinical experience hours with specific feedback linked to standards, practices, technology, and performance benchmarks to apply knowledge and practice skills with guidance.

Provide Multi-Layered Mentor Support. All three pathways include teaching and working in classrooms with multi-layered mentoring support that includes two mentors: (1) a school district cooperating teacher and (2) a university supervisor. Our state defines "cooperating teachers" as a teacher who works with a PSE during their clinical experiences (PELSB, 2020). In this project, we will create a coaching course that all mentors will be required to take based on evidence-based coaching strategies for adult learners (see course in Appendix H). To build the leadership skills of our graduates, we will recruit graduates of our EP programs to advance into the CT role. We require CTs to be recommended by administrators as skilled teachers based on rubrics as high-quality mentors are essential in the development of PSEs. CTs and USs will attend an annual retreat and monthly PD to build skills through a Professional Learning Community of Practice. When mentors complete (1) retreat, (2) PLC PD, and (3) coaching course, they receive a micro credential awarded by a badge and designation of "teacher development facilitator".

Research: WWC found research suggests effective **professional learning communities** (PLCs) enhance teacher collaboration and student achievement (Voelkel & Chrispeels, 2017).

Our trained teacher development facilitators will support PSEs serving as mentors, coaches, thought partners, and guides in the process of reflecting, experimenting, and improving. They will provide instructional coaching, which is job-embedded learning, focused on both content and practice. Evaluations reveal well-researched practices do not always find their way into practice and thus do not influence students' learning environments, but coaching can increase implementation dramatically (Showers & Joyce, 2002). Our mentors will provide coaching to enhance our PSEs' knowledge, skill, and instruction to affect student learning and achievement. Coaching has also been shown to impact retention (Bettinger & Baker, 2011). Our strong model of coaching will occur over the one-year clinical experience with (1) trained teacher development facilitators; (2) strategies to ensure practices from courses are put into practice to improve student's classroom engagement; and (3) structured feedback (Walters, 2014).

- Each week, the on-site district CT meets with the PSE to provide coaching, feedback, support, and modeling of effective instruction for classroom engagement of students.
- Each month, the US observes the PSE in classroom followed by coaching and feedback.

- At minimum, twice a semester, PSE, CT, and US meet to share feedback and set specific focus areas using EBPS, HLPS and CLSPs.
- Three times a year, both CT & US evaluate PSE on evaluation rubric and disposition rubric. Appendix H includes our CT competencies, gradual release guidelines, coaching tool, and evaluation rubrics. We have built on an “impact coaching” cycle (Knight, 2018) that includes carefully curated learning opportunities in coursework accompanied by sufficient time to practice during field experiences to ensure PSEs have a positive impact on students’ learning. In addition to PSEs benefiting from the mentoring experience, it enriches and benefits the CTs. A past mentor stated “The work made me a more reflective teacher and shed a light on some of my weaknesses and strengths. It has made me think about the ‘why’ of my practice.” Making teaching explicit contributes to mentors being better teachers.

Research: WWC found research focused on mentoring and opportunities for reflection to be an effective approach to increasing teaching efficacy with two studies meeting standards with reservations (Barnett, Wills, and Kirby, 2014; Nedley, 2016). The eMINTSs program helps teachers improve their practice by providing coaching with WWC identifying 2 studies meeting standards. (Martin et al., 2009; Meyers et al., 2016).

Framework: A-Advance preservice educators’ PD through competency-based micro credentials awarded through digital badges.

Absolute Priority 1. Provide Advanced Professional Development Micro Credentials. Part

of our framework includes professional enhancement in the form of four advanced micro-credentials, embedded with EBP, and awarded with digital badges (Randall & West, 2020): (1) three for educators and (2) one for mentors. Since 2016, we have been designing evidence-based micro credentials to help educators acquire knowledge and build skills to improve practice.

- (1) Teaching Social and Emotional Learning and Foundations of Mental Health Development from an Antiracist Approach
- (2) Understanding Behavior from a Cultural and Trauma-Informed Perspective (created in collaboration with MITIE, see Appendix H)
- (3) Coaching for Equity to Support Educators and Retention of Educational Professionals
- (4) Engaging in Personal Self Care to Support Emotional Wellbeing and Retention of Educational Professionals

Our competency-based micro credentials are mini certificates that provide knowledge and assessment of targeted skills (Elliott et al., 2014). A digital web-enabled badge is a validated indicator of competency. Our badges will provide educators with an efficient way to provide evidence and a more comprehensive picture of advanced competency to others (Cheng et al., 2018; Young et al., 2019). Our structured credentials will be awarded when educators complete the content and pass assessments to demonstrate proficiency in the targeted knowledge, skills,

and standards. In each credential, educators will complete a pre-and post-test, based on the embedded competencies and a qualitative exit survey assessment to share significant learning and how the information impacts students in classrooms. We are creating this format of PD because there is a divergence emerging between traditional in-person schooling and the fast-growing demands of digital culture, especially with the pandemic. Our new generation of educators often views attending an in-person class to learn as unnecessary with the online realm the preferred learning environment. Benefits of micro credentials include competency, flexibility, and cost efficiency (Hunt et al., 2020). We will offer our educators the opportunity to acquire this PD either in person or online asynchronously. These options are important to meet the nearly two-thirds of public-school teachers who have not participated in PD related to teaching students with disabilities (U.S. Dept of Ed, 2013). We will work with instructional designers in our St. Thomas E-Learning and Research (STELAR) center to create our micro credentials and utilize an interactive gamification format. Gamification, which is the use of game concepts in non-game contexts to meet the needs of learners who are not motivated to learn, provides content in active engaging ways. To sustain our work, we will move our credentials into continuing education courses available to the public. We will create our credentials using UW's learning cycle and Knowles adult learning theories (see Appendix H for credential details).

Research. WWC identified 2 studies meeting standards for the eMINTS program, which aims to help teachers improve their practice and the outcomes of students by offering structured professional development (Martin et al., 2009; Meyers et al., 2016).

Competitive Priority 3. Support Developing Student's Social and Emotional Skills. A key challenge for schools is ensuring teachers are prepared to serve student's social emotional (SE) needs (Learning First Alliance, 2001). Young people are growing up in a terrifying new reality seeing Americans commit terrorist acts and engage in hate-fueled violence against our own citizens based on cultural and social identities. Focusing on SE learning helps build communities that foster courageous conversations across diversity. We will prepare our PSEs to explicitly support students' development of SE skills that support all areas of their growth. Our PSEs will learn to teach SE skills within the larger sociopolitical context, which is fraught with injustice and inequity that affects students' lives. Our PSEs take three courses and two micro credentials embedded with EBPs (social skills training, FBAs) and SE focused HLPs (see Table 4).

Table 4. *Social Emotional High Leverage Practices*

Teaching Works High Leverage Practices	CEC CEDAR High Leverage Practices

-Implementing norms and routines for classroom discourse and work. -Specifying and reinforcing productive student behavior. -Implementing organizational routines. - Building respectful relationships with students. -Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.	-HLP 7. Establish a consistent, organized, and respectful learning environment. -HLP 8. Provide positive and constructive feedback to guide students' learning and behavior. -HLP 9. Teach social behaviors. -HLP 10. Conduct functional behavioral assessments (FBA) to develop individual student behavior support plans.

Course 1. In our *Environments for Success* course, PSEs begin the learning cycle of knowledge and practice and learn targeted HLPs (7 & 8). In this course, our PSEs learn and apply effective classroom engagement and SE strategies. This course focuses on creating equitable and inclusive classrooms, and helps educators learn to build, maintain, and create positive relationships with students, teachers, and staff. The course helps PSEs learn ways to leverage student relationships to effectively de-escalate, resolve conflict, and reinforce students.

Course 2. In the *Applied Behavior Analysis (ABA)* course, PSEs dig deep into understanding behavior from a cultural and trauma-informed perspective. We teach our PSEs how to conduct culturally and linguistically relevant FBAs and create behavioral intervention plans (HLP 10). We prepare PSEs to identify and address conditions in the learning environment, that may negatively impact SE well-being for underserved students, including safety conditions.

Research: WWC identified 17 FBA studies that meet pilot single-case design standards. Seven studies meet pilot single-case design standards without reservations, and 10 studies meet pilot single-case design standards with reservations.

Course 3. In our *Social Emotional Behavioral* course, our PSEs build and extend their SE knowledge base so they can teach social behaviors (HLP 9). We provide PSEs with a collection of EBPs that use a behavioral approach for teaching age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, self-regulation, and peer relations. This course integrates trauma, equity, and SE components to assess, plan, and teach social skills to navigate relationships, schools, careers, societal systems and participate in social activism in a multitude of diverse communities. In this course, we use resources from Collaborative for Academic, Social, and Emotional Learning (CASEL), Pursuing Social and Emotional Development Through a Racial Equity Lens (Aspen Institute, 2018), and Learning for Justice (Teaching Tolerance) to teach SE skills through a culturally and linguistically relevant lens (Ladson Billings, 2017). This course includes multiple evidence based SE practices from WWC including teaching social skills training.

Research: WWC identified three studies of social skills training that meet evidence standards without reservations. **Social skills training** was found to have positive effects on social-emotional development and behavior for children with disabilities (Ferentino, 1991; Guglielmo & Tryon, 2001; LeBlanc & Matson 1995).

Micro credentials. In two of our four credentials, we provide structured PD around SE learning addressing the social, emotional, behavioral, and mental health challenges experienced by students based on competencies for foundational mental health and research-based cultural and trauma-informed perspectives. Appendix H includes objectives, rationale, and contents for each credential. Our university's newly formed Institute for Trauma-Informed Education (MITIE) center provides an arena for us to prepare teachers to learn about the latest practices in the field of trauma-informed education to meet the SE needs of students to enable academic progress. .

Research: WWC identified one study on **induction** that meets group design standards without reservations (Glazerman, et al., .2008).

Framework: R-Retain educators in the workforce utilizing multi-tiered retention and induction supports that contribute to increased student achievement.

In our conceptual framework, we will comprehensively support PSEs to progress and become effective teachers who remain in the field after graduation. Our model includes a multi-tiered system of retention and induction supports that accelerate the effectiveness of beginning educators at increasing student learning. We have designed our support to ensure our PSEs complete their EP and to engage new teachers in induction retention activities to reduce the probability of leaving the field (Ingersoll, 2012), including in high-need areas. Induction support is important because nationally up to 30% of teachers leave during their first three years of teaching (Ingersoll & Smith, 2003). Our state has issues retaining teachers, especially teachers of color. In MN, over 50% leave within the first five years (Educators 4 Excellence MN, 2015). We recognize that early career support is needed to increase teacher retention and create a more stable teaching force because turnover significantly impacts students' academic achievement (Ronfeldt, et al., 2013). A study found increased comprehensive induction support such as a mentor, collaboration opportunities, networks, and resources decreased turnover (Smith & Ingersol, 2004). We recognize that not all educators need the same types of support. To increase retention, we will use multi-tiered systems of support (MTSS) (see Appendix H).

- **Universal.** Universal supports start during coursework and include a diverse cohort model and navigating pairs, where we pair PSEs with graduated educators. All PSEs will have multi-layered mentor support and program advisors who provide support, feedback, and resources. All graduates will have access to district induction supports such as PD to build skills, district induction mentors plus continued cohort networking and navigating pair.

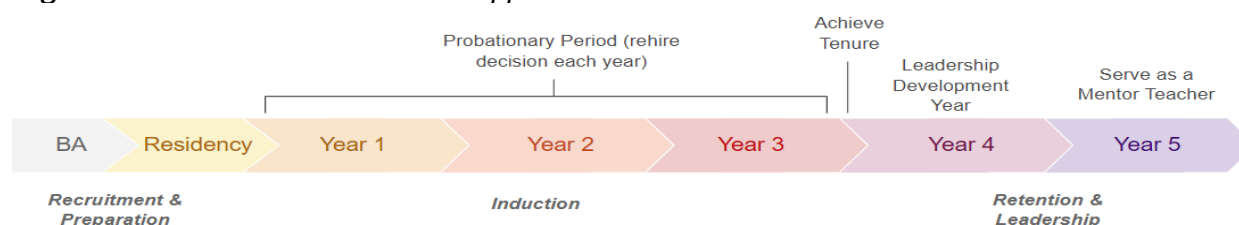
- **Secondary.** Our second tier of support will be for PSEs and graduates who need additional support and advising. We will encourage participation in our affinity groups. Teachers of color may experience significant isolation and inequities in school communities, so we utilize affinity groups to attend to specific identified challenges the field creates for graduates (Bristol, 2015). We will connect with our state's first-year teacher mentorship program to receive an experienced induction mentor or provide needed support from our pathway's coordinator. We will solicit graduates to serve as a navigator, and participate in project PD.
- **Individual.** Based on data and referrals from PSEs, graduates, CTs, USs, course instructors, district representatives, university advisors, or school administrators, we will provide intensive support to PSEs and graduates in need. Our GYO Coordinator will help the educator create an induction support plan, where they would identify specific assets, strengths, and individual growth plan with objectives and identify where to access needed supports. As needed, the GYO Coordinator would 1) plan with the graduate around area of need, 2) observe either live or the web, 3) debrief and coach.

Our model supports graduates across a 5-year journey that starts with EP and leads to leadership development, which includes becoming CTs and teacher educators. The rationale for our 5-year commitment is to increase the likelihood graduates stay teaching so that students reap the benefits of an experienced teacher. Appendix H includes our plan from preservice, to teacher, to teacher leader, that provides sustained differentiated support as graduates grow and professionally learn in the field. Our support provides multiple benefits:

1. Promotes reflective practice.
2. Builds a collegial community to utilize for networking and support (cohort).
3. Provides effective transition into the teaching career through our school partnerships.
4. Increases the quality of support for new PSEs through exposure to graduates who have gone through similar experiences (navigating pairs).
5. Increases educator's content knowledge (PD) so they can meet students' learning needs.
6. Supports professional learning communities and affinity groups.
7. Provides a leadership pathway and builds a pool of quality and diverse CT mentors..
8. Increases professional success and contributes to retention of teachers.

Throughout the five years, we encourage graduate to take on leadership roles.

- Year 2. Serve in a leadership role in affinity groups and/or as navigator for navigating pairs.
- Year 3. Serve as a site for current preservice educators to observe.
- Year 4. Serve as a demonstration classroom where preservice complete assignments.
- Year 5. Serve as a CT and/or co-teach a course at the university.

Figure 2. Retention and Induction Support Model

Research: WWC identified two quasi-experimental studies of the NTC mentor model that met the moderate tier of evidence. Our mentoring and induction components are aligned with this model. These studies examined the same types of schools our project serves (high poverty and highly diverse) and documented a positive impact on student achievement.

E-Evaluate student progress by tracking PSEs throughout the program; collect and use data and feedback to enhance and continuously improve program.

Evaluate with Quality Assessments. To produce high-quality educators, we examine a series of key assessments and performance benchmarks 1) admission; 2) begin courses; 3) coursework and field experiences; 4) clinical practice; and 5) graduation. These strategic transition points track PSEs' progress throughout the program (see Appendix H). These assessments evaluate educator's demonstration of competency and readiness to move on to the next level. Each benchmark provides a measure of competency, readiness for the next phase, and feedback. In our assessments, we examine foundational knowledge, professional dispositions, ability to take on more responsibilities of the teacher of record, meeting standards, utilizing effective practices, and technology. Our courses have embedded competency-based assessments in assignments to ensure opportunities to practice instructional strategies and receive guidance that supports development of standards. PSEs demonstrate achievement by meeting the competencies in the assessments on a scale. We track if they are passing license requirements, EdTPA, and license exams. PSEs attend advising sessions regularly to review assessments and track progress. We will check with course instructors every eight weeks to determine if any PSEs need supports.

Significance

(1) Importance or Magnitude of Outcomes

Our model addresses important priorities that impact teaching and students' achievement including (1) teacher shortages, (2) lack of diversity, (3) preparation of effective educators, (4) retention, and (5) equitable, inclusive, and SE teaching practices. In this section, we present the importance and magnitude of the impact of our outcomes in addressing our priorities. Given the longevity of our EP residency programs, we are well positioned to systematically evaluate the efficacy of GYO pathways on recruitment, teaching, retention, and impact on students. In the

evaluation section, we discuss the research we will conduct to examine the impact of nontraditional vs. traditional pathways. These results will yield important information on the effectiveness of different pathways and perceived sense of preparation, teaching skills, self-efficacy, and supervisors' perspectives of graduates' performance as novice teachers. Appendix H includes additional information on national, state, and local significance.

(1) Shortages. One of our priorities is to increase the number of special educators because there are widespread (49 out of 50 states) shortages in educators prepared to work with students with disabilities (*National Coalition on Personnel Shortages in Special Education and Related Services; U.S. DoE Teacher Shortage Areas Nationwide Listing 1990-1991 through 2020-2021*).

In our state, over 70% of our school districts report teacher shortages (National Council on Teacher Quality, 2021). More than half of MN school districts report fewer applicants for teaching positions than 5 years ago, and districts identify that the demographics of their teachers do not reflect their students. State data show some of the toughest teaching positions to fill are in special education, demonstrated by both the high number of positions and low supply plus the highest proportion on special permissions (Supply & Demand, 2021). Demand exceeds the supply also in high-need schools with teacher shortages affecting services (Sutcher et al., 2016).

Impact Shortages. Our project will recruit, prepare, and retain 300 (GR 1Year=180, GR 2Year=120, UG=8) effective teachers to impact critical shortage areas with our aim to maintain 50% teachers of color. We will also provide PD to 300 CTs. Together, this has the potential to impact 600 teachers, approximately 12,640 students, and three of the largest districts in MN during the grant and more beyond the end of funding. In annual summits, we plan to convene state-wide stakeholders to identify key action steps to sustain residency programs and collaborate to impact pathways and retention issues, which will spread the impact of our work to increase the number of educators beyond our university's efforts. Contributing to the workforce, including impacting the number of traditionally underrepresented educators, will result in higher student achievement (MNEEP, 2016) (See MDE Support Letter). To expand our magnitude, we will continue to collaborate in state-wide work on the Steering Committee for the Coalition to Increase Teachers of Color and American Indian Teachers and the MN Teacher Recruitment and Marketing Campaign. Our project will increase the number of educators, including those from diverse communities, who stay teaching in critical shortage areas and underserved LEAs.

Table 5. *Number of Educators across Pathways During Grant Period*

Pathways	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
GR 1yearEP	60 PSEs	60 PSEs	60 PSEs	60 PSEs	60 PSEs
Graduates Y1	51Graduates	60Graduates	60Graduates	60Graduates	60Graduates
TeachersY2+	150Teacher	201Teacher	261Teachers	321Teachers	381Teachers
GR 2yearEP	30 PSEs	30 PSEs	30 PSEs	30 PSEs	30 PSEs
Y2 of 2	30 PSEs	30 PSEs	30 PSEs	30 PSEs	30 PSEs
Graduates Y1	44Graduate	30Graduates	30Graduates	30Graduates	30Graduates
TeachersY2+	45Teachers	89Teachers	119Teachers	149Teachers	179Teachers
DFC	5 Interns	5 Interns	5 Interns	5 Interns	5 Interns
UG 2yearEP		4 Juniors	4 Juniors	4 Juniors	4 Juniors
Y4 of 4			4 Seniors	4 Seniors	4 Seniors
Graduates Y1				4 Graduates	4 Graduates
TeachersY2+					4 Teachers

(2) Diversity. Our priority to recruit diverse educators is significant as a non-diverse teaching workforce is a consistent barrier to producing strong racially equitable education outcomes (Sanchez, 2015). While U.S. schools are now made-up of 50% students of color, only 18% of diverse communities are represented in the teacher workforce (Ahmad & Boser, 2014; *Center for American Progress*). Almost every state has a large teacher-student diversity gap. Students need teachers who look like them and research underscores that all students benefit from having teachers of color (Will, 2022). Students of color accrue academic benefits when taught by a same-race teacher (Villegas & Irvine, 2010). Our state lags significantly in the ability to hire and retain racially and ethnically diverse teachers with all MN districts reporting a need to hire teachers of color. Teachers of color and Indigenous teachers represent 5.6% of MN's teaching force, which is significantly lower than the students of color and indigenous students in our state in every economic development region (Supply & Demand, 2021). This is far lower than the national average (also underrepresentation) reported by the U.S. DoE (2016).

Impact on Diversity. Our university prepares more diverse PSEs at the graduate level than any other private university as well as most land-grant institutions in MN (Campbell, 2020). Our residencies have consistently prepared diverse educators with cohorts including as high as 78%

teachers of color, 60% male, and 75% bilingual scholars. Our state recognizes the significance of GYO programs and has allocated funds to support teacher pathways, especially for PSEs of color. We believe this will continue to grow and help us sustain the program. However, current funds and resources are not sufficient to meet the needs (Coalition to Increase Teachers of Color and American Indian Teachers, n.d.) for comprehensive model design that creates significant changes that others may replicate. This SEED project will allow us to enhance our model through evaluation and expand to a new UG pathway that builds on our proven record of impacting the field by preparing diverse educators through sustained partnerships.

(3) Effective Teachers. Our project's focus on the outcome of preparing effective educators is significant as having a great teacher is the single most important school-based factor in closing the opportunity gap (Master et al., 2014).

Impact on Teachers. Several initiatives suggest the expansion of viable GYO pathways (U.S. DoE, 2016), however, research on their utility fails to include systematic investigations of their programmatic impact via external evaluations, internal self-studies, and longitudinal investigations (Gist et al., 2019). We have pilot data suggesting differences between the graduates prepared in our traditional vs. nontraditional programs, especially on prompts related to “Effectively teach students from culturally and ethnically diverse backgrounds and communities” and “Differentiate to meet the needs of students from various socio-economic backgrounds.” Our SEED project will afford us the opportunity to further examine this outcome data and provide evidence for the field on the impact of GYO pathways, especially for PSEs from under-represented groups. Specifically, we plan to follow the WWC 5.0 guidelines to design a quasi-experimental study to examine the effectiveness of teachers trained in our GYO nontraditional pathways model (treatment group) with those in our traditional on-campus program (control). We will examine perceived sense of preparation, teaching skills, self-efficacy, and supervisors' perspectives of recent graduates' performance as novice teachers. See the Evaluation section for more details on the study.

(4) Retention. Nearly a third of new teachers leave teaching within the first 5 years (Supply & Demand, 2021) making our project priority on retention and induction support important. The MN *Supply and Demand* report (2021) notes that shortages and diversity are exacerbated by the fact that teachers of color are leaving the field at a higher rate (turnover is 18 - 24% higher) than white teacher turnover (Ingersoll & May, 2011). Teacher turnover in high-poverty, high-minority

urban schools can top 20% annually (NSBA, 2017). The pandemic has further exasperated shortages and increased the number of teachers leaving the profession. In a recent NEA poll, 62% of Black teachers and 59% of Hispanic teachers will leave earlier than planned, compared with 55% overall (Jotkoff, 2022). Retention is important because the longer a teacher stays saves districts money and increases student achievement as teacher efficacy grows.

Impact on Retention. Graduates prepared through our residencies have higher retention rates than district averages. 86% of our MPS graduates are still teaching and 81% of our SPPS graduates are still teaching compared to the district average of 62% retention. We will continue to collect and evaluate retention data of teachers both during their programs and once employed in schools using university and employment data from partner LEAs.

(5) Teaching Practices. An important priority of our project is to prepare PSEs to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments where they teach SE skills and not just academics. We cannot continue to provide EP the same way or we run the risk of perpetuating low expectations, bias, micro-aggressions, and institutional racism that has potentially caused extreme cultural incongruities in the first place and disproportionate negative outcomes for students of color. Studies have demonstrated the positive impact that a teacher who utilizes CSLP can have on students (Upadhyay, 2009; Will, 2022). Lessons that succeed in being culturally relevant validate students' multi-faceted identities. Understanding multiculturalism and teaching in a culturally relevant way enables equity and more effective learning for a wider array of students including those with high needs (Gay, 2010). To prepare PSEs to address equitable and inclusive practices, our faculty have immersed ourselves in JEDI work. Appendix H includes information on our JEDI work. Our PI Dr. Stansberry Brusnahan is an editor on an upcoming CEC Teaching Exceptional Children special edition on [*Guidance for the Antiracist Educator: Culturally Sustaining Pedagogies for Disability and Diversity*](#).

Research: WWC recognized a study that met evidence standards without reservations that confirmed a functional relationship between implementation of a culturally enhanced plan for a child and substantial improvements in behaviors through semi-structured interviews and written journal themes (Cheremshynski et al., 2013).

There is powerful evidence demonstrating that an education that promotes SE skills yields positive results for students, adults, and communities related to improved behaviors, better attitudes about themselves, management of stress and emotional distress, civic engagement, and improved academic performance and life outcomes (CASEL. n.d.; Durlak et al., 2011). SE

learning is significant with the uptick in racial hate crimes (FBI Hate Crimes, 2020) and school shootings (Martaindale & Blair, 2019) generating much debate over methods to address these tragic problems. An SE approach has been found to be consistently effective with all demographics promoting the idea that teaching SE skills support the positive development of students from diverse backgrounds (Taylor et al., 2017). Early SE skill development has been found to help reduce societal costs, police involvement, and detention (Jones et al., 2015).

Impact on Practices. We will conduct intervention research to examine the impact of our practice-based approach to teaching on the use of HLPs and CLSPs and impact on teacher-student relationships. We chose teacher-student relationships as a dependent variable because there continues to be a growing body of research demonstrating the importance of STRs for students and teachers (Cornelius-White, 2007; Kincade et al., 2020; Quin, 2016). Preparing teachers to improve the quality of STRs can impact students' SE development, which then serves to enhance engagement in academic pursuits and serves as a buffer against risk (Cook et al., 2018). While there is nearly 50 years of research on relationships and most teachers recognize the significance of creating a positive relationship with students, there continues to be a lack of intentional approaches to build relationships with all students, especially those who engage in challenging behavior (Duong et al., 2018). New teachers particularly struggle in establishing strong, effective positive relationships and instead may have ineffective responses and even rely on reactive punitive responses, which cause harm to the student's sense of belonging, motivation, and relationship with the teacher (Jennings & Greenberg, 2009). There is a consensus about the importance of educators developing meaningful relationships with students, however there is a lack of clear research on how to prepare new teachers to effectively use these strategies in the classrooms during their field experiences and as new teachers. We plan to examine if practice-based EP prepares PSEs to apply SE HLPs and CLSPs in the classroom and improves the quality of relationships with their students. See the Evaluation section for more details on the study.

In addition, we will design and implement a qualitative study that will provide the PSE perspective of the EP program through journey mapping, which is a method of collecting data that illustrates individuals' paths toward a specific goal. Educational researchers are using journey mapping as a qualitative method to capture educational experiences. For example, Annamma (2016) used journey mapping as a critical qualitative method that centered students of color with dis/abilities in the research, creating a more expansive understanding of systemic

inequities on the participants and providing more comprehensive, student-centered solutions. Taken together, these studies on GYO pathways' retention and impact on use effective teaching practices that influence teaching and student outcomes will fill the gap in the **significant** need for research on nontraditional GYO programs and practice-based EP programs.

(2) Reasonable Costs in Relation to Persons and Anticipated Results and Benefits.

Our project costs are reasonable as we address important needs identified at the national, state, and school district levels. Our results lead to an innovative GYO model in how we prepare educators. The cost-effect of diverse teachers impact on student outcomes is intangible. Most importantly, our project helps districts avoid cost expenditures as it is estimated that the national impact of teacher turnover is 2.2. billion dollars (Ingersoll, 2015). Districts lose \$17,000-20,000 for each teacher who leaves (Ingersoll 2015). We have a proven track record of preparing diverse educators and our retention numbers have been good. Our costs will have an impact beyond the project's three years as our grant work will allow us to build off our previous programs and develop and implement an undergraduate pathway for individuals with associate degrees. Our IHE has been receiving requests from districts year-after-year with this request. Without these multiple pathways, some individuals might not have the opportunity to have an educational career as demonstrated by the letters of support from former scholarship recipients from diverse communities. Our proposed project opens the door to careers in education.

(3) Potential for Incorporation of Benefits into Program at End of Federal Funding.

We have established robust school partnerships and decades of successful teacher preparation pathways. We are excited about the potential of this project to extend to an undergraduate pathway and evaluate the impact of the GYO pathways. As described earlier in the project design section, we will extend several key activities beyond the grant period to sustain our residency program. Our multiple Learn, Work, and Earn pathways that provide multiple entry points are sustainable. Our nontraditional graduate pathways offer preservice educators a saving in tuition as we have reduced the number of credits from 47 to 34, which will continue to attract prospective educators. We will continue to provide and evaluate simultaneous *Learn, Work, and Earn* opportunities beyond grant period, which removes some of the financial barriers to becoming a teacher. Our micro credential content is meaningful and needed in the field so we will move the content into continuing education PD opportunity for the public. We will continue to work with a variety of stakeholders through our Pathways Summit, including the MN Dept of

Ed, the Coalition to Increase Students of Color and American Indian Students, the Minnesota Teacher Recruitment project, Minnesota Association of Teacher Educators to collaborate and gather multiple perspectives to sustain nontraditional pathways. The fundings from our project will allow us to demonstrate to districts the long-term impact of a nontraditional pathways model and induction supports, as well as the cost-savings nature of the model to sustain the project beyond the grant period. Through our evaluation studies we will have better outcome data to describe the impact on preparation, retention, and teaching and student outcomes.

(4) Extent Results Disseminated in Ways that Others Can Use Information or Strategies

The field is missing quality studies on the GYO and residency pathways and the focus on practice-based EP. Thus, our co-principal investigators, with school partners, will disseminate information in a variety of ways. We will fill current gaps in literature on GYO pathways and PSEs use of effective practices. We will also disseminate the outcomes of the micro credentials awarded by digital badges. We have a proven track record of dissemination as our residency personnel have presented at multiple national, state, and regional conferences about our work, partnership, and learning and continue to submit proposals and be invited to share the work. In addition to presenting at conferences, we will publish in peer-reviewed journals and share the design of our model at our annual summits with schools, universities, and partners to improve teacher preparation and PD for teachers of high-need students.

Management Plan

(1) Project Goals, Objectives, and Outcomes Specified and Measurable

The outcomes of our project have the capacity to impact both teacher's skills and student achievement. In our project, we will enhance and expand our established residency programs through the achievement of our project goal, objectives, measures, and outcomes

Table 6. Goals, objectives, measures, and outcomes

Goal: Increase the number of effective educators, including those from traditionally underrepresented communities, who stay in the teaching profession and teach in critical shortage areas and high need LEAs through GYO teacher preparation residency pathways.	
Objective 1. (PLAN) Increase the number of GYO pathways to becoming an educator	
Measures	Implement 3 sustainable district and communities serving nontraditional GYO teacher preparation pathways with our LEAs partners.
Outcomes	A sustainable nontraditional GYO teacher preparation pathways model to prepare, develop, and enhance the skills of PSEs to meet students' needs.
Objective 2. (RECRUIT)	

Increase number of educators in critical shortage areas to serve in high-needs LEAs.	
Measures	With partners, recruit, select, and prepare 300 teachers to work in critical shortage areas in underserved high-needs LEAs.
Outcomes	Educators prepared in critical shortage areas who are committed to serve in traditionally underserved high-needs LEAs and meet all students' needs.
Objective 3. Increase diversity in the teaching workforce.	
Measures	Target 5 annual recruitment efforts to reach underrepresented and culturally diverse applicants (Somali, Hmong); utilize an unbiased process to select and admit cohorts with 50% from traditionally underrepresented communities.
Outcomes	Diversity in the workforce with teachers from traditionally underrepresented communities who contribute to an equitable education for all and impact student achievement.
Objective 4. (EDUCATE & PRACTICE) Increase PSE's skills through high-quality EP.	
Measures	80% of PSEs will complete practice-based learning experiences and courses with standards (national, state), effective practices (2 HLPs, 2 EBPs, 1 CLSPs) and technology to increase capacity to provide high-quality instruction and demonstrate improved skills through NeXT Entry and Exit surveys in instructional practices, working with diverse learners and establishing positive classroom environment.
Outcomes	Effective educators thriving in an evolving technological landscape utilizing effective practices aligned to standards to support student achievement.
Objective 5. (ADVANCE) Increase educator's qualifications and specialized skills in SE and CLSP instruction.	
Measures	80% of PSEs will complete SE and CLSP competency-based courses linked to micro credentials awarded with digital badges.
Outcomes	Highly effective teachers who possess knowledge in how to provide an equitable SE and CLSP education to students to promote the development of skills that improve student academic performance.
Objective 6. (RETAIN) Increase retention through multi-tiered differentiated support.	
Measures	Retain 80% of our graduates, who participated in at least two of our multi-tiered retention and induction supports, in the workforce for 5 years.
Outcomes	Teachers who remain in the field and impact student achievement.

(2) Adequately Achieve Project Objectives on Time and Budget

The following table highlights our plan to keep the project on track with clearly defined responsibilities, timelines, and milestones. Additionally, we have included aligned evaluation questions and evaluation components (components, methods, and responsibility).

Table 7. Management Plan

Management Plan	Evaluation Components	
1. Timeline	Aligned Evaluation Question	1. Evaluation component(s)
2. Key Action Items (Tasks)		2. Collection method(s)
3. Management Responsibility		3. Evaluation responsibility

(PLAN) Objective 1. Increase the number of GYO pathways to becoming a teacher.		
(1.1) <i>Needs Assessment</i> . Conduct annual needs assessment of our partners' shortages, induction, PD, and retention of teachers to guide programming.		
1. Annually January & February 2. Conduct assessment & review district needs 3. PIs, GYO & District Coordinators	Were district needs assessment completed? How is AC & grant personnel utilizing data to make decisions?	1. Internal & External Reviews 2. Needs assessment, meeting calendar and minutes, & data-driven decisions 3. PIs, GYO Coordinator, AC
(1.2) <i>Pathways</i> . Maintain current pathways and create and implement a third UG flexible "Grow your own" nontraditional pathways to meet critical shortage areas in high-need LEAs.		
1. Weekly 2. Conduct GYO planning meetings	Did weekly planning meetings occur?	1. Internal & External Evaluation
1. Annually March 2. Plan cohorts for next year	Were cohorts started annually?	2. Cohorts in progress New cohort implemented Meeting minutes
1. Year 1 Plan Year 2 Implement 2. Solicit LEA & community interest, plan, and implement 3. PIs, Coordinators, & AC	Was a third pathway implemented?	3. PIs & GYO Coordinator
(1.3) <i>Financial Barriers</i> . Remove financial barriers by providing opportunities for PSEs to secure paid positions within LEAs and reducing credits to complete coursework.		
1. Annually April-May 2. Create MOAs with GYO sites Review credits and tuition 3. Dean, Pathway Coordinator & LEA Administrators	Was lower number of credits in nontraditional maintained? Were preservice educators in paid positions?	1. Internal & External Evaluation 2. Signed MOAs & Established credits 3. Dean & LEAs
(1.4) <i>Summit</i> . Host an annual Teacher Pathways Summit with stakeholders to build state capacity and sustainability for GYO pathways for critical areas of LEA needs.		
1. Annually Summer 2. Plan, host, and conduct surveys to seek sustainability ideas 3. Dean, PIs, Coordinators, AC, & Organizations	Was summit held, sustainable strategies identified & survey conducted? Did at least 4 IHEs, 6 LEAs, & 2 community organizations participate?	1. Internal & External Evaluation 2. List of collaborators Number of strategies Survey 3. PIs & GYO Coordinator
(Recruit) Objective 2. Increase number of educators in critical shortage areas to serve in traditionally underserved high-need LEAs.		
(2.1) <i>Market</i> : Market nontraditional GYO pathways with LEA partners.		
1. November-February 2. Translate marketing materials into Hmong and Somali and market pathways through IHE and LEA partners	Are marketing materials translated? Did LEAs advertise on website or via email?	1. Internal & External Evaluation 2. Translated materials Info on LEA websites Info on IHE website 3. GYO Coordinator

3. GYO Coordinator, AC, Community Reps, & IHE Marketing	Did IHE advertise on websites, social media, emails or other sources?	
(2.2) <i>Diversity</i> . Target recruitment efforts on traditionally underrepresented populations by advertising opportunities at a minimum of 5 community activities (Somali, Hmong).		
1. Annually by December 2. Visit 5 activities 3. Coordinators & Recruiter	Were 5 or more community recruiting events attended?	1. Internal Evaluation 2. Advertising materials Community event attendance 3. GYO Coordinator
(2.3) <i>Recruit</i> . Recruit prospective teachers, from the ranks of paraprofessionals and other occupations who have completed bachelor's degrees, by conducting a minimum of 5 information sessions each recruitment period in district locations to address high-needs areas.		
1. Annually by January 2. Hold 5 information sessions 3. Coordinators & Recruiter	Were 5 or more district recruiting sessions conducted?	1. Internal Evaluation 2. Information session materials dated 3. GYO Coordinator
(2.4) <i>Interview</i> . Update screening & interview rubrics, activities, and selection process to meet district needs & ensure comprehensive, unbiased, & culturally responsive.		
1. Annually in March-May 2. Review recruitment & selection processes bias After interviews, survey interview teams, and update rubric 3. Coordinators & Recruiter	Were revisions to interview rubrics made to ensure tools were culturally responsive?	1. Internal Evaluation 2. Updated annual interview rubrics with changes tracked 3. GYO Coordinator
(2.5) <i>Select</i> . Select and admit 240 preservice educators over 3 years in critical shortages areas		
1. Annually in January-March 2. Review applications Interview preservice educators Select cohorts 3. PIs, Coordinators, Recruiter, & Interview Teams	How many preservice educators were selected and admitted?	1. Internal & External Evaluation 2. Master list of applicants 3. PIs & GYO Coordinator
(Recruit) Objective 3. Increase diversity in the teaching workforce.		
(3.1) <i>Diversity</i> . Select cohorts that include 50% preservice educators of color, so teachers more closely match the percentage of students of color within our partner school districts.		
1. Annually by March 2. Select cohorts 3. PIs, Coordinators, Recruiter, & Interview Teams	Were 50% of the preservice educators selected and admitted diverse?	1. Internal & External Evaluation 2. Applicant demographics 3. PIs & GYO Coordinator
(Educate and Provide Practice-Based Experiences)		
Objective 4. Increase educator's skills through high-quality teacher preparation.		
(4.1) Conduct syllabus audit (SEP, Core Special Education, Special Education) to ensure standards, practices, and technology are embedded in coursework.		
(4.1a) <i>Standards</i> . Prepare PSEs with effective classroom practices by ensuring each course contains 1 national (InTASC) and at least 5 state (license) standards		

(4.1b) <i>Evidence-Based Practices</i>. Promote PSEs' use of effective classroom practices by ensuring each course contains a minimum of two evidence-based practices (EBPs). (4.1c) <i>High-Leverage Practices</i>. Prepare PSEs with effective classroom practices by ensuring each course contains a minimum of two high-leverage practices (HLPs) (4.1d) <i>Culturally & Linguistically Sustaining Practices</i>. Increase cultural competence of PSEs by infusing “teaching through a culturally relevant lens” & embedding a minimum of 1 CSLP that fosters a culture that meets the needs of all students including those with high needs from diverse communities in each course. (4.1e) <i>Technology</i>. Promote PSEs’ use of technology by ensuring each course provides the opportunity for PSEs to see instruction and complete an assignment utilizing technology. (4.1f) <i>District Needs</i>. Prepare PSEs with practices used in the district by ensuring each course is embedded with a district priority or a component of the district teacher evaluation.		
1.October Year 1 2. Survey course instructors, review syllabi, and create matrix 3. PIs, Coordinators, Instructors, Supervisors, Mentors	Does course contain...? -1 InTASC standard -5 License standards -2 EBPs -2 HLPs -Technology -1 District priority	1.Internal & External Evaluation 2.Course Syllabi Matrix 3. PIs & GYO Coordinator
(4.2) <i>License Exams</i>. Prepare PSEs to meet applicable state licensure requirements so they can advance professionally to the rank of licensed teacher by providing testing supports, such as tutoring for writing and online modules for math, special education, and pedagogy each year.		
1.Every semester 2. Ensure PSEs complete Entry: Reading & Writing exams. After SEP Courses: Pedagogy After All Courses: Content test As needed, provide test support 3. GYO & Licensing Coordinator	Are 80% of the PSEs taking and passing the required licensure requirements within recommended timelines? Are PSEs participating in test supports passing state licensure exams?	1.Internal & External Evaluation 2.Documentation of support sessions Passing exams 3. GYO & Licensing Coordinator
(4.3) <i>GPA</i>. Meet regularly and advise PSEs to ensure that 100% maintain a 3.0 or higher grade point average every semester throughout program.		
1.Every semester 2.Review GPAs academic transcripts 3. GYO Coordinator & Advisor	Are PSEs maintaining a 3.0 GPA and progressing through program completion?	1.Internal Evaluation 2.Academic Transcripts Advising Meeting Logs 3. Advisor
(4.4) <i>Key Assessments at Transition Points</i>. Ensure PSEs are on track to successfully complete the program and are gaining proficiency in state licensure competencies with 80%+ passing key assessments at 4 transition points through advising sessions.		
1. End of every semester 2. Check with instructors and/or transcripts to ensure passing grade Check in during advising sessions 3. GYO Coordinator & Instructors	Are 80% of PSEs demonstrating proficiency on state license competencies by passing key course assessments with a B or better?	1.Internal Evaluation 2.Number proficient in key assessments Advising Meeting Logs 3. GYO Coordinator
(4.5) <i>Dispositions</i>. At completion of clinical, ensure 80%+ of PSEs score a minimum of a 2 on a 4-point scale on each area on the Disposition Assessment linked to CEC’s Ethical Principles.		

1, End of every semester 2. Review completed disposition assessments. Create an action plan for scores of 1 to develop and monitor skills and provide feedback & coaching. 3. PIs, Coordinators, Instructors, & Mentors	Are 80%+ of PSEs displaying dispositional competencies by receiving a 2 or better on the three disposition assessments rubrics?	1.Internal Evaluation 2.Scores on Dispositional Assessments at program midpoint by Mentors 3. GYO & Assessment Coordinator
(4.6) <i>EdTPA</i> . Provide EdTPA workshops that prepare 80%+ PSEs to pass the 3 EdTPA™ rubrics and meet the required MN unit requirement of 70%.		
1.Every semester 2.Schedule and provide EdTPA workshops to ensure PSEs have support including EdTPA reviews 3. GYO Coordinator, EdTPA Coordinator, & Mentors	Are 80%+ of PSEs passing all three tasks / assessment areas of the EdTPA?	1.Internal & External Evaluation 2.EdTPA sessions Pearson EdTPA scores 3. EdTPA Coordinator
(4.7) <i>Mentorship</i> . Provide each PSE with high-quality mentoring support in the field by providing 100% of mentors training in coaching, modeling, and providing feedback.		
1. Annually by May 2. Accept applications & verify mentor qualifications. 1.Annually August & January 2. Use scope and sequence. Schedule & provide PD, 3. PIs & Coordinators	Have all Mentors completed PD in coaching, modeling, and providing feedback?	1.Internal Evaluation 2.Attendance logs for mentor PD & completion of training materials 3. PIs & GYO Coordinator
(4.8) <i>Field Experiences</i> . Provide opportunities for 100% of PSEs to complete field experiences in classrooms in high-need schools identified by high need LEA		
1. Annually March-April 2. Reach out to district administrators to identify diverse field experience sites. Monitor diverse field experiences 3.PIs & Coordinators	Did PSEs complete field experiences in culturally and racially diverse and high-needs schools across a range of ages, ability levels and SES of students?	1.Internal Evaluation 2.List of placements Field Experience Documentation Form 3. GYO Coordinator, & advisor (audits)
(4.9) <i>Clinical Practice</i> . Provide opportunities for 100% of PSEs to complete clinical learning in classrooms in high-need schools identified by high need LEAs.		
1.Annually March-April 2.Reach out to district administrators to identify clinical practice cluster sites for next year 3. PIs & Coordinators	Did PSEs complete clinical experiences in culturally and racially diverse and high-needs schools across a range of ages, ability levels and SES of students?	1.Internal Evaluation 2.List of placements Clinical Practice Application in TK20 3. PIs, GYO & Licensing Coordinator
(4.10) <i>Observations</i> . Utilizing evaluation rubrics linked to standards, mentors will observe PSEs and 80%+ will receive no less than a 3 average on essential teaching elements by scoring a 2 (basic) or 3 (proficient) on a 4-point scale on each license competencies. 1s require action plan.		

1.Clinical Practice Semester Midterm and Final 2.Score clinical standard evaluation rubrics to monitor progress and create action plan for “1s “ 3. Mentors	Is 80%+ of PSEs applying learning in classrooms and meeting proficiency on standards by receiving no less than a 2 on the midterm and final clinical standards evaluation rubrics?	1.Internal Evaluation 2.Scores on mid-term and final rubrics - no less than a “2” average 3. Mentors
(Advance) Objective 5. Increase educators’ qualifications and specialized skills in SE and CLSP instruction.		
(5.1) <i>PD</i> . Provide micro credentials awarded by digital badges, as PD activities for educators to improve students’ equitable access to opportunities for SE and CLSP education.		
1. Follow Teacher of Record Year 1, 2, 3 2. Provide SE and CLSP PD in micro credential courses By end of year 3, move course contents into a continuing education course 3.Assigned Instructors & STELAR Course Designer & Badge Creator	Are micro credentials competencies identified? Did teachers receive SE & CLSP badge? Survey impact of PD.	1.Internal & External Evaluation 2. Year 1-Availability of micro credentials MC evaluations 3. PIs & GYO Coordinator
(Retention) Objective 6. Increase teacher retention through multi-tiered differentiated supports.		
(6.1) <i>Affinity Group</i> . Create a minimum of 1 affinity group (social support) per cohort with community-building events to stay connected (Facebook, Google Hangout, WhatsApp) and build on the cohort relationship-based model introduced during preparation.		
1.Annually Summer 2.Before graduation choose volunteer to lead social supports Launch at least 1 affinity group 3. GYO Coordinator	Were social support groups formed for each cohort of completers?	1.Internal Review 2.Support Group 3. PIs & GYO Coordinator
(6.2) <i>Universal Support</i> . Ensure educators participate in retention and induction support.		
1.Each semester after graduation 2. GYO Coordinator will provide systematic advising to monitor graduates and outline multi-tiers of support available 3. GYO & District Coordinators	Did educators attend and participate in retention and induction support? How many and which supports?	1.Internal & External Review 2.Participation Survey and Focus Group 3. PIs & Coordinators
(6.3) <i>Navigating Pairs</i> . Pair graduated educators with new year’s PREs (buddy) to provide support from someone who has been through program to reduce possible social isolation.		
1.Annually August 2.Pair graduated with new 3.GYO Coordinator & District Coordinators	Were all new PSEs paired with a graduated educator for support?	1.Internal & External Review 2.Established Pairs 3. GYO Coordinator
(6.4) <i>Tier 2 Supplemental Support</i> . Work with district to provide induction support for program graduates with identified needs during their first year of teaching		
1.Throughout year 2.Provide supplemental induction support	Did graduates sign up for MDE Mentor? How many tier 2 supports did graduates engage in?	1.Internal Review 2.MDE Participation List of Supports Support Participation

Support educators in the workforce by partnering with MDE on Mentorship program 3. GYO & District Coordinators	Did graduates receiving support remain in field year 1 (%)?	3. GYO & District Coordinator
(6.5) <i>Tier 3 Intensive Support</i> . Work with district to provide induction support for program graduates with identified needs.		
1.Throughout year 2. Provide differentiated intensive induction support as requested or as need identified. 3. GYO & District Coordinators	How many tier 3 supports did graduates engage in? Did graduates receiving intensive support remain in field in year 2 (%)?	1.Internal Review 2.List of Supports Support Participation 3. PIs & GYO Coordinator
(6.6) <i>Retention</i> . Monitor if 80% of graduates hired are still employed by district at end of year 1, year 2, and year 3.		
1.Annually 2.Collect district retention data 3. PIs & GYO Coordinator	For each cohort, did 80% of graduates remain in field for 3 years?	1.Internal & External Evaluation 2.LEA data: Retention 3. PIs & GYO Coordinator
(6.7) <i>License</i> . Monitor if 80% of PSEs advance professionally to rank of Tier 3 license and if they are working in high-needs LEAs.		
1.Each July 2.Survey graduates about license status 3.PIs, GYO Coordinator & Licensing Coordinator	After three years, how many graduates have achieved a Tier 3 license?	1.Internal Evaluation 2.MDE License Lookup 3. Licensing Coordinator
(6.8) <i>Grow Own Mentors</i> . Increase the quality and knowledge of our mentors through leadership development where graduates become CT after teaching three years and tenure.		
1.End of school year 2.Identify & recruit high-quality graduates for next year 3. GYO Coordinator	In the grant's fourth year, how many graduates from the first cohort are now acting as Mentors?	1.Internal & External Evaluation 2.Graduates CTs 3.PIs & GYO Coordinator
(EVALUATE & ENHANCE) Objective 7 Conduct Evaluations to Enhance Program		
(7.1) Collect feedback, review, enhance, and improve practices to ensure continuous improvement and sustainment of district and community serving GYO pathways.		
1.As scheduled 2.Weekly: Grant personnel meet Weekly: Grant & 1 year district coordinators meet Every semester: AC meet Monthly: Grant & DFC meet Annually: Survey LEAs Each Semester: Review NeXT surveys, course evaluations, goals, objectives, & practices	Did scheduled planning meetings occur? Were needs identified through the survey and data collected utilized for program improvement?	1.Internal Evaluation 2.Planning meeting minutes, NeXT surveys, Surveys 3.PIs & GYO Coordinator

3. PIs, Coordinators, DFC, AC, Assessment Coordinator		
(7.2) Conduct quasi-experimental research on nontraditional vs. traditional pathways to generate evidence about GYO pathways; impact on teaching and student outcomes		
1. Annually 2. 1 st class NeXT entry surveys Last class, NeXT exit surveys 1 year after Graduation NeXT Supervisor & TTS Surveys 3. PIs, PSEs, Mentors	Was survey data collected for traditional and nontraditional preservice educators during first semester, last semester, and one year after graduation? Was there evidence of program impact on teaching and student outcomes?	1. Internal and External Evaluation 2. NeXT Entry, Exit, TTS, and Supervisor Surveys 3. PIs & Assessment Coordinator
(7.3) <i>Disseminate</i> : Present at a minimum of two conferences and publish one peer-reviewed educational journal publication.		
1. On-going Year 2 & 3 Submit proposals & present at 1+ conference. Year 3 Write & get 1 publication accepted peer reviewed journal 2. PIs & GYO Coordinator	Was there a minimum of 2 conferences on the work of grant? Did the work of the grant get published in a peer-reviewed journal article?	1. Internal and External Evaluation 2. Conferences Publication 3. PIs & GYO Coordinator
(7.4) <i>Data Collection</i> . Collect data and use a plan-do-study-act (PDSA) cycle to analyze data to articulate a minimum of 2 changes to improve the quality of our pathways model.		
1. Annually 2. Review collected data and make next year's data collection plan 3. PIs, Coordinators, AC	Based on collected data, is a cycle of continuous improvement evident across the 3 years of the grant? What changes were made?	1. Internal & External Evaluation 2. Document programmatic changes 3. PIs & GYO Coordinator

Key Personnel. Our key personnel have extensive backgrounds and educational experiences in urban and diverse school environments and come from our School of Education and partner LEAs. Each role is integral to the design, implementation, and successful outcomes. The strength of our management begins with the quality of key personnel. Dr. L. Lynn Stansberry Brusnahan and Dr. Shelley Neilsen Gatti will work collaboratively as Co-Principal Investigators. Their expertise in research, project supervision, SE, PD, urban education, CLSP, and leadership skills makes them strongly suited to lead this work. Other key personnel include a new full-time GYO Coordinator, district coordinators, assessment coordinator, licensing coordinator, department advisor, recruiter, field office personnel, EdTPA coordinator, course instructors, USs, and CTs. See Appendix B for descriptions of project personnel.

Table 8. Key Project Personnel and Responsibilities

Principal Investigator (SE & CLSP Content Expert). Dr. L. Lynn Stansberry Brusnahan is a professor and former Department of Special Education chair at the University of St. Thomas.

She will lead project and coordinate the 2-year graduate pathway. She has experience directing federal grants including PI on OSEP personnel preparation grants and co-PI on a TQP grant.

Co-Principal Investigator (SE & CLSP Content Expert). Dr. Shelley Neilsen Gatti is an associate professor in the Department of Special Education at the University of St. Thomas. She will co-lead the project and direct the one-year graduate pathway. She is PI on a TQP grant and has received several NCTR Black Educator Initiative Grants.

GYO Coordinator. We will hire a full-time coordinator who will meet weekly with the PIs to play the coordination of our three pathways and this grant project. The coordinator will lead the planning on the third undergraduate pathway.

Key Responsibilities. The key grant personnel will coordinate the work of the grant. Our PIs have experience preparing special educators from traditionally underrepresented communities. The PIs will work and meet weekly with GYO Coordinator. They will also teach, advise, observe, and evaluate nontraditional PSEs. The PIs will meet with the district coordinators, AC, and the DFC. The PIs will manage the budget working with the university grant office and work with project evaluators and university assessment coordinator on the evaluation and research studies. The PIs will conduct research and disseminate findings.

Feedback and Continuous Improvement

Our management plan highlights evaluation components embedded in our key action items for continuous improvement. As part of our objective and data-driven process, we will review data regularly in meetings with grant personnel, coordinators, DFCs and advisory council to review feedback and plan improvements. We use our University Institutional Data, Analytics & Reporting system to track enrollment including persons of color and program completion. We use the formative feedback from our University Student Ratings of Instruction to also guide improvements in our courses. Additionally, we collect data through mid- and end-of year NCTR surveys and focus groups with residents, instructors, mentors, supervisors, and district coordinators as part of our evaluation plan. We will use collected data to improve programming and create our third nontraditional pathways based on what we learn. We also utilize key assessments and benchmarks to track PSEs to improve practices. Our university is part of the Network for Excellence in Teaching (NExT) consortium of EP, which allows us to collect data using four common metrics to attain reliable, valid data from the perspective of PSEs, 1st year teachers, and supervisors. We use four NExT surveys (Entry, Exit, Transition to Teaching, Supervisor) to assess EP. This data provides us with the perceived quality of our EP programs as viewed by graduates and supervisors to the overall scores across all NExT institutions. We will use feedback from all these data sources to make changes to improve our programs. We will also solicit feedback from graduates on the SE and CSLP PD to make improvements.

Evaluation

We will work closely with our internal and external evaluators to conduct a rigorous mixed-methods evaluation of this project and collect ongoing quantitative and qualitative data to determine how well the project achieves intended outcomes. We will monitor the formative feedback on a weekly, monthly, semester, and annual basis throughout the grant's 3-years. As a critical feature of the internal evaluation process, our team will meet semi-annually to plan progress toward goal, objectives, and key action steps delineated in the management plan. We will compare our nontraditional to our traditional on-campus PSEs completing our programs. Our team has the content area expertise to address the overall quality of the model's coursework and PSEs' competencies. Many of the requirements for our project evaluation are the administration of assessments we perform in the same manner as requirements for our traditional programming. **Table 9. Internal and external evaluation**

Internal Evaluation. The internal evaluation team will consist of the Principal Investigators and Dr. Todd Busch. Dr. Busch, who has expertise in assessment, will take the lead. Dr. Busch has co-authored and served as an internal evaluator on multiple federally funded OSEP and TQP grants and has authored numerous papers on assessment and student performance. Over the last 20 years, he has served as a national consultant to schools on assessment practices and lead development on two standardized assessments.

External Evaluation. Our external evaluator is Dr. Mitch Yell. He is suited to serve in the role of external evaluator. He has been the principal or co-principal investigator and internal evaluator on numerous federal grants. Dr. Yell is eminently qualified to ensure our goal and objectives are being met in a timely manner and to ensure the integrity of our academic programs and quality of the implementation of our management plan.

Responsibilities. The external evaluator contributes an unbiased perspective of the overall quality of the implementation of the management plan. Dr. Yell will provide annual formative evaluations to our team for purposes of project improvement and will author a summative evaluation at our project's conclusion. The evaluation will occur in several phases over the 3-year grant project. **During year one**, Dr. Yell will assess the adequacy of model development and its components by soliciting input from project stakeholders. Input evaluation, based on feedback, will be aimed at helping the project team ensure that the quality and scope of the curriculum is sufficiently rigorous; and those adequate resources are available and being used in an efficient and effective manner. **During years two and three**, Dr. Yell, will be involved in the evaluation process. Dr. Yell will meet with the PIs, and coordinators and conduct an annual review of project meeting notes that detail the monitoring of key action steps. Process evaluation involves determining whether planned key action steps are executed with fidelity (in the manner called for) in the management plan. Outcome evaluation determines the extent to which key action steps and project goal and objectives are achieved. To accomplish this, the external evaluator will review all descriptive and quantitative data for the grant period. Dr.

Yell will draw on the data gathered for the internal evaluation by the internal evaluation team and supplement these data with individual and focus group interviews. Planned focus groups will involve the key project stakeholders and be convened face-to-face or remotely. **During year three**, Dr. Yell will conduct a summative evaluation to determine the extent the project achieved our goal and objectives. Dr. Yell will review all qualitative and quantitative data for the duration of the project as well as documentation of completion of key activities.

We will engage in ongoing interim reporting of key descriptive information for formative feedback and program improvement, including emerging findings from surveys, advising sessions, interviews, course assessments, and benchmark activities of PSEs, to provide timely feedback to improve the program towards intended outcomes. We will report findings each semester at AC meetings to provide systematic opportunities for periodic assessment of progress towards outcomes, fidelity issues, and needed adaptations. Findings will include retention data for all graduates and current PSEs, survey results, and district teacher evaluation data on items related to SE and CLSP learning. The evaluation questions are outlined in the table below.

Table 10. Study Evaluation Questions

Model: The study will examine outcomes related to perceived levels of skill preparedness, use of practices, and sense of efficacy using a quasi-experimental design to meet WWC standards with reservations. The principal investigators and internal evaluator will lead the study.
Evaluation Questions and Data Sources
M1. Is there a positive impact for graduates in GYO pathways as compared to the traditional programs on their perception of preparation for utilizing instructional practices, working with diverse learners, establishing positive classroom environment, and professionalism? Data Sources: NeXT Surveys: Entry, Exit, TTS, and Focus Groups
M2. Is there a positive impact of supervisor's perceptions of skills of teachers from the GYO pathways at end of one year of teaching compared to teachers in traditional condition? Data Sources: NeXT Survey: Supervisor
M3. Is there a positive impact on teacher's perceived self-efficacy in teaching SE and CLSP to students compared to teachers in our traditional programs? Data Sources: NeXT Entry, Exit & TTS-Added Survey Questions and Teachers' Sense of Self-efficacy Scale
M4. Do teachers from the GYO pathways implement more evidence-based strategies including SE and CLSP than teachers from our traditional programs? Data Sources: Video of classroom instruction independently rated by multiple observers using adapted Framework for Teaching (Danielson, 2014)
Retention: The evaluation will examine the effects of the model on retention
R1. What is the impact of participation in the GYO pathways with practice-based learning and SE/CLSP during induction on teacher retention across participating districts? Data Sources: Retention Tracking SE & CLSP PD
R2. Is there a positive impact of the GYO pathways with retention and induction supports on retention compared to teachers in traditional conditions? Data Sources: Retention Tracking

R3 Did teachers who participated in planned social support (navigating pairs, affinity groups) remain in the field? Were these programs perceived positively? Data Sources: Support participation, Tracking form, Survey, and Focus groups	
R4. For teachers requiring intensive retention and induction support (tier 2 and tier 3), were these supports successful in retaining them? Data Sources: Track GYO graduates use of support and retention through a Survey and Focus group	
R5. Are retention rates (program, district, profession) higher for students in GYO pathways than in our traditional programs? Data Sources: Retention tracking district data, Retention data, and Annual retention survey	
Fidelity of Implementation: The evaluation will track implementation of the model and adaptations as district partners implement the model given their conditions.	
F1. Considering the three unique paths, across districts and school sites, is the model implemented with fidelity?	Data Sources: Program Fidelity Check list Course Syllabi Canvas Site
F2. How do GYO pathway models evolve based on the needs of the district partners and with model expansion?	
F3. How effective is the preparation program (coursework, exams, EdTPA) in moving teachers to Tier 3 license?	
Impact on Teaching and Student Outcomes: The evaluation will examine the impact of practice-based teaching methods on the application of HLPs in the classroom and impact on teaching and student outcomes	
I1. When teacher candidates participate in a series of practice-based teaching approaches, do they apply specific HLPs in the classroom and to what extent? Data Sources: Video of classroom instruction independently rated by multiple observers using adapted Framework for Teaching (Danielson, 2014)	
I2. When teachers apply these HLPs, what impact does it have on student-teacher relationships? Data Sources: Pre and Post STRs	
I3. Do journey maps provide insight and comprehensive examination of PSE’s experiences during their teacher preparation program? Data Sources: Qualitative analysis journey maps	
(1) Extent Evaluation Methods Produce Evidence about Effectiveness-WWC standards	

Following the WWC 5.0 guidelines, we will use a quasi-experimental design to examine the effectiveness of teachers trained in our GYO nontraditional pathways model (treatment group) compared to those in our traditional on-campus program (control). We will examine perceived sense of preparation, teaching skills, self-efficacy, and supervisors' perspectives of recent graduates' performance as novice teachers. In addition, we will examine the fidelity of our program and retention rate for a minimum of three years. To ensure we meet the WWC standards with reservations, participants in these groups will be matched on relevant demographic information (identified race/culture, gender, grade level, licensure area) as well as school characteristics (%FRL, % culturally/ethnically diverse students, % disabilities, % ELL).

Demographics used for matching control and treatment groups will be collected via a survey at the start of their program while school demographics will be gleaned from the MN Dept of Ed School Report Card Database. Each control will be matched with a GYO teacher resulting in approximately 90 matched teachers (Year 2 n=30, Year 3 n=60). These matched cases will also be used to compute teacher retention in the programs as well as preparedness outcomes.

Appendix I includes a timeline of activities to help ensure progress to reach intended outcomes.

(2) Extent Evaluation Methods Provide Performance Feedback and Assessment Of Progress Toward Achieving Intended Outcomes.

The evaluation plan contains both quantitative and qualitative sources of data to address sections of the management plan. Since multiple LEAs will be involved in the EP and retention, the data must provide ongoing feedback related to fidelity of implementation of the programs and any adjustments that need to be made in programming to meet a specific LEA's needs and that may prove beneficial to the programs in general. Thus, data from surveys, focus groups, as well as reviews of course content and course sites and preservice teachers' performance in the program will be leveraged. External quantitative measures of teaching performance will be used for additional reliability of self-report and supervisor measures. The following table provides our evaluation questions based on objective. We will answer these to note progress towards achieving intended outcomes of project. Appendix I includes PSEs' progress questions which are also found in the management plan (4.2, 4.3, 4.4, 4.5, 4.6. 4.10)

Table 11. *Evaluation Questions Linked to Objectives*

Evaluation Questions: Objectives	
Objective 1. Did the project increase the number of GYO pathways to becoming a teacher?	1. Internal and External Evaluation 2. 3 GYO: GR 1 year, GR 2 year, UG 3. Principal investigators
Objective 2. Did the project increase the number of educators in critical shortage areas to serve in traditionally underserved high-needs LEAs?	1. Internal and External Evaluation 2. Master list of accepted applicants, recruitment materials 300 teachers 3. Principal investigators
Objective 3. Did the project increase diversity in the teaching workforce?	1. Internal and External Evaluation 2. PSE demographics (Aim=50%) 3. Principal investigators
Objective 4. Did the project increase the skills of educators through high-quality teacher preparation?	1. Internal Evaluation 2. NeXT Entry & Exit, & Video Analysis 3. Principal investigators

Objective 5. Did the project increase the specialized skills of educators in SE and CLSP instruction?	1. Internal Evaluation 2. NeXT TTT Pre and Post Test & Video Analysis 3. Principal investigators
Objective 6. Did the project increase teacher retention through differentiated supports?	1. Internal Evaluation 2. Retention Data 3. Principal investigators
Objective 7: Did the project increase the application of HLPs and CLSPs in the classroom and impact teaching and student outcomes	1. Internal Evaluation 2. Observations and STR Scale 3. Principal investigators

(3) Objective Performance Measures Related to Intended Outcomes

Our goal is to increase the number of effective educators who stay in the teaching profession, including those from traditionally underrepresented communities, in critical shortage areas to serve in underserved LEAs through GYO EP pathways. Our evaluation plan includes specific performance measures and range of data to determine our impact on retention and fidelity of implementation. Appendix J includes a Logic Model for our Pathways Model.

Examine Teacher Preparedness and Pathways Model (Evaluation Questions M1-M4). We will conduct a model impact and retention study. Demographics used for matching control and treatment groups as well as self-assessment and external assessment for teaching skills will use surveys created by the Network for Excellence in Teaching (NExT) consortium of teacher preparation programs. Appendix I contains information on NeXT measures. The four surveys are: (1) Program Entry, (3) Program Exit, (3) Transition to Teaching Survey (TTS) self-report, and (4) Supervisor Survey (SS). These instruments, developed to assist EP programs in collecting data on PSEs, garner feedback at the beginning and end of programs as well as one year after graduates have secured their first teaching position. The NExT surveys align with MN standards of effective practice for educators and InTASC standards. We will use propensity score matching with our treatment and control groups on relevant demographics using data from the program entry survey to ensure equivalency of the groups and to eliminate confounds based on cohort characteristics. PSEs in both groups will be given the exit survey at the end of their program as well as the TTS one year after program completion. Graduates' supervisors will complete the TTS to provide an external evaluation that provides feedback about our graduates' teaching performance. Comparisons of matched treatment and controls on perceived preparation (Exit Survey) at the time of program completion, and one year into their teaching careers (TTS) as well as external rankings of their teaching skills (SS) will be conducted using Wilcoxon's

signed rank test (Kirby, 2014). This test allows for comparisons of the matched samples on the various teaching factors from the surveys as it doesn't assume the data from the surveys will be normally distributed. Additionally, PSEs in both groups will complete the Teachers' Sense of Self-efficacy Scale (TSES; Tschannen-Moran & Woolfolk-Hoy, 2001) that examines perceived increase in competency based on use of effective practices.

Examine Teacher Retention (R1-R5). To evaluate the retention of teachers in the GYO pathways and controls both during their programs and once employed in schools, we will use university data as well as employment data from partner LEAs. Additionally, our state Professional Educator Licensing and Standards Board releases an annual database that documents all the teachers employed by districts across the state during the academic year. This database is available to IHEs with EP programs and allows follow-up on teachers that change jobs or do not respond to the NeXT surveys. This database will allow us to track retention of teachers from the programs who are unresponsive to surveys or who change jobs mid-year. Again, retention rates will be collected for matched controls and GYO participants to determine if GYO pathways with their social support programs have higher retention rates than traditionally trained teachers. The relative importance of the social support and tiered levels of support in the GYO pathways will be explored with qualitative data gathered from surveys and focus groups for teachers who engaged in these activities. Retention data on teachers who required higher tiers of support will be examined in isolation to determine the successfulness of the tiered support for teachers who were struggling.

Examine Fidelity of Implementation (F1-F3). Fidelity of implementation across the various GYO pathways is of paramount importance. With multiple GYO pathways and LEA's being supported, implementation of the programs and additional SE and CLSP coursework will need systematic scrutiny to ensure content delivery across all programs is equivalent. Although all courses in the GYO and on-campus programs use a standardized syllabus for each course with the same standards, instructors for the courses will vary. To ensure programming in the courses and across the various programs is maintained, documents and artifacts related to each course will be reviewed. These will include syllabi, and reviews of the course sites on our LMS-Canvas. Other data may include course surveys, student interviews as well as documentation of any programmatic changes based on LEA needs or requests.

Examine Use of Effective Practices. A core component of our model is providing PSEs access to a coherent, practice-based approach to learning to teach that allows them to develop into advanced beginners who use effective practices applied through integrated field experiences. While PSEs are practicing and deepening their learning, we plan to conduct an intervention study to systematically evaluate our practice-based EP model. We will focus on examining the impact of application of the following SEL HLPs and CLSPs: (1) Relationships with students and in the learning community; (2) Feedback to impact student learning; (3) Build, nurture, and facilitate caring, humanizing, relationships; and (4) Cocreate a welcoming and affirming classroom environment. All these areas connect to the HLPs in the CEC Social Emotional Behavioral Domain (7, 8, 9, 10). We will answer the following questions: (1) When PSEs participate in practice-based teaching approaches, do they apply specific HLPs and CLSPs in the classroom and to what extent? (2) When PSEs apply HLPs and CLSPs, what impact does it have on student-teacher relationships (STRs)?

To answer the first question, two trained observers, using a modified version of the Framework for Teaching Evaluation (Danielson, 2014), will analyze video recordings of a subset of 10 teachers from each group matched on demographics engaged in teaching. The observers will be documenting frequency, duration, and interweaving of specific SE and/or CLPS teacher moves observed during the recording. We will use Cohen's kappa to calculate inter-observer agreement of above .7. The specific HLP and CLSP teaching moves will be averaged across all groups to determine if differences exist. For the experimental group, we will collect and analyze videos during months 6 and 8 of their year-long student teaching experiences. For the control group, we will collect video during a methods course earlier in their program and then during their final month of student teaching.

To answer the second question, "When PSEs apply HLPs and CLSPs, what impact does it have on student-teacher relationships (STRs)" we plan to replicate the methodology used to evaluate the effect of PD on the Establish-Maintain-Restore model (EMR; Cook et al., 2018; Duong et al., 2018). We will use a randomized-block design to evaluate the impact of practice-based methodology on the quality of relationships PSEs have with their students as measured by the Student-Teacher Relationship Scale (STRS; Pianta & Nemitz, 1991). We will continue to pair based on matched criteria described above. PSEs in our traditional EP program will serve as

the control condition and PSEs in our year 1 graduate pathways will be our Practice-based Teaching (PBT) treatment condition.

Methods. At the beginning of their clinical experiences, the PSEs in our one-year practice-based experience and our traditional EP PSEs engaging in a one-semester student teaching experience will complete the STRS. Immediately after taking the baseline survey, the PBT experimental group will participate in our enhanced impact model components and complete a series of practice-based teaching opportunities integrated in the coursework and enacted in clinical experiences with mentor coaching. Scaffolded activities will build PSEs knowledge, practice, and application of specific teaching moves aimed at increasing use of HLPs, CLSPs, and building SE relationships. Appendix I outlines the specific materials and methodologies used to teach and deepen learning for the PBT condition. We will also collect treatment acceptability and intervention fidelity to assess adherence to practice-based teaching methods. In the control condition, PSEs have completed similar coursework as the PBT condition but not at the same time as student teaching and the coursework does not intentionally use the learning cycle and Brownell’s framework of practice opportunities. PSEs will receive feedback from mentors, but without specific feedback to targeted HLPs. PSEs will complete reflections on their experiences but will not analyze specific videos of their teaching as it relates specifically to HLPs and CLSPs. In both groups, PSEs will complete the post STRs survey the last month of teaching.

Table 12. *Procedures and Design Outline*

Month	1	2	3	4	5	6	7	8	9
PBT	Start in school	Take STRS baseline survey	Learn HLPs & analyze video examples	Participate in course micro teaching	Enact HLPs in K-12 classrooms with feedback and coaching using checklists & analyze lesson videos				Take STRS post survey and treatment survey
Control	Fall start in school	Take STRS baseline survey	-Monthly seminar -Monthly observation -Reflection	Take STRS post survey & treatment survey		Spring start in school	Take STRS baseline survey	-Monthly seminar -Monthly observation -Reflection	Take STRS post survey and treatment survey

Comparisons of matched treatment and controls on perceived quality of relationships at the time of post-score evaluation will be conducted using Wilcoxon’s signed rank test (Kirby, 2014). This study allows us to examine the impact of our practice-based teaching intervention on the skill to use effective practices in the K-12 classroom and impact students’ learning.

Journey Maps. In our study, we will ask the PSEs to map their journey to becoming a teacher. PSEs will be asked to map events (5-10) in chronological order that stuck out to them on their

educational journey. Include people, places, obstacles, and opportunities on the way. Include what worked and what didn't. Throughout consider how equity played a role in these highs and lows. Plot the joys, concerns, and the emotion felt during events. We will use NVivo software to analyze themes, trends, and unique experiences providing a fuller picture of the PSEs' experiences, especially those under-represented in the research and the teaching profession.

(4) Valid and Reliable Performance Data on Relevant Outcomes.

We will utilize methods of evaluation that will provide valid and reliable performance data on relevant outcomes. All the NeXT instruments have acceptable reliability and validity with the TTS and SS items loading on four factors: instructional practice, diverse learners, learning environment, and professionalism. For both instruments, the four factors account for 91-93% of the variance. Both instruments have good internal consistency (Cronbach's Alpha coefficients all above .70). The NeXT surveys have appropriate technical adequacy and factor structures to ensure the validity of the data collected on the teachers during the project. The STRS includes 28 items measured on a 5-point Likert scale and has demonstrated good reliability and validity in prior research (Pianta, 1992). As needed, focus groups will be used with LEA partners and teachers to explore program fidelity and their perceptions of the programs. With focus groups, we will use a semi-structured protocol with themes explored using NVivo software.

(5) Extent Evaluation will Result in Information to Guide Possible Replication

After implementing and evaluating our model design components and identifying impactful practices, our PIs, with school partners, will disseminate this information for replication at our pathway's summits, EED summits and thought labs, conferences (national, state, regional), and peer-reviewed publications. We have purposefully created our PREPARE conceptual framework systematically to easily guide model replication and help us identify effective practices.

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20 U.S.C. § 1414(d)(3)(B)(i)). 20 U.S. Code § 1414 - Evaluations, eligibility determinations, individualized education programs, and educational placements.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Dr. Michael J. Warnock	TITLE Director of Sponsored Programs
APPLICANT ORGANIZATION University of St. Thomas	DATE SUBMITTED 06/01/2022

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Appendix A

Documentation of Status as an Eligible Applicant

AND Documentation of Services Provided

This statement is provided to demonstrate that the applicant organization meets the following eligible entity type: (1) an institution of higher education that provides course materials or resources that are Evidence-Based in increasing academic achievement, graduation rates, or rates of postsecondary education matriculation.

The University of St. Thomas, School of Education is eligible to apply for the SEED grant because we are an institution of higher education that provides course materials or resources that are Evidence-Based in increasing academic achievement and graduation rates.

Our IHE meets the definition of IHE in the Applications for New Awards; Supporting Effective Educator Development Program notice.

Institution of Higher Education (IHE) means an educational institution in any State that—

(1) Admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 484(d) of the Higher Education Act of 1965, as amended (HEA);

(2) Is legally authorized within such State to provide a program of education beyond secondary education;

(3) Provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or

awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) Is a public or other nonprofit institution; and

(5) Is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time

Course Materials are Evidence Based and Increase Academic Achievement and Graduation Rates

Once students have completed their content coursework (Standards of Effective Education, Core Special Education Courses, and License Specific Content for Special Education), they are encouraged to take the Minnesota Teacher Licensing Exam (MTLE) content exams. Students are told about this requirement when they register for courses. Students are reminded about this in their final methods class; during clinical experiences (this term will be used interchangeably with “clinical practice” and “student teaching”) information sessions; at clinical practice orientation; and, where appropriate, throughout the clinical practice seminars. Licensure students are encouraged to complete the MTLE content tests after all of their coursework. For our traditional students, this recommendation is prior to their clinical practice, after completing all content courses. For our nontraditional students, this is at the end of their program. There are hard-copy study guides for all content exams in the University of St. Thomas library. In addition, students can check out online Mometrix study guides.

Assessment via mentor teachers and university supervisors during field experiences and clinical practice ensures that candidates have in-depth knowledge of the content they teach. The School of Education further ensures content knowledge through an edTPA requirement for program completion. Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers. edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from day 1 in the classroom.

Our School of Education assess the work of students pursuing initial Minnesota teaching licenses at four essential program transition points. The departments embed these key assessments into program courses. Students complete the assessments primarily via course assignments and disposition assessments. The assessments at transition points are formative assessments used as points of decision-making regarding candidate progression. These assignments are in alignment with the university mission, School of Education Cornerstones, Standards of Effective Practice, state license standards, and Interstate New Teacher Assessment and Support Consortium (InTASC) standards. The InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

The departments review the data for program decisions at the department level and with our

adjunct faculty and advisory board. The transition point assessments are stored in our university system. In Special Education, these key assessments occur in courses common to all special education license areas. At the end of each of the first three Transition Points, course instructors fill out a Disposition Assessment, and all candidates complete a Disposition Assessment on themselves. In Transition Point Four (student teaching), the cooperating teacher and the St. Thomas supervisor each fill out separate Disposition Assessments on all candidates. In addition, all candidates complete a Disposition Assessment on themselves. The same Disposition Assessment is used throughout all the transition points.

Recruiting and Retaining Teachers of Color

The University of St. Thomas' teacher preparation program has a history of successfully recruiting and retaining diverse teacher candidates through our high-quality preparation in projects such as (a) Collaborative Urban Educator and Greater Minnesota Educators of Color state partnership, (b) National Center for Teacher Residencies, (c) Office of Special Education Programs personnel preparation grants, and (d) Teacher Quality Partnership grant. Through our state partnership, we have prepared 510 diverse teachers. Since starting a residency program in 2016, we have graduated 11 cohorts. Our residencies have prepared 261 teachers including 60% teachers of color, 40% male, and 29% bilingual. Our first two OSEP cohorts consisted of 78% teachers of color, 60% male, and 75% bilingual scholars.

Appendix B

Curriculum Vitae

Table of Contents

Collaborator's Names and Organizations	1
Brief Bios	3
Curriculum Vitae	6
L. Lynn Stansberry Brusnahan, Ph.D.	6
Shelley Neilsen Gatti, Ph.D.	26
Todd Busch, Ph.D.	33
Mitchell L. Yell, Ph.D.	40
Hassan A. Hassan.	56

Collaborator's Names and Organizations

Table. Collaborator's Names and Organizations

University of St. Thomas
- Principal Investigator/Project Director and Parent of Adult with ASD Dr. Lynn Stansberry Brusnahan, - Co-Principal Investigator/Co-Project Director Dr. Shelley Neilsen Gatti - Internal Evaluator Dr. Todd Busch - Residency Pathway Coordinator New Position - Recruiter Ea Porter - Assessment Coordinator Jeremie Bellenir - License Coordinator Kelsie Edwards - Special Education Advisor Stephanie Dunscomb - Field Office Coordinator New Hire - STELAR Instructional Designer Michael Wilder - STELAR Badge Personnel Jo Montie - University Trauma Center Fellow (MITIE) (Micro Credential Content) - Diversity Equity and Inclusion Fellow (Micro Credential Content)
University or College Involvement
External Evaluator and Parent of 2 children with disabilities - University of South Carolina - Mitch Yell
School Partners
Public Schools
- St. Paul Public Schools Recruitment Specialist Danaya Franke - Minneapolis Public Schools Residency Coordinator Channing Jones - Anoka Hennepin School District Representative Julie Phillips - District 196 Rosemount-Apple Valley-Eagan Public Schools
Intermediate School Districts (ISD)
- ISD 916 Northwest Metro with 14 member schools - ISD 917 with 9 member districts - ISD288 with 11 member and 4 associate member districts

Charter Schools
Cohort 1 • Aspen Academy • Avalon School • Excell Academy For Higher Learning • Global Academy • Hiawatha Leadership Academies • KIPP • Prairie Creek Community School • Prodeo Academy • Spero Academy

Advisory Council
Cultural Connections
• Advisory Council Leader, Autism Spectrum Disorder Special Education Teacher, and Alumni – Hassan Hassan • Academic Behavioral Strategist Special Education Teacher, and Alumni- Elizabeth Thao • Minneapolis Public Schools Special Education Director, Alumni, and Parent of Children with Disabilities - Deeqaifrah Hussein
State Organizations
• Minnesota Department of Education ASD State Specialist, PBIS Team & Parent of Children with Disabilities - Erin Farrell
Nonprofit Organizations
• Autism Society of Minnesota (AuSM) Executive Director Ellie Wilson • PACER Center • Minnesota Association for Children’s Mental Health
Disability Community
• Self-advocate with Autism, Autism Spectrum Disorder Special Education Teacher, Alumni - Michael Bearmon
Health Providers
• Metro Behavioral Health Mental Health Practitioner & Autism Spectrum Disorder Licensed Special Education Teacher - Isadin Hussein

Brief Bios

Table. Brief Bios

Principle Investigator and Residency 2-Year Graduate Program Director:

L. Lynn Stansberry Brusnahan, Ph.D.

Relevant training and experience: She is a professor and former chair of the Department of Special Education at the University of St. Thomas. In 2006, she received her Ph.D. from the University of Wisconsin-Milwaukee in Urban Education with an emphasis in Exceptional Education. She directs the university's graduate special education teacher preparation program in autism and developmental disabilities. In 2012, she received the Autism Society of America's professional of the year award. She has served on the Autism Society of America and CEC Division on Autism and Developmental Disabilities (DADD) boards. Two Governors have appointed her to serve on the WI Board for People with Developmental Disabilities. She is the principle investigator on an OSEP personnel preparation grant.

Principle Co-Investigator and Residency 1-Year Program Director:

Shelley Neilsen Gatti, Ph.D.

Relevant training and experience: Dr. Neilsen Gatti is an associate professor in the Department of Special Education at the University of St Thomas. In 2001, she received her Ph.D. from the University of Minnesota in Educational Psychology with an emphasis in special education. Before that, she was a special education teacher in Montana and worked as a special education coordinator for Minneapolis Schools for 6 years. Currently, she coordinates the university's two residency programs and the graduate's special education teacher preparation in Emotional and Behavior Disorders, Dr. Neilsen Gatti has participated in NCTR's new site development with St Paul Urban Teacher Residency (SUTR) program, participated in NCTR's instructional rounds and the annual symposium. Recently she presented at the symposium on the use of HLPs to evaluate resident growth and evaluating growth in culturally sustaining pedagogy. Furthermore, she serves on the Diversity, Equity, and Inclusion Committee, the Coalition to Increase Students of Color, and the Council for Children with Behavior Disorders.

Grow Your Own Coordinator – This will be a new position.

Relevant Training and Experience: Minimum of a master's degree with doctorate preferred; minimum of 5 years of relevant professional experience in the field of education; required previous teaching experience; demonstrated success with coaching and supervising adult learners; highly collaborative; outstanding written and verbal communication skills; strong organizational skills; ability to multi-task; ability to navigate an inter-institutional partnership; awareness of and comfort with issues of diversity (specifically around race, class, and gender); & ability to engage in and facilitate discussion about diversity, equity, and inclusion.

District Residency Coordinators

Defined Role. The coordinator regularly meets with the PI and GYO coordinator, ensuring program continuity and consistency. This role coordinates day-to-day residency programming including recruiting, screening applications, leading interview process, selecting, matching residents to mentors (cooperating teachers) and high-need cluster host sites, observing residents and cooperating teachers and providing feedback on performance. This role represents the school district with the IHEs and with networking, public relations, and marketing. This role facilitates mentor professional development plans, initiates improvement plans, and check-in meetings with principal and staff. This role supports development and implementation of an induction program coordinating with other district efforts. This role participates in NCTR and works closely with university personnel.

Relevant Training and Experience: School district employee. May also serve as an adjunct instructor teaching courses.

Internal Evaluator: Dr. Todd Busch, Ph.D.

Relevant training and experience: Dr. Busch is a professor and Chair of the Department of Special Education at the University of St Thomas. In 2001, he earned his PhD from the University of Minnesota in Educational Psychology, Special Education with an emphasis in specific learning disabilities and assessment. He coordinates the licensure programs for the cross-categorical license as well as SLD. He serves on the college wide assessment committee, university graduate curriculum committee, and the Institutional Review Board. He has authored articles and book chapters on assessment and progress monitoring. Before coming to

UST, Dr. Busch was a faculty member at University of South Carolina and Minnesota State University-Mankato. He has served as an external evaluator for an OSEP funded Personnel Preparation Grant designed to increase the competencies and training for licensure candidates in EBD; an internal evaluator for an OSEP Personal Preparation Grant for training licensure candidates in ASD; and a TQP grant.

External Evaluator: Responsibilities: Dr. Mitchell Yell from the University of South Carolina will act as the external evaluator for the grant. Dr. Yell will be responsible for helping plan the evaluation and working with the PIs, internal evaluator, GYO coordinator, and project advisory council in carrying out the evaluation plan. Dr. Yell will ensure that the goals and objectives of the program are being met and that students are making adequate progress through program. Results will be reported annually to the advisory council to provide updates and to plan for program improvements. Dr. Yell will also author the evaluation report during the final year of the project.

Relevant Training and Experience: Dr. Yell is an endowed Chair of Teacher Education and Professor in the Program in Special Education at the University of South Carolina. Dr. Yell's primary areas of interest are legal issues in special education, educational evaluation, and curriculum-based measurement. He has been principal investigator, co-principal investigator, and internal evaluator on 9 federal grants (i.e., a field initiated research grant, four personnel preparation grants, 3 leadership training grants, and a project of national significance). Dr. Yell has completed external evaluations of the special education program at the University of Cincinnati and 2 OSEP- funded Leadership grants at Clemson University. Dr. Yell will bring a parental perspective to the evaluation of our project as he parents 2 sons with disabilities.

Curriculum Vitae

L. Lynn Stansberry Brusnahan, Ph.D.

Curriculum Vitae

Laroye “Lynn” Stansberry Brusnahan

Professor, University of St. Thomas

Phone: [REDACTED]

E-mail: [REDACTED]

Formal Education		
Institution	Degree and Major	Year
	<u>Graduate Certificate</u>	2008
	Autism Spectrum Disorders	
	<u>Doctor of Philosophy (Ph.D.)</u>	2007
	Urban Education Exceptional Education	
	<u>Master of Science (M.S.)</u>	2002
	Exceptional Education	
	<u>Bachelor of Science (B.S.)</u>	1980

Honors and Awards	
Candidate for Professor of the Year	2019
Autism Society of Minnesota: Above and Beyond Dedication to Autism Community	2018
University Faculty Fellow in Technology	2016-2017
Minnesota Life College Community Champion	2016
Blackboard Catalyst Award for Exemplary Course	2014
Autism Society of Southeastern Wisconsin Volunteer Award	2013
Autism Professional of the Year -Autism Society of America	2012
University of Wisconsin-Milwaukee Community Scholar	2004
Autism Society of America’s Collin’s Scholarship	2001
Alpha Omicron Pi Foundation Alumnae Scholarship	2000
Pi Lambda Theta Scholarship	1999
Delta Air Lines Chairman's Club Charter Member	1997
Purdue University Dean’s List	1978
Hoosier Scholarship	1976

Academic and Professional Positions

University of St Thomas Professor 2006 – Present

School of Education

Chair: Department of Special Education 2016-2021

Program Director: Autism Spectrum Disorder & Developmental Disabilities

Principle Investigator: Office of Special Education Programs Grant

Lead: KIDS App Creative Team

University of Wisconsin-Milwaukee School of Education 2002 – 2006

Department of Education Outreach Graduate Assistant

Teacher Licensing and Grant Writer

Department of Exceptional Education Graduate Assistant

Milwaukee County and La Causa Special Needs Child Care Programs

Department of Exceptional Education Adjunct Lecturer

Graduate and Undergraduate Courses

Academic Behavioral Consultant 2000 – Present

Autism, Positive Behavior Supports, and Inclusion Specialist

Wisconsin Department of Public Instruction (DPI) Reviewer 2005 – Present

Institute of Higher Education Professional Development Plans

St. Robert Catholic Church Religious Education Teacher 1997 – 2006

Grades K-4 to 6

Delta Air Lines In-Flight Service 1980 – 2006

Flight Attendant, Program Developer and Corporate Trainer

University of Wisconsin-Milwaukee 2004 – 2005

Community Scholar

Milwaukee Public School District Student Teacher Summer 2000

Grades 1 to 3, Lafollette Elementary

Shorewood School District Substitute Paraprofessional 1999 – 2000

Grades K-4 to 6 Cognitive Disabilities Program, Lake Bluff
Elementary

Publications

Harkins, E., Stansberry Brusnahan, L., & Fuller, M. 2021

Guidance for the Antiracist Educator: Culturally Sustaining Pedagogies for Disability and Diversity.
Teaching Exceptional Children. <https://journals.sagepub.com/doi/10.1177/00400599211046281>

Fuller, M. & Stansberry Brusnahan, L., & Harkins, E., 2021

Infusing Intersectional Pedagogy into the Cultural Sustaining Classroom. DADD Online Journal, 8 (1),
27-41.

- Hamilton, M-B, Stansberry Brusnahan, L. L., & Pearson, J. 2021
Culturally Competent Educational Practices to Support Children with Disabilities and Their Families. DADD Online Journal. 8 (1), 114-128.
- Medwetz, L., Chou Chientzu, C, Stansberry Brusnahan, L. L. 2021
Accepting Uncertainty: The Work of Special Educators in a Pandemic. Journal of Higher Education Theory and Practice
- Odima, M. & Stansberry Brusnahan 2021
Special Educators Do a Lot! Like A lot" A lot! DADD Express
- Harkins, E., Fuller, M. & Stansberry Brusnahan, L. 2021
Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Sustaining Educator. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*. Editors.
- Fuller, M. C., Harkins Monaco, E.A., Stansberry Brusnahan, L. L & 2021
Lindo, E. J.
Chapter 1 Introducing cultural competence in the context of disability and additional social identities. In Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Sustaining Educator. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*. Editors.
- Pearson, J., Hamilton, M-B., Stansberry Brusnahan, L. L. & Hussein, D. 2021
Chapter 7 Empowering families by utilizing culturally sustaining strategies in the education of children with multi-layered identities. In Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Sustaining Educator. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*. Editors.
- Odima, M., Neilsen Gatti, S., Hussein, D. & Stansberry Brusnahan 2020
Book chapter: Lessons for special education teachers to persist and thrive.
- Kemper, T., McCollow, Stansberry Brusnahan, L., Liberty, L., Cote, D., 2019
& Alsheri, A.
But for whom? A review of participant characteristics in a special education journal. *Education and Training in Autism and Developmental Disabilities Online Journal*.
- Stansberry Brusnahan, L., Stodden, R. & Zucker, S. (Editors). 2018
Transition from high school to an adulthood. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*.
- Stansberry Brusnahan, L., Ellison, M. & Hafner, D. 2018
Chapter 7 Preparing students for postsecondary education. In Stansberry Brusnahan, L., Stodden, R. & Zucker, S. (2018 in press). (Editors) Transition from high school to an adulthood. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*.
- Stansberry Brusnahan, L., Sparks, S., Cote, D. & Vandercook, R. 2018
Chapter 4 Person-centered planning, summary of performance, and guardianship. In Stansberry Brusnahan, L., Stodden, R. & Zucker, S. (2018 in press). (Editors) Transition from high school to an adulthood. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*.

- Stansberry Brusnahan, L. & Farrell, E. 2018
Practical application of applied behavior analysis in the school setting for an African American female with autism. *Education and Training in Autism and Developmental Disabilities Online Journal*.
- Stansberry Brusnahan, L. 2018
A Parent's Personal Perspective on Autism Spectrum Disorder. Chapter 10 Individuals with Autism Spectrum Disorders in *Special Education in Contemporary Society* sixth edition by Richard Gargiulo and Emily Bouck.
- Quill, K. & Stansberry Brusnahan, L. 2017
Do Watch Listen Say: Social and Communication Skill Development for Autism Spectrum Disorder. Brooke's publishing.
- Stansberry Brusnahan, L., Ellison, M. & Hafner, D. 2017
Autism Spectrum Disorders: Identification, Education, and Treatment, 4th Edition. Chapter 15: The Transition from High School to Higher Education: Inclusive Services and Supports. Routledge Publishing.
- West, E. A., Travers, J. C., Kemper, T. D., Liberty, L. M., Cote, D. L., 2016
McCollow, M. M., & Stansberry Brusnahan, L. L.
Racial and ethnic diversity of participants in research supporting evidence-based practices for learners with Autism Spectrum Disorder. *The Journal of Special Education*, 50(3), 151-163.
- Stansberry Brusnahan, L. 2014
Creating Circles of Natural Social Supports: Impact on Adult with Autism Spectrum Disorder's Quality of Life. *Education and Training in Autism and Developmental Disabilities Online Journal*.
- Stansberry Brusnahan, L., Vandercook, T., & Whalon, K. 2014
Partnering with families to maximize social skills and friendship opportunities. *Council for Exceptional Children - Division on Autism and Developmental Disabilities Prism Series*.
- Stansberry Brusnahan, L. & Cote, D. 2014
Providing Opportunities for Employment. *Autism Spectrum News*. Mental Health News Education, Inc., 6, p. 20.
- Stansberry Brusnahan, L. 2012
Minnesota Special Education Licensure Updates: Better serving students by preparing special education teachers in a hybrid model of disability specific and cross-categorical system. *Leadership Training Program in Neurodevelopmental Disabilities: Issues and Innovative Practices in Educating Persons with ASD*.
- Stansberry Brusnahan, L. & Neilsen Gatti, S. 2011
Where Does Social-Emotional Well-Being Fit into the School Curriculum? *Impact*.
- Stansberry Brusnahan, L. 2011
The Autism Society's Focus on Employment Initiatives Taking Place in Minnesota, *Autism Advocate* 61, 2, p. 22-26.
- Stansberry Brusnahan, L. 2011
Board Professional Development Opportunities, *Autism Society Bimonthly Chapter Newsletter*.
- Stansberry Brusnahan, L. 2011
Board Professional Development Opportunities, Financial Reports and Board Member Responsibilities, *Autism Society Bimonthly Chapter Newsletter*.

- Stansberry Brusnahan, L. 2011
Board Professional Development Opportunities, Five things to think about when setting up social media for your nonprofit, *Autism Society Bimonthly Chapter Newsletter*.
- Stansberry Brusnahan, L. 2011
Board Professional Development Opportunities, Personalize your Volunteer's Thank You!, *Autism Society Bimonthly Chapter Newsletter*
- Stansberry Brusnahan, L. & Collet-Klingenberg, L. 2010
 Evidence-based Practices for Young Children with Autism Spectrum Disorders: Guidelines and Recommendations from the National Research Council and National Professional Development Center on Autism Spectrum Disorders, *International Journal of Early Childhood Special Education* 2, 1, p. 45-56.
- Stansberry Brusnahan, L. 2010
 The Importance of Recreational Pursuits: Running Beyond Expectations and Labels, *Autism Advocate* 49, 2, p. 28-30.
- Stansberry Brusnahan, L & Neilsen Gatti, S. 2009
 Schoolwide Positive Behavior Supports: Empowering Parents to Participate Fully, *Exceptional Parent*.
- Ryan, A. & Stansberry Brusnahan, L. 2009
Making Services Count for Young Adults Ages 18-30 with Mild to Moderate Disabilities Interagency Discussion, Minnesota Life College Technical Report.
- Stansberry Brusnahan, L. 2008
 Two Community Providers Help Prepare Transition-Age Students for Adult Living, *Perspectives on Autism*.
- Stansberry Brusnahan, L & Neilsen Gatti, S. 2008
 School-Wide Positive Behavior Interventions and Supports (SW-PBIS): Info for Parents, <http://www.pacer.org/pbis/infoforparents.asp>, *Pacer Center Publications*.
- Stansberry Brusnahan, L & Sievers, P. 2007
 Critical Skill Sets for Special Education Teachers Working with Students with Autism Spectrum Disorders, *Impact*,

Grant Activities

- U.S. Department of Education Office of Special Education & Rehabilitative Services Office of Special Education Programs. Personnel Preparation in Special Education 2021
 Funded: Trauma Informed Interdisciplinary Practices (TIIP): Developing early intervention professionals to meet high-intensity needs of children with significant disabilities, from immigrant and refugee communities \$1,231,977
- University of St. Thomas Diversity Research Grant 2020
 Funded: Creating and modeling innovative technology focused on active student engagement in coursework to address diversity, equity, and inclusion. \$3,000
- University of St. Thomas Diversity Research Grant 2020
 Funded: Creating and modeling innovative technology focused on active student engagement in coursework to address diversity, equity, and inclusion. \$3000

AACTE Edthena Grant Funded: \$25,000	2020
US Department of Education Teacher Quality Partnership Funded: PREPARE highly effective diverse and culturally relevant educators through residency pathways \$2,804,102	2020
University of St. Thomas Diversity Curriculum Grant Funded: Infusing diversity, equity, and inclusion into teacher preparation courses to increase future teacher's skill in effectively teaching students from culturally and ethnically diverse backgrounds and communities \$4000	2020
NeXT Grant Funded: Using data systematically for continuous program improvement	2019
University of St. Thomas STELAR Course Grant Funded: Hyflex programming \$5,000.	2019
U.S. Department of Education Office of Special Education & Rehabilitative Services Office of Special Education Programs. Personnel Preparation in Special Education Funded: Preparing Special Educators to Serve and Succeed in Diverse Communities \$1,148,526	2016
Autism Speaks Funded: College Success: Intervention Model to Support Access and Progression through Postsecondary Education for Students with Autism	2015
University of St. Thomas Blended Course Grant Funded: Project to put three courses online and conduct research on student engagement in online versus in-person courses	2013
University of St. Thomas Young Scholar Grant Funded: Collaborative project with an undergraduate student to examine anxiety levels in transition aged youth attending social skills training groups	2013
University of St. Thomas Partnership in Learning Grant Funded: Collaborative project with a doctoral student to conduct an examination of the complex needs of individuals with ASD who have severe challenges.	2007
Eli Lilly Ireland Grant <i>Beyond Career to Calling: The Vocation to Faithful Lay Activity in the World</i> Funded: Collaborative project with the Basilica of St. Mary-Minneapolis to encourage university education students to think of their careers as callings and integrate faith with career preparation	2006

University of Wisconsin System PK16 Teacher Quality Grant	2004-2006
Funded: Development of sustained professional development for educational professionals concentrating on closing the achievement gap	
Wisconsin Department of Public Instruction Grant	2004-2005
Funded: Development of a teacher license renewal center	
UWM Cultures and Community Program Mini Grant	2004
Funded: Development of <i>Preparing Educators to Meet the Challenges of Educating Students with Autism</i> course	
UWM Cultures and Community Program Community Scholar	2004
Funded: Liaison between the university and the community in the area of autism	
Production of a <i>Physician Autism Awareness Video</i>	2002
Funded: Wisconsin Academy of Family Physicians, North Shore Presbyterian Church and Friends of Autism	

Board and Committee Service

Wisconsin Board for People with Developmental Disabilities appointed by Governor Doyle (Democrat) and twice by Governor Walker (Republican)

Council for Exceptional Children Division for Autism and Developmental Disabilities
Elected Midwest Representative
Executive Board
Treasurer

Autism Society of America National Board of Directors
Elected Midwest Representative
Treasurer
Audit Committee
Society Assembly Chair
Alumni Co-Chair

Autism Society of Southeastern Wisconsin
Executive Board
President
Past President
First Vice President

Autism Society of Wisconsin State Board

Network of Autism Training and Technical Assistance Programs (NATTAP)
National Autism Leadership Summit
Autism University Summit
Basilica of Saint Mary Mental Health Ministry Developmental Disabilities Committee

Minnesota Independence College and Community National Advisory Board

Minnesota Board of Teaching Special Education License Revision Committees
Phase II Stakeholder Participant
Mild to Moderate License Committee
Technical Writing Team

Conference Presentations

AERA	2022
Organizational Trauma: Impact of COVID-19 on the Work of Special Educators San Diego, CA	
Autism Society of Minnesota & Wisconsin State Conference.	2022
Teaching Intersectional Self-Advocacy to Students with Autism and Other Social Identities Minneapolis, MN	
Minnesota Positive Behavior Supports Collaborators Forum	2022
Experiences Of Families Who Have Utilized Applied Behavior Analysis Minneapolis, MN	
Division on Autism and Developmental Disabilities (DADD)	2022
Districts And Higher Education Tackling The Autism Spectrum Disorder Teaching Shortage Clearwater, FL	
Division on Autism and Developmental Disabilities (DADD)	2022
Examining And Reflecting On Our Own Social Identities As Educators Clearwater, FL	
Division on Autism and Developmental Disabilities (DADD)	2022
Teaching Socio-Political Consciousness and Intersectional Self-Advocacy to Students With Developmental Disabilities Clearwater, FL	
Division on Autism and Developmental Disabilities (DADD)	2022
Culturally Sustaining Pedagogies For The Antiracist Education Clearwater, FL	
Council for Exceptional Children National Conference (CEC)	2022
Reinventing Special Education Programming in the Midst of a Pandemic Orlando, FL	
Council for Exceptional Children National Conference (CEC)	2022
Teaching Sociopolitical Consciousness and Intersectional Self-Advocacy to Students with Disabilities Orlando, FL	

- AERA 2021
Accepting Uncertainty: Teaching Special Education in a Pandemic. Virtual
Conference
Virtual
- Teacher Educators for Children with *Behavior* Disorders (TE-CBD) 2021
Intersectionality of Diversity and Observed Behaviors: Considering the Influence of
Social-Political Constructs
Phoenix. AZ
- Division on Autism and Developmental Disabilities (DADD) 2021
Decontextualizing University Coursework to Address Equity: Our Journey
Clearwater, FL
- Division on Autism and Developmental Disabilities (DADD) 2021
Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally
Responsive Educator
Clearwater, FL
- Division of Early Childhood for Council for Exceptional Children (DEC) 2021
Intersectionality: Creating connections with multicultural families
Virtual presentation
- Division on Autism and Developmental Disabilities (DADD) 2021
Decontextualizing University Coursework to Address Equity: Our Journey
Clearwater, FL
- Division on Autism and Developmental Disabilities (DADD) 2021
Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally
Responsive Educator
Clearwater, FL
- Division on Autism and Developmental Disabilities (DADD) 2021
Creating integral connections with families from multicultural communities who have
children with disabilities
Clearwater, FL
- Division on Autism and Developmental Disabilities (DADD) 2021
Language of Collaboration: Translating & Collaborating with BCBA's in
Multidisciplinary Settings
Clearwater, FL
- Division of Early Childhood for Council for Exceptional Children (DEC) 2021
Can do in 1 setting but not another! Moving beyond acquisition of skills
Virtual presentation

Division of Early Childhood for Council for Exceptional Children (DEC) 2021
Decontextualizing University Coursework to Address Equity: Our Journey
Virtual presentation

Minnesota Association for Children's Mental Health (MACMH) 2021
Autism Evidence Based Practices: Moving what works in schools into the home and community. Erin Farrell & Emily Bedford
Minneapolis, MN

Autism Society of Minnesota & Wisconsin State Conference. 2021
Prevent Teach Reinforce (Emily Bedford, Erin Farrell)
Virtual Presentation

Minnesota Mental Health Association for Children (MACMH) 2021
Autism Strategies: What works in school in home (Erin Farrell)
Virtual Presentation

Council for Exceptional Children National Conference (CEC) 2021
Intersectionality of Diversity & Disability: Culturally Sustaining Practices for the Culturally Responsive Educator
Virtual Poster

Council for Exceptional Children National Conference (CEC) 2021
Overcoming Uncertainty: Special Education During the 2020 Pandemic
Virtual Poster

Teacher Educators for Children with *Behavior* Disorders (TE-CBD) 2020
Intersectionality of Diversity and Disability: Culturally Sustaining Practices for the Culturally Responsive Educator. Marcus Fuller
Virtual

NExT Summit 2020
Using Data Systematically for Continuous Program Improvement
Virtual Poster

Teacher Educators for Children with *Behavior* Disorders (TE-CBD) 2020
Creating a Framework for roles of Behavior Analysts in Schools. Erin Farrell
Virtual

Division on Autism and Developmental Disabilities (DADD) 2020
Panel:
Virtual Panel

Council for Exceptional Children's 2020 Convention and Exposition
Integrating CEC high leverage practices within a residency special education preparation program and district teacher evaluation system
Portland, OR 2020

Council for Exceptional Children's 2020 Convention & Expo
Better supports so people with disabilities can lead independent lives: guardianship alternatives including
supported-decision making
Portland, OR 2020

Division on Autism and Developmental Disabilities (DADD)
Creating a framework for roles of behavior analysts in schools
Sarasota, FL. 2020

Division on Autism and Developmental Disabilities (DADD)
Ethical considerations for behavior analysts practicing in schools: the practitioner perspective
Sarasota, FL. 2020

Division on Autism and Developmental Disabilities (DADD)
District Serving Process: Non-conventional path to ASD licensure
Sarasota, FL. 2020

Division on Autism and Developmental Disabilities (DADD)
Providing a voice for their choices: Supported-decision making as an alternative to guardianship
Sarasota, FL. 2020

Division on Autism and Developmental Disabilities (DADD)
Meaningful progress and authentic use of functional social and communication skills in learners ASD
Sarasota, FL. 2020

Teacher Educators for Children with Behavior Disorders (TE-CBD)
Behavior analysts in schools
Tempe, AZ 2019

Autism Society of Minnesota State Conference.
An Introduction to Applied Behavior Analysis Strategies for the Classroom.
Minneapolis, MN 2019

Council for Exceptional Children National Conference
He can do it at school but can it do it at home too? Moving beyond acquisition to authentic use of functional
social and communication skills in learners with ASD.
Indianapolis IN 2019

Council for Exceptional Children National Conference (CEC)
Behavior analysts in schools
Indianapolis IN 2019

Division on Autism and Developmental Disabilities (DADD)
Transition from high school to an adult – Prism Series
Maui, HI 2019

Division on Autism and Developmental Disabilities (DADD)
BCBAs in schools
Maui, HI 2019

Division on Autism and Developmental Disabilities (DADD)
Use of Micro Credentials to Provide Educators Access To Advanced Professional Development,
Maui, HI 2019

Division on Autism and Developmental Disabilities (DADD)
Person Centered Planning, Poster
Maui, HI 2019

Division on Autism and Developmental Disabilities (DADD)
Participants' Characteristics in the Research Literature, Poster
Clearwater, FL. 2019

OCALI Autism Conference
Stansberry Brusnahan, L. & Farrell, E. (2018). Moving Beyond Acquisition to Authentic
Use of Functional Social And Communication Skills.
Columbus, OH. 2018

OCALI Autism Conference
BCBAs in schools, Poster
Columbus, OH. 2018

MNABA
PBIS initiatives in Minnesota
Minneapolis, MN 2018

Office of Special Education Programs Director Meeting (OSEP)
Changing mosaic: Recruitment and preparation of diverse educators
Washington DC. Poster 2018

Council for Exceptional Children National Conference (CEC)
Closing the cultural identity gap between teacher educators and their students at the university level
Tampa, FL 2018

Council for Exceptional Children National Conference (CEC)
Utilizing the DO-WATCH-LISTEN-SAY framework to plan interventions for social participation for learners
with autism
Tampa, FL 2018

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Transition from high school to an adult
Clearwater, FL 2018

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Collecting meaningful data: Utilizing technology to meet the needs of all Learners
Clearwater, FL 2018

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Practices every educator should be familiar with for transition: Person centered planning, summary of performance, and guardianship
Clearwater, FL 2018

Council for Exceptional Children's Division on Autism and Developmental Disabilities
How to assess and teach generalization of social and communication skills in learners with autism spectrum disorder
Clearwater, FL 2018

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Obstacles
Clearwater, FL 2018

OCALI Autism Conference
Do-Watch-Listen-Say Framework for Teaching Social and Communication Skills Generalization
Columbus, OH 2017

OCALI Autism Conference
Practical Application of Applied Behavior Analysis in the School Setting
Columbus, OH 2017

Council for Exceptional Children National Conference
Interventions and Strategies to Increase Social Engagement and Competence of Students with Autism Spectrum Disorder Panel Moderator
Boston, MA 2017

Council for Exceptional Children National Conference
Supports for Teachers and Students with Autism Spectrum Disorders in Co-Taught Inclusive Environments
Boston, MA 2017

Council for Exceptional Children National Conference
If You Can't Do It in More Than One Setting – It Is Not a Functional Skill! Teaching Social and Communication Skills to Students with ASD
Boston, MA 2017

Autism Society of Minnesota
Utilizing Applied Behavior Analysis to Improve Quality of Life in Home and School Environments
Minneapolis, MN 2017

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Utilization of Professionals trained in Applied Behavior Analysis in the School Setting
Clearwater, FL 2017

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Challenges and Opportunities: Co-teaching and Collaboration to Facilitate Inclusion
Clearwater, FL 2017

OCALI Autism Conference
Identifying Participant Characteristics in EBP Literature Reviews for Learners with ASD
Columbus, OH 2016

OCALI Autism Conference
Generalization of Social and Communication Skills
Columbus, OH 2016

Autism Society of America National Conference.
Generalization of Social and Communication Skills
New Orleans, LA 2016

Autism Society of Minnesota State Conference.
Evidence Based Practices: Moving What Works in School into the Home and Community
Minneapolis, MN 2016

Autism Society of Wisconsin State Conference
Generalization of Social and Communication Skills
Wisconsin Dells, WI 2016

Council for Exceptional Children National Conference
Integrated Employment Preparation for Students with Autism Spectrum Disorders and Developmental
Disabilities Poster Session
St. Louis, MO 2016

Council for Exceptional Children National Conference
Integrated Postsecondary Preparation for Students with Autism Spectrum Disorders and Developmental
Disabilities
St. Louis, MO 2016

Council for Exceptional Children National Conference
Analysis of Participant Characteristics in ETADD
St. Louis, MO 2016

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Analysis of Participant Characteristics in Evidence Based Practices
Honolulu, HI 2016

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Integrated Employment Preparation for Students with Autism Spectrum Disorders and Developmental
Disabilities
Honolulu, HI 2016

Council for Exceptional Children's Division on Autism and Developmental Disabilities
The effect of antecedent-based multi-sensory movement on attention and time on-task
Honolulu, HI 2016

Autism Society of America National Conference
It's not eye contact that is important – it's the joint attention skills!
Denver, CO 2015

Autism Society of America (ASA) National Conference
Generalization of Social and Communication Skills
Denver, CO.

OCALI Autism Conference
Generalization
Columbus, OH 2015

Autism Society of Wisconsin Annual Conference
Featured Preconference: *Literacy and Autism Spectrum Disorders*
Wisconsin Dells, WI 2015

Autism Society of Wisconsin Annual Conference
Finding Humor as an Asset of Resiliency: Challenging the Challenges Involved with ASD
Wisconsin Dells, WI 2015

Council for Exceptional Children's (CEC)
Preconference Guest Speaker: Friendship 101: Helping Students Build Social Competence
San Diego, CA 2015

Council for Exceptional Children's Division on Autism and Developmental Disabilities
ASD EBP & Diversity
Clearwater, FL 2015

Council for Exceptional Children's Division on Autism and Developmental Disabilities
Coteaching
Clearwater, FL 2015

OCALI Autism Conference
Coteaching
Columbus, OH 2014

Mental Health & Behavior Summit: Healthy Minds, Behaviors & Schools.
Keynote *Understanding Autism Spectrum Disorders and Planning Proactive Behavior Supports*
Wisconsin Dells, WI 2014

Council for Exceptional Children's Division for Early Childhoods Annual International Conference on Young
Children with Special Needs & Families.
Using Technology to Engage Learners
St Louis, MI 2014

National Association for the Education of Young Children (NAEYC)
Using Technology to Engage Learners
Minneapolis MN 2014

Autism Society of America National Conference
IDEA Requirements and the Common Core Standards for Students with Autism
Indianapolis, IN 2014

Autism Society of America National Conference
Finding Humor as an Asset of Resiliency: Challenging the Challenges Involved with ASD
Indianapolis, IN 2014

Autism Extravaganza – Keynote
Creating Natural Supports for Students with Autism which Promote Social Communication, Relationships, and Community
Abilene, Texas 2014

Autism Society of Minnesota - Keynote
The challenge in meeting Minnesota K-12 academic standards and building literacy skills in students with autism spectrum disorder
Minneapolis, MN 2014

Community of Practice on ASD and Wisconsin Department of Public Instruction
Keynote *Creating Environments for Students with Autism which Promote Social Communication, Relationships, and Community*
Pewaukee, WI 2014

Council for Exceptional Children Division on Autism and Developmental Disabilities International Conference on Autism, Intellectual Disability & Other Developmental Disabilities
Featured Speaker *Utilizing Natural Supports for Social Inclusion to Ensure a Quality Life*
Clearwater, FL 2014

Council for Exceptional Children's Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special Needs and Families
Using Technology to Engage Learners
San Francisco, CA 2013

Council for Exceptional Children National Conference
Creating Natural Supports for Individuals with Autism Spectrum Disorders
San Antonio, TX 2013

Minnesota Autism Conference
Using children's literature to teach social skills, social understanding, disability awareness and other skills
Minneapolis, MN 2013

Council for Exceptional Children Division on Autism and Developmental Disabilities International Conference on Autism, Intellectual Disability & Other Developmental Disabilities
Using children's literature to teach social skills, social understanding, disability awareness and other skills
Kona, Hawaii 2013

Council for Exceptional Children Division on Autism and Developmental Disabilities International Conference on Autism, Intellectual Disability & Other Developmental Disabilities
Using technology to promote inclusion for individuals with autism and other developmental disabilities
Kona, Hawaii 2013

OCALI Autism Conference
Natural Supports for Social Inclusion
Columbus, OH 2012

OCALI Autism Conference
Coordinating attention and teaching joint attention skills to individuals with autism
Columbus, OH 2012

International Child and Adolescents Behavior Conference
Using children's literature to teach social skills, social understanding and autism awareness
Minneapolis, MN 2012

Council for Exceptional Children's Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special Needs and Their Families
Re-Imagine Night Class: Engaging Adult Learners during the Twilight Shift
Minneapolis, MN 2012

Council for Exceptional Children's Division for Early Childhoods (DEC) Annual International Conference on Young Children with Special Needs and Their Families
Coordinating attention! Collaboratively teaching joint attention skills to young children with autism
Minneapolis, MN 2012

Autism Society of America National Conference
Natural Supports for Social Inclusion
San Diego, CA 2012

Autism Society of America National Conference
Using Children's Literature to Teach Social Skills, Social Understanding and Autism Awareness
San Diego, CA 2012

Council for Exceptional Children Convention & Exposition
Focus on Employment for Individuals with Autism
Denver, CO 2012

Council for Exceptional Children Convention & Exposition
Focus on Employment for Individuals with Autism
Denver, CO 2012

Minnesota Autism Conference Scaling the Summit
New Teacher License Serving Students with Autism
Minneapolis, MN 2012

Minnesota Autism Conference Scaling the Summit
Joint Attention: Developing early nonverbal communication skills
Minneapolis, MN 2012

Autism Society of Wisconsin Annual Conference From Stepping Stones to Milestones
Using Children's Literature to Teach Social Skills, Social Understanding and Autism
Awareness Green Bay, WI 2012

Autism Society of Wisconsin Annual Conference From Stepping Stones to Milestones
Understanding Autism Spectrum Disorders and Simple Strategies for Inclusion
Green Bay, WI 2012

MSSWWA and MDE Spring Conference
Using Technology for Intervention in Teaching Skills and Strategies
Minneapolis, MN 2012

OCALI Autism Conference
Natural Supports for Social Inclusion
Columbus, OH 2011

OCALI Autism Conference
Preparing Teachers Working with Students with Autism by Linking to Competencies
Columbus, OH 2011

OCALI Autism Conference
Autism Spectrum Disorder Teacher License: Minnesota Model for Teacher Preparation
Columbus, OH 2011

Minnesota Fall Emotional Behavioral Disorders Conference
Everybody Needs Friends: Helping Individuals with Special Needs to Make Social Connections
Minneapolis, MN 2011.

Council for Children with Behavioral Disorders International Conference
Understanding the Impact of Underlying Characteristics of Autism on Challenging Behavior
New Orleans, LA 2011

Council for Children with Behavioral Disorders International Conference
Everybody needs Friends: Helping Individuals with Special Needs to Make Social Connections
New Orleans, LA 2011

Council for Children with Behavioral Disorders International Conference
PBIS, RTI and SEL: Implementing Multiple Frameworks to Support All Learners
New Orleans, LA 2011

Autism Society of America National Conference
Chapter Leaders Track
Orlando, FL 2011

Autism Society of America National Conference
Natural Supports for Social Inclusion
Orlando, FL 2011

Autism Society of America National Conference
Using Children's Literature to Teach Social Skills, Social Understanding and Autism Awareness
Orlando, FL 2011

Council for Exceptional Children National Conference
Comparing and Contrasting Evidence-Based Practices for Emotional Behavioral Disorders and Autism Spectrum Disorders
National Harbor, MD 2011

Council for Exceptional Children National Conference
Emotional and Behavior Disorders and Autism Spectrum Disorders: Are They Like Comparing Apples to Oranges?
National Harbor, MD 2011

Autism Society of Wisconsin State Conference
Natural Supports for Social Inclusion
Wisconsin Dells, WI 2011

Autism Society of Minnesota State Conference
Step by Step Guide to the New Educator License
Minneapolis, MN 2011

Autism Society of Minnesota State Conference
Functional Behavior Assessment for People with Autism
Minneapolis, MN 2011

The Autism Society 41st National Conference & Exposition
Building Relationships Through Social Connections Throughout Our Lives
Dallas, TX 2010

International Child & Adolescent Conference XV: Bridging Practices to Improve Academic and Social Competence of Children & Youth
Teaching during the Graveyard Shift: Strategies to keep adult learners awake, engaged, and learning

Minneapolis, MN 2010

Autism Society of Wisconsin State Conference

How to Help Teenagers and Adults with Autism Spectrum Disorders to make Social Connections

Green Bay, WI 2010

Partners in Immigrant Cultural Knowledge

Perceptions, Myths and Facts for Immigrant Families

Minneapolis, MN 2010

Behavior Dimensions Board Certified Behavior Analysts Invited Presentation

Positive behavioral support in the school: Rules, roles, and responsibilities

Wayzata, MN 2010

Membership

Autism Society of America, Wisconsin, Minnesota, and Southeastern Wisconsin
Council for Exception Children (CEC)
Division on Autism and Developmental Disabilities (DADD)
Division of International Special Education and Services (DISES).
CEC Council for Children with Behavior Disorders (CCBD)
Division for Early Childhood (DEC)
Association for Positive Behavior Support (APBS) & MN APBS
Association for Supervision and Curriculum Development (ASCD)
Pi Lambda Theta

Shelley Neilsen Gatti, Ph.D.

ABBREVIATED CURRICULUM VITAE:

Shelley Neilsen Gatti

Department of Special Education
MOH 217 1000 LaSalle Ave
Minneapolis, MN 55403
School of Education

Phone: [REDACTED]

Email: [REDACTED]

Education

Doctor of Philosophy
University of Minnesota
Educational Psychology, emphasis special education

September 1996 –September 2001
Degree conferred: November 2001

Master of Education
University of Montana
Curriculum and Instruction, emphasis on literacy

September 1991 –May 1993
Degree conferred: May, 1993

Bachelor of Arts
University of Montana
Elementary and Special Education, *Cum Laude*

September 1985– May 1989
Degree conferred: May, 1989

Professional Positions

Fall 2013 – Present Associate Professor, School of Education,
University of St. Thomas

January 2015-Present Residency Coordinator

Summer 2013- Fall 2016 Clinical Practice Coordinator, Department of Special Education, CELC

Fall 2008 –2013 Assistant Professor (tenure track), CELC, University of St.
Thomas

2006-2008 Assistant Professor (2-yr. limited term), CELC, University of St.
Thomas

2005-2006 Project Coordinator, University of Minnesota, for Early
Education and Development

2000-2006 Teacher on Special Assignment (TOSA), Minneapolis Public Schools, EBD
Program, Department of Special Education

1999-2006 Adjunct Instructor, Special Education Program, Educational
Psychology, University of Minnesota, Minneapolis, Minnesota

1996- 2001 Research Assistant, Center for Early Education and Development (CEED),
University of Minnesota, Minneapolis, Minnesota

1991-1996	Special Education Teacher, ECSE – 1 st grade, students with ASD, DCD and EBD, Missoula, Montana
1990-1919	Montana Recruiter, Office of Admissions, University of Montana, Missoula, Montana
1989-1990	Special Education Teacher, K-8 th grade, students with ASD, DCD, EBD, and SLD, Lolo, MT

Teaching Experience at the University of St. Thomas

Neilsen Gatti, S. “Pathways to teaching through residency. REDP 601 and 609, 2 graduate credits, Fall 2021, 2020, 2019 and Spring 2022, 2021, 2020 (2 sections)

Neilsen Gatti, S. “Social, Emotional, & Behavioral Interventions” REDP 626 & 630, 2 graduate credits, Spring 2021, 2020, 2019 (2 sections) SPED 719 Fall 2012 (co-taught with Tom Delaney) & Fall 2013

Neilsen Gatti, S. “Interventions for EBD” SPED 733, 3 graduate credits, Summer 2021, Fall 2006 – 2017; 2019; Spring 2007 – 2011;

Neilsen Gatti, S. “Adolescents with EBD” SPED 755, 3 graduate credits; Summer 2021; Fall 2020; J-term, 2007 – 2009; Spring, 2008- 2018 Summer 2010 & 2012

Neilsen Gatti, S. “Educational Equity and Inclusive Practices, 2 c graduate credits, Summer 2016. Co-taught with Nanette Missaghi

Neilsen Gatti, S. “Survey of Exceptionality” REDP 531, 2 graduate credits, Summer 2016-2020

Neilsen Gatti, S., “Survey of Exceptionality” SPED 750, 3 graduate credits, Summer 2011- 2015. Fall, 2011- 2013, 2014; Spring 2012, 2016

Neilsen Gatti, S. “Fundamentals of Mild to Moderate Disabilities” SPED 716, 3 graduate credits, Fall, 2011 (co-taught with Wayne Urbaniak) Fall 2013, & Spring, 2012 & 2015, Summer 2012, 2013 (co-taught with Lynn Stansberry Brusnahan for ASD Summer Institute); Spring 2015 and 2016; REDP Summer 2016; Fall 2017

Neilsen Gatti, S. “Behavior Management” SPED 785, 3 graduate credits, Spring, 2012 (co-taught with Lynn Stansberry Brusnahan); Spring, 2014.

Neilsen Gatti, S. “Fundamentals of EBD” SPED 752, 3 graduate credits. Fall, 2006-2008, Summer 2007-2011.

Publications

Journal Articles

Allday, R.A., Neilsen Gatti, S., Hudson, T. (2013) Preparation for inclusion in teacher education pre-service curricula, *Teacher Education and Special Education*, 36, 298-311

Allday, A., Neilsen Gatti, S., Hinkson-Lee, K., Hudson, T., Russel, C. & Klienke, A. (2012). Training General Educators to Increase Behavior Specific Praise: Effects on Students with EBD. *Journal of Behavior Disorders*, 37(2), 87-98

Watson, C. & Neilsen Gatti, S. (2012). Professional Development through Reflective Consultation in Early Intervention. *Infants and Young Children*, 25, 109-121

Neilsen Gatti, S., Watson, C. & Siegel, C. (2011). Step back and consider: Learning from Reflective Practice in Infant Mental Health. *Young Exceptional Children*

Stansberry Brusnahan, L. & Neilsen Gatti, S. (2011; invited article for publication). Where does social emotional well being fit into the curriculum. *Impact Publication*. Institute on Community Integration, University of Minnesota

Stansberry-Brusnahan, L. & Neilsen Gatti, S. (September, 2009). School-wide positive behavior interventions and supports (SW-PBIS): Empowering families to participate fully in their children's education. *Exceptional Parent*

Stansberry-Brusnahan, L. & Neilsen Gatti, S. (2008). School-wide positive behavior interventions and supports (SW-PBIS): What parents need to know. Invited article for PACER website.

Chapters

Neilsen Gatti, S., Odima, M. & Campbell, K. (2021). Creating positive relationships with diverse students with disabilities and ensuring academic success through culturally sustaining pedagogies, Chapter 6, pgs. 103-130 in *Diversity, Autism, and Developmental Disabilities: Guidance for the Culturally Responsive Educator*. Elizabeth A. Harkins Monaco, Marcus C. Fuller, and L. Lynn Stansberry-Brusnahan (eds). Council for Exceptional Children, Arlington

Neilsen Gatti, S. Stansberry Brusnahan, L. Hussein, D., & Odima, M. (2020). New teachers persisting, thriving and informing pre-service education, Chapter 3, pgs. 27-40 in *How Teachers Persist: Why We Remain (and Thrive) in this Challenging Profession*. Terri Rodriguez, Heidi L. Hallman, and Kristen Pastore-Capuana (eds). Rowan and Littlefield, Pittsburgh

Franke, D., Neilsen Gatti, S., & Steele, A. (2019). Principal involvement in teacher residencies, Chapter 10, pgs. 205-222 in *The Teacher Residency Model: Core Components for Higher Impact on Student Achievement*. Cheryl A. Torrez and Marjori Krebs (eds), Lexington Books, Lanham, MD

Watson, C., Neilsen Gatti, S., Cox, M., Harrison, M. & Hennes, J. (2014). Chapter 1. Reflective supervision and its impact on early childhood special education. In *Early Education and Special Education, Volume 18 Advances in Early Education and Day Care*. Eva Nwokah and John Sutterby (eds). Emerald Publishing, UK

Yell, M.L., Neilsen Gatti, S., Allday, R.A. (2013). Legislation, regulation, and litigation and the delivery of support services to students in school settings in *Handbook of evidence-based practices for Emotional and Behavioral Disorders: Applications in Schools*. Hill M. Walker and Frank M. Gresham (Eds.). New York: Guilford

Yell, M. & Neilsen Gatti, S. (2012). EBD and the Law in [Jeffrey P. Bakken](#), [Festus E. Obiakor](#), [Anthony F. Rotatori](#), (Eds) *Advances in Special Education vol. 22 Behavioral Disorders: Identification, Assessment, and Instruction of Students with EBD*, Bingley, UK: Emerald Group Publishing

McEvoy, M. & Neilsen, S.. (2004). Functional behavioral assessment. In M. McLean, D. Bailey, & M. Wolery (Eds). *Assessing infants and preschoolers with special needs* (3rd Edition). Merrill: Englewood Cliffs, NJ

Refereed Paper Presentations (since 2006)

Medwet, L., Neilsen Gatti, S., Stansberry Brusnahan, & Ingelin (January, 2021). Decontextualizing coursework at the university level to address diversity, equity, and inclusion: Our faculty journey. Division for Early Childhood (DEC) National Conference

- Neilsen Gatti, S., & Odima, M. (November, 2020). How racism and ableism impact teacher student relationships: Developing culturally sustaining relationships in school communities. School of Education Dean's Forum, University of St Thomas.
- Kubitsky, B., McKnight, K., Neilsen Gatti, S., & Porter, E (February, 2021). Sustaining educator preparation through partnerships. AACTE Annual Conference.
- Neilsen Gatti, S., Missaghi, N. & Farrell, A. (February, 2020). Evaluating special education teacher candidates' growth on cultural identity and competency using the IDI and other qualitative methods. Council for Exceptional Children (CEC) International Conference
- Neilsen Gatti, S., Franke, D., Medwetz, L., Busch, T., Jax, S., & Stansberry Brusnahan, L. (February 2020). Integrating CEC High Leverage Practices Within a Residency Special Education Preparation Program and District Teacher Evaluation System. Council for Exceptional Children (CEC) International Conference
- Neilsen Gatti, S., Franke, D., & Olson, E (May, 2019). Resident assessment: Keeping the district focus. A crosswalk of HLPS to Determine alignment in observation, coursework and the learning cycle at the NCTR Symposium, Chicago
- Neilsen Gatti, S., Franke, D., & Olson, E., (May 2019). Measuring growth in culturally responsive practices and dispositions at the NCTR Symposium, Chicago
- Franke, D., Neilsen Gatti, S., Ransom, D., Smith, A., Daniels, D., Thao, E., Xiong, Z. (April, 2018). SUTR: A Panel of Multiple Perspectives Incorporating Culturally Relevant Practices at the Equity Summit, St Paul. (Presentation with students)
- Neilsen Gatti, S. Stansberry Brusnahan, L., Busch, T., & Franke, D. (February, 2018). Closing the Cultural Identity Gap between Educators and Students at the University Level, Council for Exceptional Children (CEC) International Conference
- Neilsen Gatti, S., Franke, D., Steele, A., Ransom, D., Pearson, R., Yang, Y., Xiong, T., (August, 2017). St Paul Urban Teacher Residency (SUTR): A pathway to teaching. Coalition to Increase Teachers of Color Conference, St Paul, MN.
- Cole, V., Spies, P., Hernandez-Espinosa, V., Neilsen Gatti, S. (October, 2017). The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota at the Twin Cities Social Justice Education Fair, Minneapolis, MN
- Spies, P., Neilsen Gatti, S., & Colbert, K. (October, 2017). Higher education call to action to increase TOCAIT. MACTE Fall Conference, St Paul, MN
- Neilsen Gatti, S. & Adams, S (2017). Integrating FBAs and social emotional learning into pbis plans. Minnesota Association of Special Education Directors, Fall Conference. Brainerd, MN
- Neilsen Gatti, & Adams, K. (2017). Integrating SEL and pbis for individual behavior support. Minnesota Association of Children's Mental Health. Duluth, MN
- Harrington, K. & Neilsen Gatti, S. (2017). A mind-body-spirit approach to nurturing resiliency in elementary and middle schools. Minnesota Association of Children's Mental Health. Duluth, MN
- Neilsen Gatti, S (2017). Orienting and supporting faculty teaching in a residency program. Invited Presentation at NCTR Institute. Chicago, IL
- Neilsen Gatti, S. & Harrington, K. (2016). Understanding the possible influences on children's mental health: Empowering children and youth and their devoted education, social work and counseling professionals. Minnesota Association of Children's Mental Health. Duluth, MN
- Watson, C., Mischke, M., Neilsen Gatti, S., Harrison, M (2016). Bridging education and mental health (BEAM): Supporting social and emotional learning and addressing challenging behaviors in early childhood school-based programs. Minnesota Association of Children's Mental Health. Duluth, MN
- Neilsen Gatti, S., Mead, T., Stansberry Brusnahan, L., Ali, M. & Alghamdi, A. (March, 2015). Traditional vs. blended instruction: Impact on special education learning outcomes. Scholarship of Teaching and Learning Conference, Savannah, GA

- Krick Oborn, K., Neilsen Gatti, S. (October, 2014). A Community discussion: Recruitment and retention of educators that reflect our communities. Third Annual Twin Cities Social Justice Conference, St Paul.
- Olive, M., Ryan, R. & Neilsen Gatti, S. (June, 2013). Ethical and legal requirements for FBAs and BIPs. Presentation at the Annual Applied Behavior Analysis Convention, Minneapolis.
- Neilsen Gatti, S., Busch, T., Ryan, C., & Adams, K. (September, 2013). School-wide PBIS in separate sites and teacher burn-out and efficacy. Presentation at the Council for Children with Behavior Disorders Conference, Chicago
- Cox, M. Harris, M. & Neilsen Gatti, S. (February, 2014). Foundations for understanding a widely used practice: Elements that define reflective supervision. Presentation at the Conference on Research Innovations in Early Intervention, San Diego.
- Neilsen Gatti, S. & Balke, T. (April, 2014). Talking with educators about mental health: Listen, observe, understand, empathize, express & encourage - LOUE3 Presentation at Minnesota Association of Children's Mental Health, Duluth
- Watson, C., Neilsen Gatti, S., Harrison, M. & Cox, M. (April, 2013). Supporting early interventionists from multiple disciplines through reflective consultation. Presentation at the Minnesota Association of Children's Mental Health, Duluth
- Ryan, C., Adams, K., Neilsen Gatti, S., Busch, T., & Appleton, J. (March, 2013). Teacher efficacy and burn-out in separate sites for students with EBD. Presentation at the International Conference on PBIS, San Diego.
- Neilsen Gatti, S., Busch, T., Ryan, C., Adams, K. (November, 2012). Teacher burn-out in alternative and special schools. Presentation at the International Child and Adolescent Conference, Minneapolis
- Ryan, C., Neilsen Gatti, S., Busch, T., & Adams, K. (October, 2012). School-wide PBIS in separate sites: Does it prevent burnout for EBD teachers. Presentation at the National PBIS Leadership Forum, Chicago
- Neilsen Gatti, S. & Allday, A. (February, 2012). Pre-service training on classroom management for the general educator. Presentation for the Midwest Symposium on Leadership in EBD, Kansas City, KS.
- Neilsen Gatti, S., Watson, C. & Cox, M. (February, 2012). Reflective consultation as an ongoing, embedded professional development model. Presentation for the Conference on Research Innovations in Early Intervention, San Diego, CA
- Neilsen Gatti, S. (November, 2011). What makes a good teacher: Let's ask the students. Presentation for the Minnesota EBD Conference. Minneapolis, MN.
- Neilsen Gatti, S. & Watson, C. (November, 2011). Transformative professional development tool in infant mental health: Reflective practice. Presentation for the International Division for Early Childhood Conference (DEC), Washington D.C.
- Allday, A. & Neilsen Gatti, S. (September, 2011). Using behavior specific praise to increase task engagement for students with or at risk for EBD. Presentation for the International Conference on Children with Behavior Disorders, New Orleans, LA.
- Busch, T., Neilsen Gatti, S., Stansberry Brusnahan. (September, 2011). PBIS, RTI, and SEL: Implementing multiple frameworks to support all learners. Presentation for the International Conference on Children with Behavior Disorders, New Orleans, LA
- Neilsen Gatti, S., Ryan, C., & Adams, K. (May, 2011). Implementing School-wide PBIS in Separate Sites. Minnesota Association for Children's Mental Health, Duluth, MN
- Neilsen Gatti, S. & Stansberry Brusnahan, L. (April, 2011). Emotional and behavioral disorders and Autism Spectrum Disorders: Are they like comparing apples to oranges. Council for Exceptional Children, National Harbor, MD
- Stansberry Brusnahan, L. & Neilsen Gatti, S. (April, 2011). Comparing and contrasting evidence-based practices for EBD and ASD. Council for Exceptional Children, National Harbor, MD
- Allday, A., & Neilsen Gatti, S. (April, 2011). Using behavior specific praise to improve inclusion behavior of students with EBD. Council for Exceptional Children, National Harbor, MD.

- Neilsen Gatti, S., Adams, K., & Ryan, C. (February, 2011). Integrating school-wide PBIS in separate sites for students with EBD: Lessons learned towards implementation fidelity. Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Neilsen Gatti, S. & Hawkins, G. (November, 2010). What makes an effective teacher? Let's ask the students. International Child and Adolescent Conference, Minneapolis, MN.
- Neilsen Gatti, S., Stansberry Brusnahan, L., & Busch, T. (November, 2010). Teaching during the graveyard shift: Strategies to keep adult learners awake, engaged, and learning. International Child and Adolescent Conference, Minneapolis, MN
- Neilsen Gatti, S. & Adams, K. (April, 2010). Strategies for creating a consistent, predictable, and positive classroom environment. Minnesota Association for Children's Mental Health (MACMH) Annual Conference, Duluth, MN
- Watson, C. & Neilsen Gatti, S. (October, 2008). Step it back and pull it together: Reflective Practice at all program levels. Division for Early Childhood International Conference. Minneapolis, MN
- Neilsen Gatti, S. Duran, L., Hawley, V., & Watson, C. (October, 2007). Bridging education and mental health: Positive, proactive, and predictable environments. Division of Early Childhood International Conference, Niagara Falls, Canada

Invited Workshops

- Neilsen Gatti, S., Jackson, V., & Cuhel, J. (2019). Restorative practice and parallel process using adult learning and professional development for Minnesota Association for Children's Mental Health

Grant Applications

July 2020	US Department of Education Teacher Quality Partnership (TQP). Funded: PREPARE highly effective diverse and culturally relevant educators through residency pathways \$2, 804,102
June 2020	US Department of Education Supporting Effective Educator Development (SEED) Grant Program. Submitted: Change the MOSAIC: Highly Flexible Nontraditional Grow Your Own Pathways to PREPARE Effective Educators in High-Needs Areas
May 1, 2021	NCTR's Black Educator Initiative (BEI). Funded \$239,897
May 1, 2020	NCTR's Black Educator Initiative (BEI). Funded \$384,508
July 1 2020	Teacher Mentorship & Retention of Effective Teachers Grant through Professional Educators Licensing Board (PELSB). Funded \$48,000
2019	Black Educator's Initiative (BEI); through the National Center for Teacher Residencies (NCTR) awarded August, 2019 for \$387,640
2019	Teacher Quality Partnership Grant: Submitted, but not funded

Honors and Services

2020	Leading for the Common Good Cohort
2018-19	Faculty Leadership Fellow, University of St Thomas
2016-present	Member of Coalition to Increase Teachers of Color and American Indian Teachers
2018 – present	President of Minnesota Council for Children with Behavior Disorders (CCBD) Leadership Team.
2010- 2014	Member of Faculty Development Committee, University of St Thomas. Elected Chair for 2012, Fall semester
2011-2013	Delegate to the Representative Assembly for the Council for Children with Behavior Disorders (CCBD); elected Spring 2011; term began July 2011 and Ended June 2013

2011-present	Member of Editorial Board, <i>Journal of Disability Policy Studies</i>
2011-present	Member of <i>Minnesota Early Intervention Autism Project</i>
2009-2011	Secretary to Executive Committee of the Council for Children with Behavior Disorders (CCBD) elected Spring, 2009; term began July 1, 2009 and ended June, 2011
2006 – 2009	Member of the Minnesota Department of Education EBD Leadership Team

Professional Affiliations

Council for Exceptional Children (CEC)
 Council for Children with Behavioral Disorders (CCBD)
 Division for Early Childhood (DEC)
 Association of Positive Behavioral Support

Todd Busch, Ph.D.

Todd William Busch

School of Education
Department of Special Education
University of St. Thomas
1000 LaSalle Ave.
Minneapolis, MN 55403

Current Position

2014 – Present

Professor of Special Education
Department of Special Education
University of St. Thomas, Minneapolis

Education

Doctor of Philosophy, Educational Psychology, 2001
University of Minnesota
College of Education and Human Development
Department of Educational Psychology
Major: Special Education
Related Field: Curriculum and Instruction

Master of Education, University of Minnesota, 1997
College of Education and Human Development
Department of Educational Psychology
Major: Special Education
Related Field: Curriculum and Instruction

Specific Learning Disabilities Licensure, State of Minnesota, 1993

Social Studies Licensure, State of Minnesota, 1992

Bachelor of Arts, University of Minnesota, 1991
College of Liberal Arts
Major: Psychology

Publications (Chronological)

- Yell, M.L., Busch, T., Drasgow, E. (2016). *Cognitive behavior modification*. In T.J. Zirpoli Behavior management: Positive applications for teachers (pp. 251-280). Upper Saddle River, NJ: Pearson.
- Yell, M., Drasgow, E. & Busch, T. W. (2015). *Cognitive Behavior Modification*. In Zirpoli, T.J. (Ed.), Behavior management: Positive applications for teachers (7th ed.). Columbus: Pearson.

- Espin, C. A., Busch, T. W., Lembke, E. S., Hampton, D. D., Seo, K., & Zukowski, B.A. (2013). *Curriculum-based measurement in science learning: Vocabulary-matching as an indicator of performance and progress. Assessment for Effective Intervention, 38*, 203-213.
- Yell, M. L. & Busch, T.W. (2013). Legal issues and students with learning disabilities. In Bakken J. P., Obiakor, F.E., & Rotatori, A.F. (Eds.), *Learning disabilities: Identification, Assessment, and instruction of students with LD* (1-26). Bingley: Emerald.
- Yell, M. L., Busch, T.W. & Drasgow, E. (2011). Cognitive behavior modification (pp. 338-378). In T. J. Zirpoli (Ed.), *Behavior Management: Positive Applications for Teachers* (6th ed.). Columbus: Pearson.
- Reschly, A., Busch, T.W., Betts, J., Deno, S.L. & Long, J. D. (2009). Curriculum-Based Measurement Oral Reading as an indicator of reading achievement: A meta-analysis of the correlational evidence. *Journal of School Psychology, 47*, 427-469.
- Yell, M. L., Busch, T. W. & Rogers, D. C. (2008). Teaching students with EBD part III: Planning instruction and monitoring student performance (pp. 379-399). In M. Yell, N. Meadows, E. Drasgow & J. G. Shriner (Eds.), *Evidence-based practices for educating students with emotional/behavioral disorders*. New York: Merrill.
- Yell, M. L., Busch, T. W. & Rogers, D. C. (2008). Planning Instruction and Monitoring Student Performance. *Beyond Behavior, 17* (2), 31-38.
- Busch, T. W. & Melloy, K. J. (2008). Formal behavioral assessment (pp. 231-269). In T. J. Zirpoli (Ed.), *Behavior Management: Applications for Teachers* (5th ed.). Columbus: Pearson.
- Yell, M. L., Busch, T.W. & Drasgow, E. (2008). Cognitive behavior modification (pp. 338-378). In T. J. Zirpoli (Ed.), *Behavior Management: Applications for Teachers* (5th ed.). Columbus: Pearson.
- Busch, T.W. & Reschly, A. (2007). Progress Monitoring in Reading: Using Curriculum-Based Measurement in a Response to Intervention Model. *Assessment for Effective Intervention, 32*, 223-230.
- Espin, C. A., Shin, J., & Busch, T. W. (2005). Curriculum-based measurement in content areas: Vocabulary matching as an indicator of progress in social studies learning. *Journal of Learning Disabilities, 38* (4), 353-363.
- Yell, M. L., Busch, T.W. & Drasgow, E. (2004). Cognitive behavior modification (pp. 226-266). In T. J. Zirpoli (Ed.), *Behavior Management: Applications for Teachers* (4th ed.). Columbus: Pearson.
- Busch, T. W. & Espin, C. A. (2003). Using curriculum-based measurement to prevent failure and assess learning in the content areas. *Assessment for Effective Intervention, 28*, 49-58.
- Espin, C. A., Busch, T. W., Shin, J., & Kruschwitz, R. (2001). Curriculum-based measures in the content areas: Validity of vocabulary-matching as an indicator of performance in a social studies classroom. *Journal of Learning Disabilities Research and Practice, 16*, 142-151.
- Busch, T. W., Pederson, K., Espin, C. A., & Weissenburger, J. W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *Journal of Special Education, 35*, 92-99.
- Espin, C. A., Shin J. & Busch, T. W. (2000). Focusing on formative evaluation. *Current Practice Alerts, 1*(3), 1-4.

Other Publications

- Busch, T. W. & Lembke, E. S. (2006). Progress monitoring in reading using the CBM maze procedure. Online tutorial developed for the National Council for Exceptional Children – Division of Learning Disabilities. Available online at teachingld.org.
- Lembke, E.S. & Busch, T. W. (2005). Progress monitoring in reading using the CBM read aloud procedure. Online tutorial developed for the National Council for Exceptional Children – Division of Learning Disabilities. Available online at teachingld.org.

Editorial Activities

Guest Editor: *Assessment for effective intervention*. 2003.

Special Issue on Curriculum-Based Measurement
Reviewer: Journal of Learning Disabilities
Reviewer: Remedial and Special Education
Reviewer: Educational Assessment

Teaching Experience

2016-Present

Professor: Special Education

University of St. Thomas, Minneapolis

Courses Taught

- SPED 645: Educational Assessment (3cr)
- SPED 718: Secondary Academic Interventions and Transition (3cr)
- SPED 720: Clinical Practice: Academic Behavioral Specialist (3cr)
- SPED 799: Clinical Practice: Learning Disabilities (3cr)
- SPED 799: Final Project (1cr)
- REDP 622/623: Educational Assessment (3cr)
- REDP 629/630: Secondary Academic Interventions and Transition (3cr)

2008-2015

Associate Professor: Special Education

University of St. Thomas, Minneapolis

Courses Taught:

- SPED 645: Educational Assessment
- SPED 786: Fundamentals of Learning Disabilities
- SPED 788: Instructional Strategies: Mild-Moderate Disabilities
- SPED 790: Clinical Practice: Learning Disabilities
- SPED 734: Clinical Practice: Emotional Behavioral Disorders
- SPED 799: Final Project and Oral Exam
- SPED 720: Clinical Practice: Academic Behavioral Specialist
- SPED 718: Secondary Academic Interventions and Transition
- SPED 799: Final Project

2007- 2008

Associate Professor: Special Populations

Minnesota State University, Mankato: **Department Chair**

Courses Taught:

- SPED 548: Behavior Management and Learning Environments for Diverse Learners (online and traditional)
- SPED 645: Formal and Informal Clinical Procedures (online and traditional)

2004 - 2006

Assistant Professor: Special Populations

Minnesota State University, Mankato

Courses Taught:

- ESSP 548: Behavior Management and Learning Environments for Diverse Learners (online and traditional)
- ESSP 645: Formal and Informal Clinical Procedures (online and traditional)

ESSP 649: Seminar: Current Issues and Trends Learning Disabilities

2001 - 2003

Assistant Professor of Special Education

University of South Carolina, Columbia

Courses Taught:

EDEX 726: Seminar in Special Education for Student Teachers

EDEX 790: Introduction to Assessment in Special Education

EDEX 796: Directed Teaching in Special Education

EDEX 893: Study of Advanced Topics in Exceptional Children: Cognitive Behavior Modification
(doctoral level)

1999 - 2001

Student Teaching Coordinator; Special Education

University of Minnesota, Minneapolis

Courses Taught:

EPsy 5752: Learning Disabilities Student Teaching

1997 – 2001

Lecturer

University of Minnesota, Minneapolis

Courses Taught:

EPsy 5612: Understanding of Academic Disabilities

EPsy 5615: Advanced Academic Interventions

1993 – 1997

Learning Disabilities/ Emotional Disorders Teacher, Minnesota Independent School District 622: Middle school
special education teacher

1992 – 1993

Creative Alternatives Program Lead Teacher, Minnesota Intermediate School District 916: Self-contained
special education teacher for students with autism and cognitive disabilities

Presentations

* Peer-reviewed presentation

** Invited presentation

National/International

*Neilsen Gatti, S., Franke, D., Medwetz, L., Busch, T., Jax, S., & Stansberry- Brusnahan, L. (February 2020). Integrating CEC high leverage practices within a Residency special education preparation program and district teacher evaluation system. Council for Exceptional Children (CEC) International Conference: Portland, OR.

**Busch, T. W. (October, 2018). Making Data-Based Decisions within an MTSS School-wide Model. Presentation at the National Conference of the Council for Educational Diagnosticians: New Orleans, LA.

** Hosp, J. Hosp, M. & Busch, T.W. (February, 2017). Using progress monitoring data to support struggling readers. Workshop presented at the National Association of School Psychologists Annual Conference, Austin, TX.

- **Busch, T. W. (October, 2015). Multi-tiered systems of support: Developing a sustainable school model. Presentation at the National Conference of the Council for Educational Diagnosticians: New Orleans, La.
- * Neilsen-Gatti, S. & Busch, T. W. (2015). School wide PBIS in Separate Sites: Does it prevent burnout Among Teachers of Students With EBD? Presentation at the International Council for Exceptional Children Convention and Expo: San Diego, CA.
- **Busch, T.W. (September, 2013). Scaling-up RTI: Training school teams to use the data. Presentation at the Council for Children with Behavioral Disorders, Chicago, IL.
- * Neilsen-Gatti, S., Busch, T.W., Ryan, C., & Adams K. (September, 2013). School-wide PBIS in separate sites and teacher burn-out and efficacy. Presentation at the Council for Children with Behavioral Disorders, Chicago, IL
- * Neilsen-Gatti, S., Busch, T.W., & Ryan, C. (March, 2013). SWPBIS in separate sites: Preventing burnout among teachers of students with EBD? Presentation at 10th Annual Conference on Positive Behavior Support, San Diego, CA.
- *Busch, T.W., Neilsen-Gatti, S., Stansberry-Brusnahan, L. (September, 2011). PBIS, RTI, and SEL: Implementing multiple frameworks to support all learners. Presentation at the Council for Children with Behavioral Disorders, New Orleans, LA.
- *Busch, T.W., Reschly, A. & Long, J. D. (April, 2011). Curriculum-based measurement (CBM) oral reading: A meta-analysis of the correlational evidence. Presentation at the Council for Exceptional Children Conference, National Harbor, MD.
- *Neilsen-Gatti, S., Stansberry-Brusnahan, L., & Busch, T.W. (November, 2010). Teaching during the graveyard shift: Strategies to keep adult learners awake, engaged, and learning. Presentation at the International Child and Adolescent Conference, Minneapolis, MN.
- **Busch, T.W (June, 2010). *Using data to inform instruction part 2: Progress monitoring measures for use in RTI models*. Presentation at the Association of Wisconsin School Administrators Summer Workshop, Wisconsin Dells, WI.
- **Busch, T.W (June, 2010). *Using data to inform instruction part 1: Progress monitoring data in a school-wide RTI model*. Presentation at the Association of Wisconsin School Administrators Summer Workshop, Wisconsin Dells, WI.
- *Lembke, E. & Busch, T.W. (October, 2009). *Using curriculum-based measurement for data-based decision making within a response to intervention system*. Presentation at the 2009 National Division for Learning Disabilities Conference, San Diego, CA.
- **Busch, T. W., Lembke, E. & Garman (February, 2009). *Progress monitoring and RTI: A model for data-based decision making*. Half-Day Workshop at the 2009 Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- **Busch, T. W. (February, 2009). *Progress monitoring for response to intervention models in elementary schools*. Two presentations at Wisconsin Elementary School Principals Conference, Madison, WI.
- **Busch, T. W. (January, 2009). *Progress monitoring tools*. Two presentations at Wisconsin High School Principals Conference, Stevens Point, WI.
- **Busch, T.W. (November, 2008). Curriculum-Based Measurement: *Using progress monitoring in an effective RTI model*. Full-day workshop. Collinsville, IL.
- **Busch, T.W. (November, 2008). Curriculum-Based Measurement: *Using progress monitoring in an effective RTI model*. Full-day workshop. Naperville, IL.
- **Busch, T. W. (June, 2008). *Progress monitoring tools*. Two presentations at Association of Wisconsin School Administrators Summer Conference, Wisconsin Dells, WI.
- *Lembke, E. & Busch, T.W. (October, 2008). *Curriculum-based measurement at the secondary level: Administration of measures and data utilization*. Presentation at the 2008 National Division for Learning Disabilities Conference, Philadelphia, PA.

- *Hall, T., Shapiro, E, Busch, T, Safer, N., McInerney, M. (July, 2007). *Student progress monitoring takes the guesswork out of RTI*. Presentation at the 2007 OSEP Project Director's Conference, Washington D.C.
- **Busch, T.W. & Hall, T. (July, 2007). *Using curriculum-based measurement for progress monitoring in written expression and spelling*. Presentation at the 2007 National Summer Institute on Student Progress Monitoring, Nashville, TN.
- *Busch, T.W. & Lembke, E. (November, 2006). *Using curriculum-based measurement to monitor progress in reading*. Presentation at the 2006 National Division for Learning Disabilities Conference, San Francisco, CA.
- *Reschly, A., Busch, T.W., Deno, S.L. & Long, J. (August, 2006). *CBM-reading and reading achievement: A meta-analysis of the correlational evidence*. Presentation at the 2006 annual meeting of the American Psychological Association, New Orleans, LA.
- **Busch, T. W., Hall, T. & Stecker, P (July, 2006). *Using curriculum-based measurement for progress monitoring in math*. Presentation at the 2006 National Summer Institute on Student Progress Monitoring, Kansas City, MO.
- **Busch, T.W. & Hosp, M. (July 2006). *Introduction to curriculum-based measurement in reading*. Presentation at the 2006 National Summer Institute on Student Progress Monitoring, Kansas City, MO.
- *Busch, T.W. (May, 2006.) *Advances in monitoring progress in content areas*. Presentation at Advances in Progress Monitoring: Curriculum-based Measurement Research and Innovations Conference, Minneapolis, MN.
- *Espin, C. A., Busch, T. W. & Lembke, E. (November, 2004). *Monitoring progress towards success on state standards tests: Reading, writing, content-area learning*. Presentation at the National Division for Learning Disabilities Conference, Orlando, FL.
- *Daniel, M. Busch, T. W (July, 2004). *Introduction to the Kaufman Test of Educational Achievement, Second Edition (KTEA-II)*. Presentation at the American Psychological Association National Conference, Honolulu, HI.
- *Busch, T. W. & Daniel, M. (April, 2004). *Introduction to the Kaufman Test of Educational Achievement, Second Edition (KTEA-II)*. Presentation at the National Association of School Psychologists, Dallas, TX.
- *Busch, T. W., Lembke, E., & Seo, K. (April, 2002). *Measurement in science: How much are students with LD learning?* Presentation at the National Council for Exceptional Children Convention, New York, NY.
- *Espin, C.A, Busch, T. W., Lembke, E., & Seo, K. (April, 2001). *Assessing growth in social studies*. Presentation at the National Council for Exceptional Children Convention, Kansas City, MO.
- *Espin, C.A. & Busch, T. W. (April, 2001). *Using curriculum-based measurement and hierarchical linear modeling techniques to model academic growth in special education*. Presentation at the American Educational Research Conference, Seattle, WA.
- *Espin, C.A, Shinn, J., Scierka, B. J., Busch, T.W., & Benson, B. (April, 1999). *Assessing growth in written expression for secondary students*. Presentation at the National Council for Exceptional Children Convention, Charlotte, NC.
- *Deno, S., Espin, C. A., Scierka, B. J., Shinn, J., & Busch, T.W. (March, 1998). *Developing and implementing Curriculum-based measurement in the classroom*. Presentation at the National Council for Exceptional Children Convention, Minneapolis, Minnesota.

State/Local

- *Busch, T. W. (February, 2012). *Improving comprehension for students with reading disabilities*. Presentation at the Learning to Read: Bringing Research to the Classroom Conference, Minneapolis, MN.
- *Busch, T.W. & Ryan, A.G. (March, 2011). *RTI and tier three interventions in reading and math*. Presentation at the Minnesota Council for Exceptional Students Special Education Conference, Duluth, MN.

- **Busch, T.W. (March, 2008).Advanced applications of progress monitoring in reading. Presentation at Independent School District 194, Lakeville, MN.
- ** Busch, T.W. (February, 2007). A problem-solving model in education: An introduction to progress monitoring. Presentation at Independent School District 196, Rosemount, MN.
- **Busch, T.W. (July, 2007). Using Progress Monitoring to Assess Reading in General and Special Education Classes. Presentation at the Summer Academy for Educators and Leaders, Mankato, MN.
- *Busch, T. W. (February, 2006). Progress monitoring in reading: Satisfying NCLB and informing instruction. Presentation at the Minnesota State Council for Exceptional Children Convention, Rochester, MN.
- *Busch, T. W. & Whitt, R. (February, 2003). Effectively mentoring student teachers in special education. Presentation at the South Carolina State Council for Exceptional Children Convention, Myrtle Beach, SC.
- **Busch, T. W. & Espin C. A. (June, 1999). Vocabulary measures as valid indicators of growth in content-area classes. Presentation at the University of Minnesota for participants at the Summer CBM Institute.
- **Busch, T.W., Scierka, B. J., & Shinn, J. (October, 1997). Developing progress monitoring for the classroom. Poster session presented at the Phyllis Mirkin Colloquium, Minneapolis, Minnesota.

Grant Related Work

- Co- Author and Internal Evaluator, Project Serve and Succeed. 2,000,000.(funding source: Office of Special Education Programs), 2015-present.
- Consultant and Trainer, National Center for Intensive Interventions (funding source: US Department of Education, Office of Special Education Programs), 2014- 2016.
- Faculty Research Grant. \$3,000. University of St Thomas. 2012.
- Consultant and Trainer, National Center on Response to Intervention (funding source: US Department of Education, Office of Special Education Programs), 2008-2012 .
- Consultant and Trainer, National Center on Student Progress Monitoring (funding source: US Department of Education, Office of Special Education Programs), 2005-2008.
- Internal Evaluator, South Carolina Special Education State Improvement Grant - TRIAD, Mitch Yell, PI (funding source: US Department of Education), 2001-2003
- 10 % Training Consultant, South Carolina Special Education State Improvement Grant, Mitch Yell, PI (funding source: US Department of Education)
- 15% Co-Principle Investigator, Personnel Preparation Grant in Mild Disabilities, Mitch Yell, PI (funding source: US Department of Education)

Distinctions

- 1998 Coffman Alumni Scholarship, University of Minnesota College of Education and Human Development
- 1997 Guy Bond Fellowship, University of Minnesota College of Education and Human Development
- 1992 Coffman Alumni Scholarship, University of Minnesota College of Education and Human Development

Professional Affiliations

- Council for Exceptional Children
- Council for Learning Disabilities
- American Education Research Association
- National Association of School Psychologists

Mitchell L. Yell, Ph.D.

Vita Mitchell L. Yell, Ph.D.

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University Address:

235-G Wardlaw College
The University of South Carolina
Columbia, SC 29208



E-Mail:



Blog:

www.spedlawblog.com

Twitter:

spedlawblog

EDUCATION

University of Minnesota, Ph.D. in special education

Graduated 1992

St. Cloud University, M.S. in special education

Graduated 1977

University of Minnesota, B.A in education & history

Graduated 1972

EMPLOYMENT BACKGROUND

University of South Carolina, professor of special education

1992 to Present

Anoka-Hennepin School District, special education teacher

1977 to 1992

CURRENT PROFESSIONAL AND SERVICE DUTIES

- Fred and Francis Lester Palmetto Chair in Teacher Education at the UofSC
 - Board of Directors-Council for Exceptional Children
 - President, Behavioral Institute for Children & Adolescents
 - Executive Director Search Committee, The Council for Exceptional Children
 - Executive Committee, Midwest Symposium for Leadership in Behavior Disorders
 - Committee Member, Professional Development Committee of the Council for Children with Behavioral Disorders
 - Committee Member, Research Committee of the Council of Administrators of Special Education.
 - Co-Editor, *Journal of Disabilities Policy Studies* published by Sage Publications
 - Co-Editor, Legal and Practice Alerts, *Intervention in School and Clinic*
 - Co-Editor, Special Education textbook series, Rowman & Littlefield
 - Founding Committee, Creekside Behavioral Consortium
 - Committee Member, Individuals with Disabilities Education Act working group (Council for Exceptional Children)
 - State-Level (Tier 2) due process hearing review officer for South Carolina Department of Education
 - SC Dyslexia Taskforce
-

PUBLICATIONS

Textbooks

- Yell, M.L., Bateman, D.F., & Brady, K. (under contract). *Special Education Law Annual Review*. Rowman and Littlefield
- Bateman, D.F., & Yell, M.L. (2019). *Current trends and legal issues in special education*. Corwin Press.
- Smith, S.W., & Yell, M.L. (2013). *Preventing problem behavior in the classroom*. Upper Saddle River, NJ: Pearson.
- Yell, M.L. & Bateman, D.F. (under contract). *Developing and implementing individual education programs: Best practices and legal guidelines*. Rowman and Littlefield.
- Yell, M.L. (2019). *The law and special education* (5th Ed.). Upper Saddle River, NJ: Pearson.
- Yell, M.L. & Drasgow, E. (2008). *No Child Left Behind Act: A guide for professionals* (2nd. ed.). Upper Saddle River, NJ: Pearson.
- Yell, M.L., Meadows, N, Drasgow, E., & Shriner, J. (2014). *Evidence-based practices in educating students with emotional and behavioral disorders* (2nd ed.). Upper Saddle River, NJ: Pearson.

Articles in Refereed Journals

2020

- Goren, L., Harkins, E., Yell, M.L., Shriner, J.G., & Bateman, D.F. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *Teaching Exceptional Children*, 52 (5), 333-343. DOI: 10.1177/0040059920919924
- Harmon, S., Street, M., Bateman, D.F., Yell, M.L. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children*, 52 (5), 320-332. DOI: 10.1177/0040059920914260.
- Kern, L. & Yell, M.L. (2020, invited). IDEA and students with disabilities. Center on Positive Behavior Interventions and Supports (PBIS). University of Oregon. Available at https://assets.website-files.com/5d3725188825e071f1670246/5eaca275a46b7656dcf655b8_IDEA%20and%20SWDs%202019%20RDQ%20Brief.pdf
- Yell, M.L. (2020, invited). Covid-19 and special education. *Behavior Today*, 36(3), 6-8.
- Yell, M.L., & Bateman, D.F. (2020). Defining educational benefit: An update on the U.S. Supreme Court's ruling in *Endrew F. v. Douglas County School District*. *Teaching Exceptional Children*, 52 (5), 283-290. DOI: 10.1177/0040059920914259.
- Yell, M.L., Bateman, D.F., & Shriner, J.G. (2020). Developing and Implementing Educationally Meaningful and Legally Sound IEPs: Bringing it all together. *Teaching Exceptional Children*, 52 (5), 344-348. DOI: 10.1177/0040059920919087.
- Yell, M.L., Collins, J., Kumpiene, G., & Bateman, D.F. (2020). The Individualized Education Program: Procedural and substantive requirements. *Teaching Exceptional Children*, 52 (5), 304-318. DOI: 10.1177/0040059920906592.
- Yell, M.L., Katsiyannis, A., Ennis, R.B., Losinski, M. & Bateman, D.F. (2020). Making legally sound placement decisions. *Teaching Exceptional Children*, 52 (5), 291-303. DOI: 10.1177/0040059920906537
- Yell, M.L. & Losinski, M. (2020; Invited). Implementing students IEPs. *Behavior Today*, 36(2), 31-36.
- Yell, M.L., Prince, A.M.P., & Katsiyannis, A. (in press). Procedural Requirements, Implication Obligations, and the IEP: *M.C. v. Antelope Valley High Union School District* (2017). *Intervention in School and Clinic*,

2019

- Carlson, R.G., Hock, R., George, M., Kumpiene, G., Yell, M.L., McCartney, E.D., Riddle, D., & Weist, M. (2019). Relational factors influencing parents' engagement in special education for high school youth with emotional/behavioral problems. *Behavioral Disorders*, DOI: 10.1177/0198742919833276.
- Conroy, T. & Yell, M.L. (2019). Free appropriate public education after *Endrew F. v. Douglas County School District* (2017). *Touros Law Review*, 35(1), 100-169.
- Freeman, J., Yell, M.L., Shriner, J.G., & Katsiyannis, A., (2019). Federal policy on improving outcomes for students with or at-risk for developing emotional and behavioral disorders: Past, present, and future. *Behavioral Disorders*, 44 (2), 97-106.
- Sayeski, K., Bateman, D.F., & Yell, M.L. (2019). Re-envisioning Teacher Preparation in an Era of *Endrew F.*: Instruction over Access, *Intervention in School and Clinic*, 54(5), 265-271.
- Yell, M.L. (2019). *Endrew F. v. Douglas County School District* (2017). Implications for educating students with emotional and behavioral disorders. *Behavioral Disorders*, 45(1), 53-62.
- Yell, M.L. & Katsiyannis, A. (2019). The Supreme Court and Special Education. *Intervention in School and Clinic*, 54(5), 311-315.
- Yell, M.L. & Losinski, M. (2019). Federal Law and Peer Reviewed Research in Special Education, *Behavior Today*, 34 (3), 14-18. (Invited)
- Yell, M.L. & Losinski, M. (2019). Addressing behavior in individualized education programs. *Behavior Today*, 34 (3), 14-18. (Invited)

2018

- Couvillon, M., Yell, M.L., & Katsiyannis, A. (2018). *Endrew F. v. Douglas County School District* (2017): What teachers need to know. *Preventing School Failure*, 62(4), 289–299.
Doi/full.10.1080/1045988X.2018.1456400t.
- Yell, M.L. (2018). Including behavioral goals in IEPs. *Rethinking Behavior*, 1 (2), 37-40.
- Yell, M.L. & Bateman, D.F. (2019). Free appropriate public education and *Endrew F. v. Douglas County School District* (2017): Implications for personnel preparation. *Teaching Education and Special Education*, 42(1), 6-17.
- Yell, M.L. Smith, C., Katsiyannis, A., Losinski, M. (2018). Mental health services, free appropriate public education, and students with disabilities: Legal considerations in identifying, evaluating, and providing services. *Journal of Positive Behavior Support*, 20 (2), 67-77.

2017

- Horner, R.H. & Yell, M.L. (2017). Commentary on Zirkel: Judicial rulings specific to FBAs or BIPs under the IDEA and corollary state laws-An update. *The Journal of Special Education*, 51(1), 57-59.
- Prince, A.M.T., Yell, M.L., Katsiyannis, A. (2017). *Endrew v. Douglas County School District* (2017): The US Supreme Court and Special Education. *Intervention in School and Clinic*, DOI: 10.1177/1053451217736867
- Yell, M.L. (2017). Individualization is special education: A response to Czapanisky. *Journal of Law and Education*, 46 (2), 245-252.
- Yell, M.L. (2017). Almost the end of *Endrew F. v. Douglas County School District* (2017). *Rethinking Behavior*, 1 (2), 2-4.
- Yell, M.L. (2017). The *Endrew* ruling: Implications for Assessors and Diagnosticians. *Communique*, 45 (3), 4-5.
- Yell, M.L. & Bateman, D.F. (2017). *Endrew F. v. Douglas County School District* (2017): Free appropriate public education and the U.S. Supreme Court. *Teaching Exceptional Children*, 50, 1-9.

Yell, M.L., Katsiyannis, A., & Prince, A.M.T. (2017). Sheltered workshops: United States v. Rhode Island. *Intervention in School and Clinic*, 52 (5), 311-314.

Yell, M.L. & Losinski, M. (2017). The demise of de minimis educational benefit. *Rethinking Behavior*, 1 (1), 36-38.

2016

Yell, M.L., Katsiyannis, A., Ennis, R.P., Losinski, M., Christle, C. (2016). Avoiding substantive errors in IEP development. *Teaching Exceptional Children*, 49 (1), 31-40.

Yell, M.L., Katsiyannis, A., Rose, C., & Houchins, D. (2016). Bullying and Harassment of Students with Disabilities in Schools: Legal Considerations and Policy Formation. *Remedial and Special Education*, 37, 274-284.

2015

Katsiyannis, A., Losinski, M., & Yell, M.L. (2015). Experts highlight latest developments in special education law. *Texas School Business Journal*, April 2015, 12-14.

Decker, J., Yell, M.L., Pazey, B., Thomas, S. S., Miller O'Neil, M., Thomson, A.L. (2015). Bullying of students with disabilities: School administrators responsibilities. *Inside CASE*, 9-12. Warners Robbins, GA: Council of Administrators of Special Education (CASE).

Yell, M.L., Katsiyannis, A., & Dunn, M. (2015). The importance of training in assessment and educational diagnosis. *Communique*, 43, 3-4.

Yell, M.L., Katsiyannis, A., Losinski, M., & Marshall, K. (2015). Peer reviewed research and the IEP: *Ridley School District v. M.R., and J.R.* *Intervention in School and Clinic*, 51 (4), 253-257

2014

Collins, J. C., Ryan, J. B., Katsiyannis, A., Yell, M., & Barrett, D. E. (2014). Use of portable electronic assistive technology to improve independent job performance of young adults with an intellectual disability. *Journal of Special Education Technology*, 29(3), 15-29

Losinski, M., Katsiyannis, A., & Yell, M.L. (2014) Athletics and students with disabilities: What principals should know. *NAASSP Bulletin*, 98 (4), 310-323.

Yell, M.L., Conroy, T., Katsiyannis, A., Conroy, T (2014). Individualized education programs (IEPs) and special education programming for students with disabilities in urban schools. *Fordham Urban Law Review*, 41, 669-684.

Yell, M.L., Katsiyannis, A., & Losinski, M. (2014). Parental participation in special education: *Doug C. v. State of Hawaii*. *Intervention in School and Clinic*.

2013

Marshall, K.J., Karvonen, M., Yell, M.L., Lowery, K.A., Drasgow, E., Seaman, M.A. (2013). Project Respect: Towards an empirically based teacher mentoring model. *Journal of Disability Policy Studies*, 24, 127-136.

Yell, M.L., Katsiyannis, A., Ennis, R.P., & Losinski, M. (2013). Avoiding procedural errors in IEP development. *Teaching Exceptional Children*, 46 (1), 56-64.

2012

Yell, M.L., Katsiyannis, A., Collins, J.C., & Losinski, M. (2012). Exit Exams, High Stakes Testing, and Students with Disabilities: A Persistent Challenge. *Intervention in School and Clinic*. 14, 217-224.

2011

Yell, M.L., Katsiyannis, A. Losinski, M. (2011). Expenses associated with due process hearings. *Leadership insider: Practical perspectives on school law & policy*, 198 (11), 24-26.

2010

Conroy, T., Yell, M.L., Katsiyannis, A., & Collins, T.S. (2010). The U.S. Supreme Court and parental rights under the Individuals with Disabilities Education Act. *Focus on Exceptional Children*, 42, 1-16.

Yell, M.L. & Christle, C.A. (2010). Individual Education Programs: Legal requirements and research findings. *Exceptionality*, 18, 109-124.

Yell, M.L., & Drasgow, E (2010). The continuing influence of the law in special education. *Exceptionality*, 18, 107-109.

Yell, M. L., Katsiyannis, A. & Collins, J. C. (2010). *Compton Unified School District v. Starvenia Addison*: Child find activities and response to intervention. *Journal of Disability Policy Studies*, 21(2), 67-69.

Yell, M. L., Katsiyannis, A. & Collins, J. C. (2010). *Forest Grove v. T.A*: The Supreme Court and unilateral private placements. *Intervention in School and Clinic*, 46, 125-128.

Yell, M.L. & Walker, D. W. (2010). Response to intervention: The legal basis and current litigation. *Exceptionality*, 18, 124-136.

2009

Rozalski, M. E., Drasgow, E., Drasgow, F. & Yell, M.L. (2009). Assessing the relationships among delinquent male students' disruptive and violent behavior and staff's proactive and reactive behavior in a secure residential treatment center. *Journal of Emotional and Behavioral Disorders*, 17 (2), 80-92.

Yell, M.L., Conroy, T., Katsiyannis, A. & Ryan, J.B. (2009). *Schaffer v. Weast*: The U.S. Supreme Court on the burden of proof in special education cases: *Intervention in School and Clinic*, 44(4), 241-245.

Yell, M.L., Ryan, J.B., Rozalski, M.E., & Katsiyannis, A. (2009). The U.S. Supreme Court and Special Education: 2005 to 2007. *Teaching Exceptional Children*, 41(3), 68-75.

2008

Christle, C.A., & Yell, M.L. (2008). Preventing youth incarceration through reading remediation: Issues and solutions related to reading deficits for at-risk children. *Reading and Writing Quarterly*, 24(2), 148-176.

Conroy, T., Yell, M.L., & Katsiyannis, A. (2008). *Schaffer v. Weast*: The Supreme Court on the burden of persuasion in due process hearings. *Remedial and Special Education*, 29(2), 108-117.

Crockett, J, B, & Yell, M.L. (2008). Without data all we have are assumptions: Revisiting the meaning of a free appropriate public education. *Journal of Law and Education*, 37, 381-392.

Yell, M.L., Katsiyannis, A., Ryan, J.B., McDuffie, K. (2008). Recovery of Expert Fees in Special Education Administrative Due Process Hearings. *Intervention in School and Clinic*. 44(2), 112-116.

Yell, M.L., Katsiyannis, A., Ryan, J.B., McDuffie, K. & Mattucks, L. (2008). Twenty ways to ensure compliance with the Individuals with Disabilities Education Improvement Act of 2004. *Intervention in School and Clinic*. 44(1), 45-52.

Yell, M.L., & Rozalski, M.E. (2008). The impact of legislation and litigation on discipline and student behavior in the classroom. *Preventing School Failure*, 52, 7-16.

2007

Ryan, J.B., Sanders, S., Katsiyannis, A., & Yell, M.L. (2007). Using timeout effectively in the classroom. *Teaching Exceptional Children*, 39(4), 60-67.

Yell, M.L., Busch, T.W., Rogers, D.C. (2007). Planning instruction and monitoring student performance. *Beyond Behavior*, 17 (1), 31-40.

- Yell, M.L., & Drasgow, E. (2007). Assessment for Eligibility in special education under IDEIA and the 2006 Regulations to IDEIA. *Assessment for Effective Intervention*, 32, 202-213.
- Yell, M.L., & Drasgow, E. (2007). The *Individuals with Disabilities Education Improvement Act* of 2004 and the 2006 regulations: Implications for assessment. *Assessment for Effective Intervention*, 32, 194-201.
- Yell, M.L., Katsiyannis, A. & Hazelkorn, M. (2007). Reflections on the 25th anniversary of the Supreme Court's decision in *Board of Education v. Rowley*. *Focus on Exceptional Children*, 39 (9), 1-12.

2006

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FUNDED GRANTS

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2019-2023

U.S.

Department of Education, Office of Special Education Programs, Project Promote: Promoting policy, advocacy and legal literacy skills in special education leaders to serve in schools and communities.

Funded: Grant amount, \$1,237,347.00 Principal Investigators: Mitchell L. Yell, Kathleen Marshall, & Susan Bon.

2011-2015

U.S.

Department of Education, Office of Special Education Programs, Program Improvement Grant,

Funded: Grant amount \$974,452. Principal Investigator: Christine Christle, Co-Principal Investigators: Mitchell Yell and Edwin Dickey.

2009-2015

U.S.

Department of Education, Office of Special Education Programs, Project Speartip: Preparing Special Education Administrators in Response to Intervention Practices. Funded: Grant amount,

\$794,489.00 Principal Investigators: Kathleen Marshall, Mitchell L. Yell, & Erik Drasgow.

2008-2015

U.S.

Department of Education, Office of Special Education Programs, Project Paleeis: Preparing Researchers to Enhance Early Intervening Strategies. Funded: Grant amount, \$798,960.00.

Principal Investigators: Erik Drasgow, Mitchell L. Yell, Kathleen Marshall.

2008-2014

U.S.

Department of Education, Office of Special Education Programs, Preparing School Counselors as Related Service Providers for Children and Youth with Disabilities. Funded: Grant amount,

\$796,840.00. Principal Investigators: Donna Gibson & Mitchell L. Yell.

2007-2011

U.S.

Department of Education, Office of Special Education Programs, Project TRIAAD, General Supervision Enhancement Grant, Grant authors: Mitchell Yell, Suzanne Swaffield, & Courtney Foster. Funded: Grant amount, \$980,000.00. (This grant was written for the SC Department of Education).

2006-2009

U.S.

Department of Education, Institute of Educational Sciences, Developing a Tool to Assess the Quality of Individualized Education Programs (IEPs) for Students with Disabilities, Principal Investigators, Mitchell L. Yell, Erik Drasgow, Insoo Oh, Steven Liu. Research Grant. Grant Amount, \$264,715.00.

2004-2008

U.S.

Department of Education, Office of Special Education and Rehabilitative Services, Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Assessments of Behavior and To Implement Effective Behavior Intervention Plans That Include Antecedent

Academic Interventions-CFDA 84.325H, *Principal Investigators, Erik Drasgow and Mitchell L. Yell. Personnel Preparation Grant. Grant amount, \$780,480.00.*

2002-2006

U.S.

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2001-2005

U.S.

Department of Education, Office of Special Education Office of Special Education and Rehabilitative Services, Leadership Training Program in Special Education: Promoting the Translation of Research into Practice with Children with Disabilities-CFDA 84.324D, Principal Investigator, William H. Brown, Co-Principal Investigators, Kathleen J. Marshall & Mitchell L. Yell. Grant amount, \$796,995.00.

2000-2004

U.S.

Department of Education, Office of Special Education Office of Special Education and Rehabilitative Services, Project of National Significance Grant, Project Respect: Retaining Special Education Teachers-CFDA 84.325N, Co-Principal Investigators, Mitchell L. Yell, Erik Drasgow, & Kathleen J. Marshall, and Michael A. Seaman. Project of National Significance. Grant amount, \$446,448.00.

2000-2006

U.S.

Department of Education, Office of Special Education and Rehabilitative Services, Preparing Future Teachers of Students with Emotional and Behavioral Disorders to Conduct Functional Assessments of Behavior and To Implement Effective Behavior Invention Plans Based on Cognitive Behavioral Interventions-CFDA 84.325H, Co-Principal Investigators, Mitchell L. Yell & Erik Drasgow. Personnel Preparation Grant. Grant amount, \$592,902.00.

1998-2002

U.S.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Project ANSER: Addressing the Needs and Supports of Educational Reform for Students with Disabilities-CFDA 324.324F, Principal Investigators, Mitchell L. Yell, Jim Shriner, & Mike. Seaman. Field Initiated Research Grant, Grant amount, \$592,251.00.

State Grants (\$168,500)

2010 South Carolina Department of Education, Project PEPSE: Parents as Engaged Partners in Special Education. Funded: Grant amount \$50,000.00. Principal Investigator: Mitchell Yell

2010 South Carolina Department of Education, Airport High School Attendance Project. Grant amount \$50,000.00. Principal Investigator: Mitchell Yell

2010 South Carolina Department of Education, South Carolina Autism Society. Grant amount \$50,000.00. Principal Investigator: Mitchell Yell

2005 Department of Public Instruction for the State of Wisconsin. Project STAR: A survey of Department of Education policies regarding state-level timeout and physical restraint policies. Principal investigators, Mitchell L. Yell & Michael Rozalski. Amount-\$8,000.00.

1997 South Carolina Department of Education, Training Teachers of Students with Autism, Co-Principal Investigators, Mitchell L. Yell and Erik Drasgow, Grant amount, \$10,500.00, Status: Grant Funded.

Internal Grants (\$208,142)

2017 University of South Carolina, ASPIRE II Grant, Funded: Grant amount \$99,983. Interdisciplinary Collaboration for Improving Dyslexia Identification and reading Outcomes in South Carolina Schools: Development and validation of the South Carolina Automated Reading Assessment. Principal Investigator: Scott Decker, Co-Principal Investigators: Mitchell Yell, Stacy-Ann January, Alberto Maydeau, Kenn Apel, Suzanne Adlof.

2016 University of South Carolina, ASPIRE II Grant, Funded: Grant amount \$99,988. Promoting Engaged Parents in Special Education: Project PEPSE. Principal Investigators and Directors: Mitchell Yell & Mark Weist, Project Investigators: Christine Christle, Ryan Carlson, Rob Hock, & Scott Decker (Extension through August 2016)

1996 South Carolina Educational Policy Development Center, Educational Reform in South Carolina: A Needs Analysis. Principal Investigator, Mitchell L. Yell. Grant amount, \$5,000.00, Status: Grant Funded.

1994 University of South Carolina, Research and Productive Scholarships Grant, A national survey of the teacher needs of teachers of students with behavioral disorders. \$3,171.00, Principal Investigator: Mitchell L. Yell, Status: Grant Funded.

EDITORSHIPS

Editor: *Journal of Disability Policy Studies* (Term 2008-Present).

Associate Editor: *Remedial and Special Education*. Editors: K.L. Lane & E. Carter.

Editorial Board: *The Encyclopedia of Educational Reform and Dissent*. Editors, T. C. Hunt, J.C. Carper, T.J. Lasley, D.C. Raisch.

Editorial Board: *The Encyclopedia of Special Education*. Lead Editor, K. Vannest.

Section Editor: *Handbook of Special Education*. Editor: J.M. Kauffman, D.P. Hallahan, P. Pullen. Routledge.

Senior Editor: *Beyond Behavior* (Term 1996-2001).

Column Editor: *Preventing School Failure*. Column: Legal Issues (Term 2000-2002).

American Associate Editor: *Journal of Emotional and Behavioural Disorders* (Great Britain).

Special issue Co-editor: Riccomini, P. & Yell, M.L. (2007). Academic interventions and students with behavioral disorders. *Beyond Behavior*, 17 (1).

Special issue Co-editor: Yell, M.L. & Drasgow, E. (2007). The *Individuals with Disabilities Education Improvement Act* of 2004 and the 2006 regulations to IDEIA: Implications for assessment. *Assessment for Effective Intervention*, 33(2 & 4).

Special issue Co-editor: Yell, M.L. & Katsiyannis, A. (2004). Policy and research issues in the education of students with emotional and behavioral disorders. *Behavioral Disorders*, 29 (3).

Special issue Co-editor: Yell, M.L. & Busch, T. (2003). Curriculum-based Measurement. *Assessment for Effective Intervention*, 28 (3).

Special issue Co-editor: Yell, M.L. & Katsiyannis, A. (2003). Critical issues and trends in the education of student with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 18(3).

Special issue Co-editor: Yell, M.L. & Drasgow, E. (2000). Reauthorization of the Individuals with Disabilities Education Act: Analysis and implications for practice. *Journal of Special Education*, 33 (4), 194-267.

Special issue Editor: Yell, M.L. (1995). The law and the education of students with disabilities and those at risk for school failure. *Preventing School Failure*, 39 (2), 1-46.

Editorial Review Boards: *Behavioral Disorders*, *Exceptional Children*, *Focus on Autism and Other Developmental Disabilities*, *Journal of Emotional and Behavioral Disorders*, *Journal of Positive Behavior Interventions*, and *Supports*, *Journal of Special Education*, *Journal of Special Education Leadership*, *Remedial and Special Education*.

PH.D. STUDENTS SUPERVISED

Nichole Laintz-Adams, Ph.D. student-Special Education, 2014-2019

Gwen Reed, Ph.D. student-Special Education, 2012-Present

Sally Alexander, Ph.D. student-Special Education, 2008-2012

Carol Luetzow, Ph.D. student-Special Education, 2004-2008

George Johnson, Ph.D. student-Special Education,

Lora Lee Smith Canter, Ph.D. student-Special Education, 2004-2006

Michael Rozalski, Ph.D. student-Special Education, 1999-2001

Juhye Yook, Ph.D. student-Special Education, 1998-2000

HONORS AND AWARDS

- The Council for Exceptional Children's Research Award for 2020
- Outstanding Leadership Award of the Midwest Symposium for Leadership in Behavior Disorders (2014)
- Leonard Maiden Spirit of Service Award-University of South Carolina College of Education (2007)
- George Lackey Award for Inspirational Teaching, University of South Carolina College of Education (1992)
- Outstanding Research Award, University of South Carolina College of Education
- Outstanding Teacher Award, of the Midwest Symposium for Leadership in Behavior Disorders (1988)
- Carl Fenichel Research Award of the Council for Children with Behavioral Disorders (1987)

PERSONAL INFORMATION

Hassan A. Hassan

Phone

PROFESSIONAL GOAL

To inspire, empower, and prepare all stakeholders; to accomplish their individual goals and our collective school mission while providing rigorous, equitable opportunities for All.

EDUCATION

Ed. D – Doctor	University of St. Thomas	Expected/2023
Ed. S.	University of St. Thomas	Expected/2022
M.Ed.-Special Education	University of St. Thomas	2018
B.S- Business & Surgical Tech	St. Mary's university of MN	2011
Certificate of Leadership	Metropolitan Leadership	2016

LEADERSHIP EXPERIENCE

School Admin Intern	Higher Ground Academy	2021
OSEP Grant Advisory Board	University of St. Thomas	present
School Board Member	MN Transitions Charter Schools	2016-2019
Light Rail Supervisor	Metro Transit	2017

- supervised the daily operation of more than 120 employees including train operators, maintenance workers, such as signal, electric and mechanics.
- I performed monitoring trains on SCADA system, 911 dispatch, and data recording.

WORK EXPERIENCE

Instructional Coach	Higher Ground Academy	since 2020

- I provided essential leadership for the teachers through support, training, and coaching. Also, I supported increasing student achievement and teacher capacity.
- I modeled lessons in classrooms on a daily/weekly basis. And I built a strong relationship with teachers, administrators, and other staff.
- I provided direction and coordination for how the curriculum is taught. And I assisted teachers with resources, materials, tools, information, etc.
- I supported teachers and administrators in using data to improve instruction on all levels and I led the following site teams: PBIS, Sped team, 7 and 8 grade level teams.

Special Education Teacher	Higher Ground Academy	since 2017

- Taught 7th - 12th grade special education while developing pedagogical knowledge and leadership skills. And I participated in PLCs (Professional Learning Communities) & curriculum writing.
- Assessed student learning through standards-based grading and an equal interval scale.

REFERENCES: Available upon request.

Appendix C

Certification of No Service Fees

Table of Contents

Letter, University of St. Thomas.....	1

Letter, University of St. Thomas



All for the Common Good™



27 May 2022

TO: US Department of Education SEED Review Committee

SUBJECT: No fee charged

The University of St. Thomas certifies that all services provided in the SEED grant to our partners, local LEAs, including the St. Paul Public Schools, Minneapolis Public Schools, SouthWest Metro Intermediate District, and ISD 917 will not result in direct fees for participating students or parents.

Please let me know if any additional information is required.

Sincerely,



Michael J. Warnock

Appendix D

Supporting Letters

Table of Contents

Executive Vice President And Provost, University Of St. Thomas.....	2
Associate Vice President Of Academic Technology And Innovation, University Of St. Thomas	4
Dean And Frey Endowed Chair, Dougherty Family College University Of St. Thomas.....	6
Interim Dean, School Of Education University Of St. Thomas	8
External Evaluator	10
Administrator, Minneapolis Teacher Residency Program, Minneapolis Public Schools.....	11
Director Of Special Education, District 196.....	13
Directors Of Special Education, Anoka-Hennepin Schools	15
Director Of Special Education Region 10	17
Director Of Special Education, Minnesota Department Of Education.....	18
Executive Director, The Autism Society Of Minnesota	20
Alumni, Hassan Hassan	22
Alumni, Abdullahi Abdi	24
Alumni, Isadin Hussein.....	26
Alumni, Zeinab Abdalla	27
Alumni, Sharita Benson.....	28
Alumni, Elizabeth Thao	29
Alumni, Khadija Sheikh	30
Alumni, Katy Buxton.....	32
Alumni, Jeri Klein.....	33
Alumni, Melissa Paulsen	34
Alumni, Deeqa Hussein	35
Alumni, Liban Ahmed	37
Alumni, Sarah Olson.....	38

Executive Vice President and Provost, University of St. Thomas



Executive Vice President and Provost



U.S. Department of Education
Washington, D.C. 20202

Dear SEED,

I write today to enthusiastically support a University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, or enhance the skills of educator.

The grant would allow our School of Education Department of Special Education to develop a residency pathway for undergraduate students who want to pursue a bachelor's degree and a special education license. We would recruit students who have associate degrees from our two-year colleges and work as paraprofessionals in our partner schools such as St. Paul Public Schools, Minneapolis Public School Districts, and other public schools including charter schools. The grant would also provide opportunities for students in our Dougherty Family College, a two-year program, to complete internships during their second year of study and pursue a bachelor's degree through the residency program.

Our success in using a residency model has prepared us well for this grant work. Working in partnership with St Paul and Minneapolis Public Schools, we have graduated 11 cohorts who completed a full-time, 15-month graduate program and earned master's degrees and licenses in elementary education or special education.

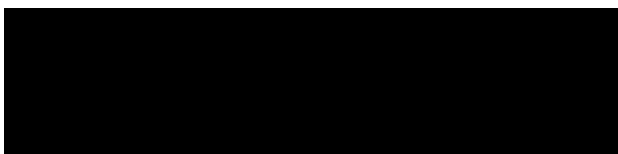
Our early experience with the residency model has reinforced the importance and the value of increasing diversity in the teaching workforce through the careful recruitment, preparation, mentoring and retention of men and women who have a clear passion for education. With a SEED grant, we hope to expand our programs to provide opportunities.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical/residency experiences and ongoing professional development for course instructors and mentor teachers.
3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma informed.

This grant will provide tuition dollars for teacher candidates, important evaluation data and expand pathways for individuals to become teachers through the personnel preparation program at the University of St. Thomas. We enthusiastically support this grant proposal and look forward to our work together.

Sincerely,



Eddy M. Rojas, Ph.D.
Executive Vice President and Provost

Associate Vice President of Academic Technology and Innovation, University of St. Thomas



U.S. Department of Education
Washington, D.C. 20202
May 30, 2022

Dear SEED:

I am writing this letter in **full support** of the University of St. Thomas (UST) application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A.

St. Thomas E-Learning and Research (STELAR) center helped develop a micro credential and digital badge ecosystem that supports student learning and professional development across the University's academic and non-academic units. We started digital badging with an online learning badge series in 2018 and significantly scaled these efforts in Fall 2020 as the University community embraced online learning during the COVID-19 pandemic. STELAR has developed over 25 micro credentials with digital badges through a high degree of collaboration and cross-department partnerships between subject matter experts (e.g., Special Education faculty) and our team of instructional designers. Badgr, our digital badging system, fully integrates with our learning management system to provide students and their employers with electronic, visual indicators of knowledge, skills, and competencies students gain from these structured learning experiences.

This proposal builds off our existing micro credential work with UST School of Education's Department of Special Education to increase the number of highly effective educators by supporting the implementation of evidence-based practices that prepare, develop, and enhance educator skills. Specifically, this project provides teacher candidates and k-12 educators with three evidence-based micro credentials for professional enhancement awarded by digital badges:

1. Teaching Social and Emotional Learning and Foundations of Mental Health Development from an Antiracist Approach
2. Understanding Behavior from a Cultural and Trauma-Informed Perspective
3. Engaging in Personal Self Care to Support Emotional Wellbeing and Retention of Educational Professionals

These micro credentials are designed to reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences.

Additionally, the project will create a micro credential for cooperating teachers and course instructors to enhance mentor competencies:

4. Instructional Coaching for Equity to Support Educators and Teacher Retention

UST Special Education faculty will work with STELAR instructional designers on the development of these four micro credentials that help prepare and support the academic, social, and emotional (SEL) needs of students and educators. The goals of this project will have a lasting impact on the Special Education community in Minnesota for generations.

Sincerely,

Jonathan Keiser, PhD
Associate Vice President of Academic Technology and Innovation

Dean and Frey Endowed Chair, Dougherty Family College University of St. Thomas



Dougherty Family College



U.S. Department of Education

Washington, D.C. 20202

May 26, 2022

Dear SEED:

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

Dougherty Family College is excited to partner on some of the activities embedded in this grant, which include:

- Middle School college visits all three years of the grant to ignite the interests in careers in education early.
- Internships for Dougherty Family College students all three years of the grant. Therefore, associate-degree seeking students can work in schools and see themselves working within educational careers.
- Undergraduate tuition + books/fees + room/board for Dougherty Family College associate degree students in years 3 and 4 to remove the financial barriers to becoming an educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical/residency experiences and ongoing professional development for course instructors and mentor teachers.

3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma-informed.

This grant will provide tuition dollars for teacher candidates, important evaluation data and expand pathways for individuals to become teachers through the personnel preparation program at the University of St Thomas. I enthusiastically support this grant proposal and look forward to our work together.

Sincerely,

A solid black rectangular box used to redact the signature of Buffy Smith.

Buffy Smith, Ph.D.
Dean, Frey Endowed Chair
Dougherty Family College

Interim Dean, School of Education University of St. Thomas



School of Education



Washington, D.C. 20202

May 15, 2022

Dear SEED:

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical/residency experiences and ongoing professional development for course instructors and mentor teachers.
3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma-informed

Importantly, the University of St Thomas Project builds on our successful teacher preparation partnerships. With a seven-year record of accomplishment, attracting, supporting, graduating, and retaining under-represented teacher candidates in our schools, we have partnered to prepare 260 graduates to teach in our local districts. Over 60% of those graduates identify as persons of color. The program is a non-traditional pathway to licensure that allows participants to work side-by-side with a licensed teacher in a residency model over the course of the full year, while taking graduate-level coursework once a week. These pathways are Grow Your Own programs with an emphasis on reaching our unlicensed support staff of color to meet the needs of our diverse learners.

The outcomes of this project have the capacity to impact both teacher's skills and student achievement. This project will enhance and expand our established residency programs through the achievement of our project goal, objectives, measures, and outcomes. The inclusion of a yearly summit will allow for conversations about how to engage in collaboration across districts yet remain nimble enough to meet the unique needs of specific districts. The funding of this project allows us to demonstrate to districts the long-term impact of a residency and induction support, as well as the cost-savings of the model to sustain the project beyond the grant period. Through this grant we will be equipped to develop and sustain an innovative model of teacher preparation that addresses the needs of our community, partners, and K-12 students. St. Thomas' School of Education, through the design of this project, has the needed support and capacity (current faculty, grant supported positions, community engagement and partnerships, effective design) to make a lasting impact on the preparation of under-represented teacher candidates and the children in Minnesota's K-12 schools.

This grant will provide tuition dollars for residency teacher candidates, important evaluation data and expand our successful partnership with school districts. We are especially excited about the opportunity to support a critically needed undergraduate pathway in addition to evaluating our successful graduate pathway. Our partnerships with school communities have been invaluable to our university and the teachers we prepare. I enthusiastically support this grant proposal, which is linked to the mission of the university to advance the common good.

Sincerely,

Amy F. Smith, Ph.D.
Interim Dean, School of Education
Associate Professor

External Evaluator



May 25, 2022

Dear Dr. Brusnahan,

Thank you for asking me to serve as an external evaluator for your proposal to the SEED grant application funded by the Office of Elementary and Secondary Education in the U.S. Department of Education. I am pleased to offer my services. In this role, I will assist project personnel in evaluating your program to increase pathways for elementary and special education to get licenses for elementary and special education teachers emphasizing STEM and social-emotional learning. I am especially pleased to see the importance you place on recruiting candidates of color and those who are culturally diverse

I believe this grant program perfectly aligns with your college's mission to prepare future educators by connecting with diverse local communities, successfully recruiting students from under represented populations, and teaching evidence-based practices. The success of your program in recruiting students from the Somali and Hmong communities is outstanding. I applaud the emphasis on sustaining your program through the Teaching Pathways Summit.

You have written a strong proposal and I wish your good luck in the competition. Again, I am pleased to assist you as an external evaluator..

Sincerely,

A black rectangular box redacting the signature of Mitchell Yell.

Mitchell Yell
Fred and Francis Lester Palmetto Chair of Teacher Education
University of South Carolina
Columbia, SC 29208

Administrator, Minneapolis Teacher Residency Program, Minneapolis Public Schools



MINNEAPOLIS
PUBLIC SCHOOLS
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Human Resources
1250 West Broadway Avenue
Minneapolis, Minnesota 55411
Phone: [REDACTED]
Fax: [REDACTED]

Channing Jones
Administrator, Minneapolis Residency Program

U.S. Department of Education
Washington, D.C. 20202
May 31, 2022

Dear SEED:

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma-informed

Importantly, the University of St Thomas Project builds on our successful teacher preparation partnerships. With a five-year record of accomplishment, attracting, supporting, graduating, and retaining under-represented teacher candidates in our schools, we have partnered to prepare nearly 60 graduates to teach special education in our district. Approximately 60% of those graduates identify as a person of color. The program is a non-traditional pathway to licensure that

allows participants to work side-by-side with a licensed teacher in a residency model over the course of the full year, while taking graduate-level coursework once a week. The Minneapolis Special Education Teacher Residency (MSTR) is a Grow Your Own program with an emphasis on reaching our unlicensed support staff of color to meet the needs of our diverse learners. This diversity of graduates has made a significant impact on the students and staff of Minneapolis Public Schools as we look to address issues of inequity in our district.

Minneapolis Public Schools (MPS) is one of the largest public-school districts in Minnesota. We serve over 35,000 students from Pre-K to age 21 in approximately 70 schools. 65% of our students identify as students of color with approximately 60% of students qualifying for Free and reduced lunch.

This grant will provide tuition dollars for residency teacher candidates, important evaluation data and expand our successful partnership with the University of St Thomas. We are especially excited about the opportunity to support a critically needed undergraduate pathway in addition to evaluating our successful graduate pathway.

Our partnership with St. Thomas on this program has been invaluable to our district and the students we serve. I enthusiastically support this grant proposal and look forward to our continued work together on behalf of the students, families, and staff of MPS.

Sincerely,

Channing Jones
Administrator, Minneapolis Teacher Residency Program
Minneapolis Public Schools

Director of Special Education, District 196



Janet Fimmen
Director of Special Education

P: [REDACTED]
F: [REDACTED]

May 26, 2022

U.S. Department of Education
Washington, D.C. 20202

Dear SEED:

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities and organizations focused on building a more diverse educator pipeline.
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3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma-informed

Importantly, the University of St Thomas Project builds on successful teacher preparation partnerships with a record of accomplishment, attracting, supporting, graduating, and retaining under-represented teacher candidates in schools. The program is a non-traditional pathway to licensure that allows participants to work as a teacher or paraprofessional over the course of their two years of taking graduate-level coursework. We have participated in this Grow Your Own program with an emphasis on reaching our unlicensed support staff to meet the needs of our students in special education.

This grant will provide tuition dollars for teacher candidates, important evaluation data and support partnerships with the University of St Thomas. We are excited about the opportunity to support a critically needed undergraduate pathway in addition to evaluating the graduate pathways. Our partnership with St. Thomas has been valuable to our district and the students we serve. I support this grant proposal and look forward to our continued work together on behalf of the students, families, and staff.

Sincerely,

Janet Fimmen

Director of Special Education



DISTRICT196.ORG

Rosemount-Apple Valley-Eagan Public Schools
3455 153rd Street West • Rosemount, MN 55068

Directors of Special Education, Anoka-Hennepin Schools



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U.S. Department of Education
Washington, D.C. 20202
May 25, 2022

Dear SEED:

We are writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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3. Providing high-quality programming to prepare effective culturally relevant teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills and is trauma-informed.

Importantly, the University of St Thomas Project builds on successful teacher preparation partnerships with a record of accomplishment, attracting, supporting, graduating, and retaining under-represented teacher candidates in schools. The program is a non-traditional pathway to licensure that allows participants to work as a teacher or paraprofessional over the course of their two years of taking graduate-level coursework. Anoka-Hennepin School District has participated

in this Grow Your Own program with an emphasis on reaching our unlicensed support staff to meet the needs of our students in special education for the past 3 years. With special education teacher shortages and a very small number of underrepresented racially and culturally diverse communities, the University of St. Thomas has assisted us in growing a substantial number of teachers through this program.

This grant will provide tuition dollars for teacher candidates, important evaluation data and support partnerships with the University of St Thomas. We are excited about the opportunity to support a critically needed undergraduate pathway in addition to evaluating the graduate pathways. Anoka-Hennepin School District's partnership with St. Thomas has been valuable to our district and the students we serve. We support this grant proposal and look forward to our continued work together on behalf of the students, families, and staff.

Sincerely,

Stacey A Dahlby

Stacey A Dahlby

Director of Special Ed for Secondary Schools
Ed for Elementary Schools [REDACTED]

Melissa Hayes

Melissa Hayes

Direct of Special
[REDACTED]

Director of Special Education Region 10

U.S. Department of Education
Washington, D.C. 20202

Date: May 31, 2022

Subject: Letter of Support for University of St. Thomas Grant Application

Grant Application: Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A

Dear Department of Education,

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

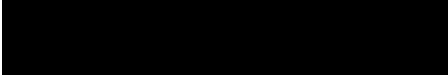
The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.
3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I fully support the University of St. Thomas's project and application for the SEED grant that will support the continued growth of new and veteran educators in the field both from greater Minnesota regions where the population pool is narrow as well as increasing diversity into the teacher candidate pipeline.

I am confident the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support students in special education.

Thank you for your consideration.


Christian Wernau

Director of Special Education, Minnesota Department of Education



May 17, 2022

U.S. Department of Education Washington, D.C. 20202

Dear SEED:

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

4. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
5. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.
6. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

This grant will provide tuition dollars for residency teacher candidates, important evaluation data and expand successful school district partnerships with the University of St Thomas. We are especially excited about the opportunity to support a critically needed undergraduate pathway

This project supports the Minnesota Department of Education in its mission to give students Equitable Access to Excellent and Diverse Educators, increasing retention efforts in special education, using innovative strategies to support our workforce and students, as well as supporting recruitment of teacher candidates for specific areas of need in special education. The nature of this project helps to support the needs of educators in Minnesota to become well prepared leaders in their field.

We are excited about the possibilities this project would bring to Minnesota. If the University of St. Thomas is awarded this opportunity, we would be happy to support the project moving forward as it continues to align with our vision and values at the Department. We would be happy to help collaborate in any way possible to support this project moving forward. Supporting specialized training and preparation of teachers in social and emotional development will benefit students in Minnesota for years to come.

The goals of this opportunity will have a lasting impact on the Special Education community in Minnesota for generations. Not only would it support new teachers by providing nontraditional pathways to learn in innovative ways, but it would also influence these students to become future leaders in their field. Additionally, the possibilities of recruiting teachers from our growing diverse populations in Minnesota, increasing our teachers of color, would hopefully have an impact on students aspiring to become teachers across our state. We hope to help support the inspiration of our students to choose to become educational leaders within and across our diverse communities in Minnesota.

We thank you for this opportunity.

Sincerely,



Robyn Widley

Director of Special Education



Minnesota Department of Education

400 NE Stinson Blvd., Minneapolis, MN 55413

education.mn.gov

Executive Director, The Autism Society of Minnesota

U.S. Department of Education
Washington, D.C. 20202
May 20, 2022



U.S. Department of Education
Washington, D.C. 20202

Date: May 22, 2022

Subject: Letter of Support for University of St. Thomas Grant Application

Grant Application: Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A

Dear Department of Education,

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.
3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I fully support the University of St. Thomas's project and application for a grant.

I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support students in special education.

Thank you for your consideration.

Sincerely,



Ellie Wilson
Executive Director
The Autism Society of Minnesota
2380 Wycliff Street, Suite 102
St. Paul, Minnesota 55114
www.ausm.org
651-647-1083

Minnesota's First Autism Resource®

2380 Wycliff St. #102 • St. Paul, MN 55114

Telephone: 651.647.1083 • Fax: 651.642.1230 • Website: www.ausm.org • E-mail: info@ausm.org

Alumni, Hassan Hassan

U.S. Department of Education
Washington, D.C. 20202

Subject: Letter of Support for University of St. Thomas Grant Application

Grant Application: Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A

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As a former recipient of a federal grant, I fully support the University of St. Thomas's project and application for a grant. I am certain the grant will produce highly qualified and culturally responsive special education leaders who will serve and support students and their families. The educators, like myself, will answer ever-growing calls in communities and schools across the country. I have firsthand experience of what it means to answer that call and play a crucial role in meeting the demand of the community. This includes educating students with special needs, building trust, and acting as a bridge between my school and parents. This would not have been possible without a previous grant received by the University of St. Thomas and the university's support throughout the two-year duration of the program.

I will support the grant by leading the advisory council. We will meet each semester to plan and monitor grant implementation. The council will additionally include university representatives, LEAs, community members (e.g., individuals with disabilities and diverse cultural and social identities) and organizations to help us reduce historical and enduring barriers to entry to the profession for traditionally underrepresented communities (e.g., Hmong, Somali). I will plan and team collaboratively with the university, partner districts, DFC two-year college, and community partners to help recruit, prepare, and support effective educators through the residencies. Additionally, our planning teams will review data, implement enhancements, and ensure the project meets districts and community needs. We will utilize need assessments to guide planning with the university's partners.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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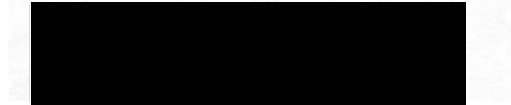
practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.

3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely



Hassan A. Hassan

Graduate Student

Department of Educational Leadership

f 1 

University of St. Thomas | stthomas.edu

Alumni, Abdullahi Abdi

U.S. Department of Education
Washington, D.C. 20202

Subject: Letter of Support for University of St. Thomas Grant Application

Grant Application: Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A

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The goals of the St Thomas Project meet the purpose of the SEED program by:

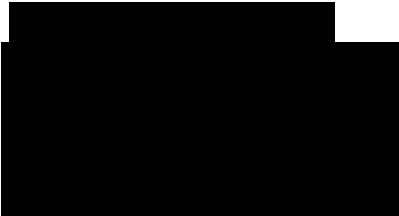
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I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Best Regards,

Abdullahi Abdi



Alumni, Isadin Hussein

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

A grant program helped me become a teacher that educates the community about ASD and provides resources that they need to support their children with special needs. As a parent with a son that has autism, getting information about resources was one of the challenges that I encountered. I will collaborate on the project:

1. I will participate in the recruitment plan for the program and willing to conduct interviews with prospective students.
2. Collaborate on creation of any specialized training such as teaching how to advocate for the needs of children and building relationship with school staff.
3. The grant will help the field of education by educating much needed special education leaders. In addition, the whole community will benefit from having more scholars in the field who are culturally responsive and understand our diverse student population.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Isadin Hussein

Isadin Hussein
Special Education Teacher

Alumni, Zeinab Abdalla

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

My name is Zeinab Abdalla, M.Ed., founder of the Hangool Learning Project, and in my third year of education for my doctorate. I received a grant when I began studying for my Master's degree in Special Education in 2016. I did not think I would ever move beyond a bachelor's degree, until my academic advisor told me about the grant and how it could help me become even more accomplished in my field of study. Previously, I could not have dreamed of working towards my Ed.D. Because of my grant, I was able to study Autism and ADHD, two learning disorders that affect the Somali community.

My skills help me to assist my community, which is beginning to learn how to deal and teach children with ADHD and Autism. The accomplishment of gaining my Master's degree spurred me on to try for my doctorate in Educational Leadership and Learning.

As a Somali mother and wife, I have access to a large number of students, teachers, and families. It is part of my mission in life to spread the zeal for learning and to ensure that Somali men and women who wish to go further can take advantage of opportunities like grants in order to realize their dreams. If we teach people how to teach each other, the stigma of ignorance can be lifted from an entire community. They can learn how to survive and thrive.

The University of St. Thomas grant would give students who may not be able to otherwise afford higher education a chance to receive their special education leadership credentials. Because of grants,, I was able to move forward in my career and education in order to establish myself in the Somali community as a leader in special education. Other students should be able to have the same opportunities.

Thank you so much,

Zeinab Abdalla

Zeinab Abdalla, M.Ed.
Doctoral Student, Department of Educational Leadership

[REDACTED]

Alumni, Sharita Benson

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

I am a former recipient of a grant. This grant has given me the opportunity to expand my knowledge and work with underrepresented populations of students. In addition, this grant helped me earn another license that has helped me advance my career.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
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3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,

Sharita Benson
District Program Facilitator
Minneapolis Public Schools

Alumni, Elizabeth Thao

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

Training teachers to re-frame their mindsets regarding disability from a strengths-based viewpoint paired with their ability to consider and express racial, cultural, and linguistic factors will, in turn, empower them to be able to use their roles as educators and leaders to share this knowledge and provide information in a way that educates parents, families, and communities about seeing special education as a resource and benefit rather than as a deficit or a stigma for a child. Communities will directly benefit from this teachers who understand the importance of access to a quality education to support the child, which in turn allows for fostering the most potential possible in their educational growth.

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I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,

Elizabeth Thao, M.Ed
Academic and Behavioral Strategist | Special Education Teacher

[Redacted Signature]

Alumni, Khadija Sheikh

U.S. Department of Education
Washington, D.C. 20202
U.S. Department of Education
Washington, D.C. 20202

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I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

As the world becomes a global village that presents enormous challenges and opportunities for today's special educators and leaders who work with individuals with disabilities such as autism, I have significantly benefited from a previous grant because it prepared me to be a culturally responsive special educator.

As the population of our nation increases, special education become considerably demanding for more ethically responsible special educators. The University of St. Thomas's special educator program has provided me with the necessary educational tools to become a globally and ethically competitive and a principled special educator and a social worker. Supervisors, coworkers, and most people that I interact with daily often compliment on my ingenuity, warmth, and understanding of others, which led me to proceed through my new career as a special educator with great confidence.

I am willing to help recruit scholars who will be eligible for the program. I will also volunteer to be part of a collaborative team for the creation of any specialized training on culture, behavior, and, most of all, mental health among refugee and immigrant communities.

Moreover, I have both my short and long-term goals: to serve communities, specifically, for families and children with special needs. These goals are my motivation to overcome the challenges of life and the trials and tribulations that I went through as a person who went through the agony of civil war, and the resulting loss of family members, as well as friends and neighbors, and most of all life's struggles in the refugee camp.

I believe that both of my short and long term and professional goals which are to serve as a self-fulfillment to my lifelong desire to serve a cause greater than my self-interest, a concern for humanity.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

It is my earnest hope that you will find the grant request appealing and consider this letter in support of the University of St. Thomas application for a Grant.

Sincerely,
Khadija Sheikh

A large black rectangular redaction box covering the signature area, with a small white vertical bar visible near the bottom left corner.

Alumni, Katy Buxton

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

I am a former recipient of a grant. With this grant, I earned my initial teaching license in Special Education (ASD). I was offered a teaching position immediately after graduating and am currently providing quality, culturally competent education to students who receive Special Education services at a diverse, urban school. The grant helped me by decreasing the amount of my student loan debt and lessening the financial burden while I completed my program.

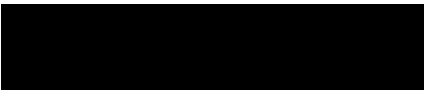
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I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,



Katy Buxton
Special Education Teacher
Global Academy
3000 5th St. NW
New Brighton, MN 55112



Alumni, Jeri Klein

U.S. Department of Education
Washington, D.C. 20202
U.S. Department of Education
Washington, D.C. 20202

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I am a former recipient of a grant. When I was approached about entering the ASD Licensure program last year, I was unsure of enrolling in a program in the area of a field I have taught over 20 years. I was also skeptical of the cost of this licensure, as I would not benefit financially from this work. With the help of the grant, and the connections that I made through the program, I now am 100% sure I made the right choice. The amount of information I learned through this program will undoubtable make me a better teacher and support staff from now until the end of my career in education. Without the support of the grant, I would not have been able to enroll into the program at St Thomas University.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,

Jeri Klein

Work Coordinator at Wayzata Transition

Alumni, Melissa Paulsen

U.S. Department of Education
Washington, D.C. 20202

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I am a former recipient of a grant. The grant allowed me to increase my skills in providing support to students with Autism. I have been able to incorporate the learning into my daily practice as a special education teacher working with transition-aged students. Without the grant, I would not have been able to participate in this professional growth opportunity. The learning and growth as a professional have been invaluable and have made me an even better educator.

The goals of the St Thomas Project meet the purpose of the SEED program by:

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I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,

Melissa Paulsen

Special Education Teacher

Alumni, Deeqa Hussein

U.S. Department of Education
Washington, D.C. 20202

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The grant allows aspiring minority teachers, such as myself, a Somali-American, to become qualified special education leaders in the state of Minnesota. The quality education I received at the University of St. Thomas through a similar program has empowered and prepared me to serve students with disabilities and their families with competence. With the experience and education gained, I can make a difference not only in the Somali community but the community at large. I feel fortunate to be a diverse representation in Minnesota's teacher force, an opportunity made possible by a grant project. I plan to collaborate on the grant project by offering advice or mentorship to new teachers. Another way I can assist is to share insight and ideas on the working of the program.

The goals of the grant will impact the field of special education and our community in two ways. The first is by increasing the diversity in educational leadership in the state of Minnesota. The second impact of the grant is to prepare competent and qualified teachers to enter the workforce alleviating the increased demand for more teachers in our schools. The purpose of the grant is to train teachers on how to serve students better. The impact extends far beyond bringing new and diverse teachers into the classrooms; it extends generationally. For example, I am the first special education teacher in my family, the start of a legacy.

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I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,
Deeqa Hussein

[REDACTED]
[REDACTED]

Alumni, Liban Ahmed

U.S. Department of Education
Washington, D.C. 20202

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As a former recipient of a federal grant, I fully support the University of St. Thomas's project and application for a grant. I am certain the grant will produce highly qualified and culturally responsive special education leaders who will serve and support students and their families. The educators, like myself, will answer ever-growing calls in communities and schools across the country. I have firsthand experience of what it means to answer that call and play a crucial role in meeting the demand of the community. This includes educating students with special needs, building trust, and acting as a bridge between my school and parents. This would not have been possible without a previous grant received by the University of St. Thomas and the university's relentless support throughout the two-year duration of the program.

The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.
3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,

Liban Ahmed



Alumni, Sarah Olson

U.S. Department of Education
Washington, D.C. 20202

I am writing this letter in support of the University of St. Thomas application for a Grant under the Department of Education 2022 for the Supporting Effective Educator Development (SEED) program, Catalog of Federal Domestic Assistance (CFDA) number 84.423A. The purpose of the SEED Grant Program is to provide funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educator.

I am a former recipient of a grant. I have benefited from the grant in many ways. I have learned new strategies for supporting my students with communication, social, emotional, behavioral, and sensory needs. I have learned about numerous resources that I can utilize when problem solving and planning for individual needs. The grant gave me skills in providing research-based interventions for students with ASD.

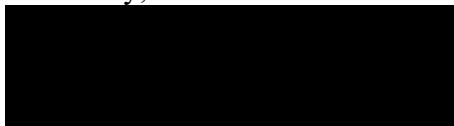
The goals of the St Thomas Project meet the purpose of the SEED program by:

1. Creating, implementing, and evaluating comprehensive, high-quality pathways that reduce barriers and prepare individuals from traditionally underrepresented racially and culturally diverse communities to become educators by collaborating with partner schools, their communities, and organizations focused on building a more diverse educator pipeline.
2. Anchoring the multiple pathways in evidence-based practices that prepare, develop, and enhance the skills of educators by integrating content and pedagogy learned in the coursework to the practice of teaching through high quality and year-long clinical residency experiences and ongoing professional development for course instructors and cooperating mentor teachers.
3. Providing high-quality programming to prepare effective culturally and linguistically sustaining teachers who meet the academic, social, and emotional (SEL) needs of students by providing explicit support for developing students' social and emotional skills utilizing trauma-informed practices.

I am certain the grant will produce highly qualified and culturally responsive special education leaders who will effectively serve and support families and their children.

I fully support this project and application for a grant and will do my best to help recruit qualified candidates through my community networks.

Sincerely,



Sarah Olson Special Education Teacher

Appendix E

Propriety Information

There is no propriety information in the University of St. Thomas, School of Education SEED grant request.

Appendix F Cost Share

Table of Contents

Minneapolis Public Schools.....	1
Anoka-Hennepin Schools	2
District 196.....	3

Minneapolis Public Schools



MINNEAPOLIS
PUBLIC SCHOOLS

Urban Education. Global Citizens.

Human Resources
1250 West Broadway Avenue
Minneapolis, Minnesota 55411
Phone: [REDACTED]
Fax: [REDACTED]

Channing Jones
Administrator, Minneapolis Residency Program

May 31, 2022

Dear Lynn,

Minneapolis Public Schools is pleased to participate in your proposal entitled **“Learn, Work, and Earn: Grow Your Own Practice-Based Residency Pathways to Prepare Effective Educators”** to the US Department of Education. We understand that if the proposal is funded, we can anticipate tuition support of \$10,000 for each resident from our school that participates in the funded proposal. If the proposal is funded, we anticipate having 15 residents to participate in your proposed program.

For each resident selected to participate in the program, we agree to provide a minimum of \$5,000 of cost share to the project. This cost share will conform to the requirements for cost share defined in CFR 200.306.

We wish you the best of luck on the proposal and eagerly anticipate joining you in this exciting program.

Sincerely,

Channing Jones

Anoka-Hennepin Schools



SPECIAL EDUCATION SERVICES

ANOKA-HENNEPIN SCHOOLS

✉ 2727 N. Ferry St., Anoka, MN 55303

☎ 763-506-1350 • Fax: 763-506-1365

💻 ahschools.us

L Lynn Stansberry Brusnahan
Professor, Department of Special Education
School of Education
University of St. Thomas
1000 LaSalle Ave., MOH 217
Minneapolis, MN 55403

May 25, 2022

Dear Lynn,

Anoka-Hennepin School District is pleased to participate in your grant proposal for funding through the Supporting Effective Educator Development (SEED) program. We understand that if the proposal is funded, we can anticipate tuition support of \$10,000 annually for each of our District staff members (Special Education paraeducators and Tier 2 teachers) who participate in the St Thomas Work and Learn program. If the proposal is funded, we anticipate having 35 total staff participate in the program. For the 2022-2023 academic year, eighteen will be in their second year of the ABS licensure program and seventeen will be in their first year of the two-year program. We would anticipate the same number or more in future years.

For each employee in this program who continues to work for the district and remains in good standing, we agree to provide a minimum of \$5,000 of cost-share in the form of the salary that they receive for the position they hold and perform (Special Education paraeducators and Tier 2 teachers). This cost-share will conform to the requirements for cost-share as defined in 2 CFR 200.306.

We wish you the best of luck on the proposal and eagerly anticipate joining you in this exciting program.

Sincerely,



Julie Phillips
Recruitment & Retention Specialist
Anoka-Hennepin School District

District 196



DISTRICT196
One District. Infinite Possibilities.

Janet Fimmen
Director of Special Education

P:
F:

May 26, 2022

Dear Lynn,

Independent School District 196 is pleased to participate in your proposal entitled "Supporting Effective Educator Development (SEED)" to the US Department of Education. We understand that if the proposal is funded, we can anticipate tuition support of \$10,000 per each resident from our District that participates in the funded proposal. If the proposal is funded, we anticipate having 4 residents to participate in your proposed program. For each resident selected to participate in the program, we agree to provide a minimum of \$5,000 of cost share to the project. This cost share will conform to the requirements for cost share as defined in 2 CFR 200.306.

1. Personnel costs associated with the management or administration of the project.
2. Personnel costs associated with the time that project participants engage in project activities, including, but not limited to:
 - a. Professional Development (see the definition of "professional development" in section 8101(42)
 - b. of the ESEA).
 - c. Mentoring, coaching, or teacher leadership.
 - d. Classroom instruction time implementing new strategies or activities stemming from the results of the educator evaluations and support system.
 - e. Project planning activities, including participation in professional learning communities.
 - f. Formative or summative evaluation activities and costs of reviewing research-based practices relating to the project.
3. Non-personnel costs relating to the implementation, management, or administration of the project that are discounted or provided, including, but not limited to:
 - a. Training-related supplies.
 - b. Project-related communications.
 - c. Technology integral to the project.
 - d. Purchases, upgrades, or licensing fees needed for project data management systems.

We wish you best of luck on the proposal and eagerly anticipate joining you in this exciting program.

Sincerely,

Janet Fimmen
Director of Special Education

DISTRICT196.ORG

Appendix G

Syllabi

Table of Contents

Minnesota Competencies Embedded in Coursework	2
8710.2000 Standards Of Effective Practice For Teachers.	2
8710.5050 Special Education: Academic & Behavioral Strategist.	11
Coursework Overview	17
Schedules	22
Sample Schedule of Graduate 1 Year Residency Pathway	22
Sample Schedule of Graduate 2 Year Pathway	24
Sample Undergraduate 2 Year	26
University Core Curriculum	31
Sample DFC Curriculum	32
SEP Courses.....	33
REDP 601 & 609 Pathway to Teaching I & II	33
REDP 602 & REDP 603 Educational Equity & Inclusive Practices I & II	51
REDP 604 Environments for Success.....	74
REDP 605 Effective Teaching & Learning	84
REDP 607 Literacy Development	110
Professional ABS Core Requirements	126
REDP 625 Applied Behavior Analysis: Behavior Interventions and Learning Environments	126
REDP 624 Professional Practice: Collaboration, Co-teaching and Educational Technology	147
REDP 621 Fundamentals: Mild to Moderate Disabilities	180
REDP 622 & 623 Educational Assessment, Evaluation and Individualized Planning for Diverse Learners.	216
REDP 627 & 628 Elementary Academic Interventions and Literacy	250
REDP 629 & 630 Secondary Academic Interventions and Transitions	305
REDP 626 & 632 Methods: Social, Emotional Behavioral Interventions.....	348
Teaching Field Experience & Student Teaching	379
REDP 651 Teaching: Field Experience	379
REDP 652 Teaching: Student Teaching	379

Minnesota Competencies Embedded in Coursework

8710.2000 Standards Of Effective Practice For Teachers.

Subpart 1. **Standards.** A candidate for teacher licensure shall show verification of completing the standards in subparts 2 to 11 in a teacher preparation program approved under chapter 8705.

Subp. 2. **Standard 1, subject matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C. connect disciplinary knowledge to other subject areas and to everyday life;
- D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Subp. 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C. understand developmental progressions of learners and ranges of individual variation

within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;

G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and

H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subp. 4. **Standard 3, diverse learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

J. know about community and cultural norms;

K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;

L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

Q. develop a learning community in which individual differences are respected;
and

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subp. 5. **Standard 4, instructional strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

A. understand Minnesota's graduation standards and how to implement them;

B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;

C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;

D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;

E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;

G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance

capabilities and that help students assume responsibility for identifying and using learning resources;

H. monitor and adjust strategies in response to learner feedback;

I. vary the instructional process to address the content and purposes of instruction and the needs of students;

J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;

K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and

L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subp. 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

B. understand how social groups function and influence people, and how people influence groups;

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; know how to help people work productively and cooperatively with each other in complex social settings;

D. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;

E. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

F. understand how participation supports commitment;

G. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

H. establish peer relationships to promote learning;

I. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

J. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

K. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and

independently, and engage in purposeful learning activities;

L. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

M. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

N. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

O. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

P. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

Q. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Subp. 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

A. understand communication theory, language development, and the role of language in learning;

B. understand how cultural and gender differences can affect communication in the classroom;

C. understand the importance of nonverbal as well as verbal communication;

D. know effective verbal, nonverbal, and media communication techniques;

E. understand the power of language for fostering self-expression, identity development, and learning;

F. use effective listening techniques;

G. foster sensitive communication by and among all students in the class;

H. use effective communication strategies in conveying ideas and information and in asking questions;

I. support and expand learner expression in speaking, writing, and other media;

J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall,

encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and

K. use a variety of media and educational technology to enrich learning opportunities.

Subp. 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

B. plan instruction using contextual considerations that bridge curriculum and student experiences;

C. plan instructional programs that accommodate individual student learning styles and performance modes;

D. create short-range and long-range plans that are linked to student needs and performance;

E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;

G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and

H. plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Subp. 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

C. understand the purpose of and differences between assessment and evaluation;

D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

F. use assessment to identify student strengths and promote student growth and to maximize

student access to learning opportunities;

G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

L. establish and maintain student records of work and performance;

M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

N. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Subp. 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

A. understand the historical and philosophical foundations of education;

B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

C. understand the influences of the teacher's behavior on student growth and learning;

D. know major areas of research on teaching and of resources available for professional development;

E. understand the role of reflection and self-assessment on continual learning;

F. understand the value of critical thinking and self-directed learning;

G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;

H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;

J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8710.2100;

L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and

M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Subp. 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;

D. understand the concept of addressing the needs of the whole learner;

E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

F. understand data practices;

G. collaborate with other professionals to improve the overall learning environment for students;

H. collaborate in activities designed to make the entire school a productive learning environment;

I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;

J. identify and use community resources to foster student learning;

K. establish productive relationships with parents and guardians in support of student learning and well-being;

L. understand mandatory reporting laws and rules; and

M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.

Subp. 12. **Effective date.** The requirements in this part for licensure are effective on September 1, 2010, and thereafter.

Statutory Authority: *MS s 122A.09; 122A.18*

History: *23 SR 1928; 34 SR 595*

Published Electronically: *January 14, 2016*

8710.5050 Special Education: Academic & Behavioral Strategist.

Subpart 1. **Scope of practice.** A teacher of special education: academic and behavioral strategist is authorized to provide evaluation and specially designed instruction to eligible children and youth with disabilities from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. These students come from the primary disability areas of autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional or behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD). This teacher is not prepared to serve needs beyond those that are moderate in these disability areas.

The teacher with this license may work in collaboration with, but not replace the expertise and services of those who serve children and youth with a disability in the areas of: blind or visually impaired, deaf or hard of hearing, deaf-blind, speech and language impairment, physical impairments, traumatic brain injury, and severely multiply impaired. For these children and youth, a teacher with the academic and behavioral strategist (ABS) licensure would need to refer to an educational professional with expertise, certification, or specific special education licensure. This teacher is required to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans.

Subp. 2. **License requirements.** A candidate for licensure to teach students from kindergarten through age 21 who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards of effective practice for licensing of beginning teachers in part 8710.2000;
- C. demonstrate core skill requirements in part 8710.5000; and
- D. show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to licensure of teachers of special education: academic and behavioral strategist in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special education: academic and behavioral strategist must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. Foundational knowledge. A teacher of special education: academic and behavioral strategist understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice. The teacher must demonstrate knowledge of the:

(1) central concepts, tools of inquiry, history and context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs;

(2) laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;

(3) educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds;

(4) etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury;

(5) similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models;

(6) levels of support required and a continuum of related services available for students with developmental cognitive and other disabilities to succeed in a range of environments;

(7) research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities;

(8) impact of abuse and dependency on individuals, their families, and the community;

(9) impact of information processing deficits on children and youth with specific learning disabilities and other disabilities;

(10) legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities;

(11) how attributions, anxiety, withdrawal, and thought disorders affect learning and behavior; and

(12) the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of comorbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction.

B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

(1) select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;

(2) design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions;

(3) consult and collaborate with school personnel and families to maintain educational supports found to be effective during prereferral interventions and needed in the general education classroom;

(4) apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation;

(5) evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities;

(6) select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns;

(7) complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan;

(8) integrate assessment results and information available from family, school personnel, legal system, medical, and mental health providers into the evaluation, planning, and programming process;

(9) communicate the purpose, procedures, and results of interventions, assessments, and the evaluation process to students, families, educators, and other professionals;

(10) collaborate with teachers, specialists, and related service providers, to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;

(11) address factors such as gender, socioeconomic status, and familial, cultural, and linguistic diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and

(12) design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

(1) utilize principles of universal design for learning in order to meet student needs across

disability areas and across settings and provide access to grade-level content standards;

(2) design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;

(3) design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities;

(4) monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction;

(5) select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

(6) apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;

(7) modify instruction and teach skills to increase accuracy, fluency, academic vocabulary, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues;

(8) modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation;

(9) collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum-specific measures, and grade-level content standard measures;

(10) design, implement, monitor, and adjust instructional programs;

(11) utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression;

(12) design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;

(13) access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel;

(14) design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs; and

(15) collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors.

D. Collaboration and communication. A teacher of special education: academic and behavioral strategist cultivates and maintains positive, collaborative relationships with children and youth with disabilities who have a range of mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance, families, educators, other professionals, and the community to support development and educational progress. The teacher must be able to:

(1) access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families;

(2) understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments;

(3) provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and nonacademic performance of children and youth;

(4) differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities;

(5) assist children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the life span;

(6) apply cultural competencies, including self-awareness of one's personal perspectives, when communicating and problem solving, taking into account differences in familial background, socioeconomic status, and cultural and linguistic diversity;

(7) collaborate and actively participate with stakeholders to develop, implement, and refine schoolwide systems of academic and behavioral supports;

(8) cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes;

(9) access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions

through consumer and professional organizations, peer-reviewed journals, and other publications; and

(10) engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

E. Clinical experiences. A teacher of special education: academic and behavioral strategist applies the standards of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including transition programs) settings.

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Professional Educator Licensing and Standards Board governing continuing licenses.

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of special education: academic and behavioral strategist are effective January 1, 2013, and thereafter.

Statutory Authority: *MS s 122A.09; L 2017 ISp5 art 3 s 32*

History: *36 SR 1243; 42 SR 59; L 2017 ISp5 art 12 s 22*

Published Electronically: *August 21, 2017*

Coursework Overview

Coursework
Foundational Education Coursework. Teacher education coursework consists of 4 courses: (1) Pathways to Teaching with Field Experience: Exploration (2) Effective Teaching and Learning with Field Experience: Learning & Teaching (3) Educational Equity and Inclusive Practices (4) Literacy Development Embedded in foundational coursework is field experience in a variety of settings including with students with diverse disabilities, race, culture, language, and socio-economic groups. Candidates interact, work, and develop meaningful relationships with students from backgrounds that differ from their own. Candidates develop a strong foundational understanding of our education system, teaching, and learning. Candidates are in schools full-time with ~1200 field hours.
Special Education Coursework. Special education coursework consists of these courses: (1) Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion (2) Applied Behavior Analysis: Behavioral Interventions and Learning Environments (3) Professional Practice: Collaboration, Co-teaching and Educational Technology Skills (4) Fundamentals: Students with Mild to Moderate Needs (5) Elementary Academic Interventions and Literacy (6) Educational Assessment, Evaluation and Individualized Planning for Diverse Learners (7) Methods course(s): Social Emotional Behavioral Interventions
Field Experience and Clinical Practice

Department of Special Education Course Catalog Descriptions

These descriptions from the course catalog are provided in numeric order.

SPUG 414 / SPED 714 / REDP 624

Professional Practice: Collaboration, Co-teaching, and Educational Technology

The purpose of this course is to develop professional practices including developing an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, students, para-educators, families, and community members; applying collaboration practices when co-teaching, consulting, developing interagency agreements, and supervising paraprofessionals; and utilizing current educational technology in the classroom to impact student learning. This course provides these professional practices in the context of program planning and implementation for students receiving special education services.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional

SPUG 416 / SPED 716 / REDP 621

Fundamentals: Students with Mild to Moderate Needs

The purpose of this course is to provide an overview to the educational disabilities of autism spectrum disorder (ASD), developmental disabilities (DD) including developmental cognitive disabilities (DCD), emotional or behavioral disorders (EBD), specific learning disabilities (LD) and other health disorders (OHD). This course covers history, definitions, eligibility criteria, characteristics, etiology, and professional organizations and resources. This course provides fundamental information about individualized education program (IEP) development, use of assistive technology (AT), and contemporary issues in the field.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional

SPUG 417 / SPED 717 / REDP 627 & 628

Elementary Academic Interventions

Focuses on academic instructional interventions with elementary age students identified as having mild to moderate disabilities. Specific instructional emphasis includes understanding the development of and teaching of mathematics, reading, language arts and literacy, and writing. The course also emphasizes developing systematic instructional programs utilizing research-based interventions that incorporate progress monitoring, academic learning standards, and differentiated instruction to support diverse student needs.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional (1 credit each part)

SPUG 418 / SPED 718 / REDP 629 & 630

Secondary Academic Interventions and Transition

The purpose of this course is to address the knowledge and understanding of the academic, social and functional needs of students at the secondary level identified as having mild to moderate disabilities. This course provides current evidence-based practices for modifying and adapting content-area curricula with an emphasis on writing, math, and reading at the secondary level along with transition planning, assessment and the development of individualized education programs (IEP) for secondary-level students.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional (1 credit each part)

SPUG 419 / SPED 719 / REDP 626 & 632

Methods: Social, Emotional, and Behavioral Interventions

The purpose of this course is to examine the social, emotional, and behavioral development in students with mild to moderate disabilities and corresponding range of interventions utilizing a 3-tiered prevention model for supporting social, emotional, and behavioral competence. This course provides knowledge and skill in designing, implementing and evaluating social, emotional, and positive behavioral interventions for universal, secondary, and individual positive behavioral support.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional (1 credit each part)

SPUG 445 / 645 / REDP 622 & 623

Educational Assessment, Evaluation, and Individualized Planning for Diverse Learners

The purpose of this course is to examine the technical adequacy and educational viability of assessment instruments in determining screening, evaluation, eligibility, student progress monitoring and data-based instructional planning and individualized education program (IEP) planning practices for students with educational disabilities. This course provides practice with a variety of measures, including standardized instruments in test administration, scoring and interpretation, and informal and observational assessment data collection and reporting.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional (1 credit each)

SPUG 450 /SPED 750 / REDP 631

Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion

The purpose of this course is to provide an overview of special education and specific categories of exceptionality and examine the theories, legal mandates, definitions, and terminology related to special education. This course provides characteristics of individuals with exceptionalities including but not limited to: gifted and talented, autism spectrum disorder, learning disabilities, emotional and behavioral disorders, developmental disabilities, sensory disabilities, early childhood special education, other health disorders, and speech and language disorders.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional

SPUG 485 / SPED 785 / REDP 625

Applied Behavior Analysis: Behavior Interventions and Learning Environments

The purpose of this course grounded in applied behavior analysis and research based interventions, is to explore positive behavior interventions and supports for promoting acceptable behavior in educational settings where individuals learn. This course provides skills to set up optimal learning environments to teach and support acceptable behaviors.

3 credits graduate conventional

4 credits undergraduate conventional

2 credits graduate non-conventional

Schedules

Sample Schedule of Graduate 1 Year Residency Pathway

Residency Coursework Overview; Current Residency Program

(15 month program for license and MA; intense first summer, one day a week of course work during the academic year; 2nd summer finish license course-work)

Term 1	Term 2	Term 3	Term 4
Monday -Thursday 4:00-8:30pm	Wednesdays & 1st 7 weeks class from 5-7pm on Thursdays	Fridays	Monday – Thursday & online
University of St Thomas St Paul	University of St Thomas, Minneapolis	University of St Thomas, Minneapolis	University of St Thomas St Paul & online
Mostly 4:00 - 8:30 pm	8:30am – 4:30pm	8:30am – 4:30pm	TBD and Online
Courses: • REDP 602 Educational Equity and Inclusive Practices (1 cr) • REDP 605 Effective Teaching and Learning (2 cr) • REDP 607 Literacy Development (2 cr) • REDP 621 Survey of Exceptionality (2 cr) • REDP 625 Behavior Management (2 cr) Special Sessions/Advising • Residency Orientation • 1:1 Advising Session	Courses: • REDP 601 Pathways to Teaching through Residency (1 cr) • REDP 604 Environments for Success (1 cr) • REDP 603 Educational Equity and Inclusive Practices (1 cr) • REDP 651 Residency in Teaching (3 cr) • REDP 621 Fundamentals of Mild to Moderate (2 cr) • REDP 629 Secondary Academic Interventions (1 cr)	Courses: • REDP 609 Pathways to Teaching through Residency (1 cr) • REDP 652 Residency in Teaching (3 cr) • REDP 626 Social Emotional Behavioral Interventions (1 cr) • REDP 628 Elementary Academic Interventions (1 credit) • REDP 622/623 Educational Assessment (2 cr) • REDP 630 Secondary Academic Interventions (1 cr)	Courses: • CIED 500 Research Methods (online)(3 cr) • REDP 624 Collaboration Skills (2 cr) • REDP 632 Social Emotional Behavioral Interventions (1 cr) Special Sessions/Advising • Applying for your license • Getting ready for your first year

	● REDP 627 Elementary Academic Interventions (1 cr) Special Sessions/Advising ● Preparing for Job Interviews ● 1:1 Advising Session	Special Sessions/Advising ● Ed-TPA Support ● 1:1 Advising	

For your clinical work, you will follow the district calendar

Sample Schedule of Graduate 2 Year Pathway

Term 1

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5 - 9:00pm	REDP 631 Fundamentals of Special Education: Exceptionality and Diversity	District Location
	Thur	5 - 9:00pm	REDP 605 Effective Teaching & Learning	Online

Term 2

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5 - 8:00pm	REDP 607 Literacy Development	District Location
	Thur	5 - 8:00pm	REDP 621 Fundamentals: Students with Mild to Moderate Needs	Online
	Thur	5 - 8:00pm	REDP 604 Environments for Success	Online

Term 3

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5 - 9:45pm	REDP 601 Pathway to Teaching I	District Location
	Thur	5 - 9:45pm	REDP 609 Pathway to Teaching II	Online

Term 4

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5 - 8:00pm	REDP 624 Professional Practice: Collaboration, Co-teaching and Educational Technology	District Location
	Thur	5 - 8:00pm	REDP 629 & 630 Secondary Academic Interventions and Transition II	Online

Term 5

Dates	Day	Times	Class	Campus & Instruction Method
	Thur	5 - 9:00pm	REDP 625 Applied Behavior Analysis: Behavioral Interventions and Learning Environments	Online
	Tues	5 - 9:00pm	REDP 622 & 623 Educational Assessment, Evaluation & Individualized Planning for Diverse Learners I & II	District Location

Term 6

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5 - 9:00pm	REDP 627 & 628 Elementary Academic Interventions and Literacy I & II	District Location
	Thur	5 - 9:00pm	REDP 626 & 632 Social Emotional Behavioral Interventions I	Online
	N/A	N/A	REDP 651 - Field Experiences 12 weeks (100 Field Hours)	District Location

Term 7

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5:00 - 9:45pm	REDP 602 Educational Equity & Inclusive Practices I	District Location
	Thur	5:00 - 9:45pm	REDP 603 Educational Equity & Inclusive Practices II	Online

Term 8

Dates	Day	Times	Class	Campus & Instruction Method
	Tues	5:00 - 9:45pm	REDP 652 Student Teaching & edTPA	District Location
	Thur	5:00 - 9:45pm	CIED 500 Principles of Educational Research	Online

Sample Undergraduate 2 Year

Undergraduate Course Requirements to Meet License Requirements

Table *Undergraduate Course Requirements to Meet License Requirements*

Undergraduate Course Requirements to Meet License Requirements			
Major	Minor	Disability Specific	Student Teaching
Courses (Abbreviated Titles)			
4-credits 7 courses	4 credits 5 courses	4 credits 1 course	8 credits
1. SPUG 450 Fundamentals of Special Education	1. EDUC 210 Education: Issues & Policies + Field Experience I	SPUG 419 Methods: Social, Emotional & Behavioral + Field Experience III	SPUG 420 Student Teaching and Seminar
2. SPUG 485 Applied Behavior Analysis	2. EDUC 330 Psychology of Teaching and Learning + Field Experience II		
3. SPUG 414 Professional Practice	3. EDUC 329 Diversity & Equity in Education		
4. SPUG 416 Students Mild to Moderate Needs	4. EDUC 350 Language Development, Literacy & Literature I		
5. SPUG 445 Educational Assessment,	5. EDUC 370/TEGR 470 Language Development, Literacy & Literature II		
6. SPUG 417 Elementary Interventions and Literacy + Field Experience III			
7. SPUG 418 Secondary Interventions and Transitions + Field Experience III			
28 credits	20 credits	4 credits	8 credits

Example Special Education Schedule

Year 1 = 33 credits Core + FYEX

Year 1 Fall Special Education UG	Year 1 Spring Special Education UG
First Year Experience Course FYEX 100 (1 credit)	
Core Philosophy 110 (need 1) (DFC) (4 credits)	Core Natural Sciences (need 1 lab) Recommend BIOL 101 or GEOL 111 or PHYS 101 (DFC BIO 102 GEO 115) (4 credits)
Core English (need 1) ENGL 121 Critical Thinking, Language & Writing (DFC) (4 credits) (WAC)	Core Quantitative Analysis (need 1) Recommend MATH 121 Structures of Elem. Mathematics I (DFC MATH 101 Infinite Mathematics) (4 credits)
Core Historical Analysis (need 1) Recommend US HIST 113 or HIST 114 (DFC History 115) (4 credits)	Core Social Scientific Analysis (need 1) Recommend GEOG 113 or PSYC 111 or SOCI 100 or POLS 104 (DFC PSYC 111, SOCI 100) (4 credits)
Core Language & Culture (1 of 2 sequenced) (4 credits) (Flagged Global Perspectives)	Core Language & Culture (2 of 2 sequenced) (4 credits)
4 Core 16 credits + first year experience 1 credit	4 Core 16 credits

Year 2 = 32 credits

Year 2 Fall Special Education UG	Year 2 Spring Special Education UG
Core Theology 100 (need 1) (4 credits) (DFC) (WAC)	Core Theology or Philosophy (4 credits) (WAC)
Core Integrations in Humanities (need 2) (4 credits)	Core Fine Arts (need 1) Recommend MUSC 242 Children's Artistic Culture: Music, Movement, and Visual Art (DFC Art History 150, Music 115, 130, 162) (4 credits)
Core Integrations in Humanities (need 2) (4 credits)	Elective OR SPUG Major Course: SPUG 450 Fundamentals of Special Education: Exceptionality & Diversity (4 credits)
Elective OR TE Minor Course: EDUC 210 Education: Issues and Policies TE Field Experience I (4 credits)	Elective OR TE Minor Course: EDUC 210 Education: Issues and Policies TE Field Experience I OR EDUC 329 (4cr) Diversity and Equity in Education <u>OR</u> EDUC 330/332 (4cr) Psychology of Teaching and Learning (4 credits)
16 Credits 3 core + 1 elective/minor	16 Credits 2 core + 2 electives/major/minor

Additional Requirements: (8 Credits)

- First-year Experience 120: First-Year Experience Seminar: Leading and Serving
- Health 250: Personal Health and Wellness

Associate Degree Transfer Student = 60 Credits (if only 60 credits need 1 additional 4 credit elective)

Year 3 = 32 credits

Year 3 Fall Special Education UG	Year 3 Spring Special Education UG
Major SPUG 450 Fundamentals of Special Education: Exceptionality & Diversity (4 credits)	Major SPUG 485 Applied behavior analysis: Behavior interventions and learning environments (4 credits)
Major SPUG 416 Fundamentals: Students with Mild to Moderate Disabilities (4 credits)	Major SPUG 418 Secondary academic interventions and transition (4 credits)
Major SPUG 445 Educational assessment, evaluation and individualized planning for diverse learners (4 credits)	Minor TE Option Educ 330 Psychology of Teaching & Learning + Field Experience II (4 credits) (WAC)
Minor TE Option EDUC 210 Education: Issues and Policies TE Field Experience I (4 credits)	Minor TE Option EDUC 350 Language Development, Literacy & Literature I (4 credits)
16 Credits 3 Major + 1 Minor TE Field Experience I	16 Credits 2 Major + 2 Minor TE Field Experience II SpEd Field Experience III Secondary

Year 4 = 32 credits

Year 4 Fall Special Education UG	Year 4 Spring Special Education UG
Major SPUG 417 Elementary Academic Interventions and Literacy (4 credits) edTPA Prep (WAC)	Major SPUG 414 Professional Practice (4 credits) Capstone experience
Minor TE Option EDUC 370 Language Development, Literacy & Literature II (4 credits)	Electives (8 credits) License Option ABS SPUG 420 Clinical practice and EdTPA (8 credits) ASD SPUG 404 Clinical practice and EdTPA (8 credits)
Minor TE Option Educ 329 Diversity & Equity in Education (4 credits) (Flagged Diversity, Inclusion and Social Justice)	Elective (4 credits) ASD License Option SPUG 403 Disability specific course (4 credits)
Elective License Option ABS SPUG 419 Disability specific course (4 credits) ASD SPUG 402 Disability specific course (4 credits)	
16 credits 1 Major + 1 Minor + 1 Elective SpEd Field Experience III Primary	16 credits 1 Major + Student Teaching + Elective

University Core Curriculum

This is the university core curriculum.

First Year Experience

Students must take one course:

- ☐ FYEX 100

Students must participate in a learning community. Courses here can overlap with majors or core areas. Both types of learning communities have activity requirements outside of class.

- ☐ Living Learning Community: _____ or
- ☐ Two Theme Based Learning Community Courses:
Course 1: _____
Course 2: _____

Both courses must be within the same theme, and students must register for the accompanying lab (for activities).

Literature and Writing

Students must take one course (depending on placement):

- ☐ ENGL 121 or ENGL 190

Language and Culture

Option 1: Test into the 212 level or higher

Option 2: Test into the 211 level and complete that level

Option 3: Begin a new language and complete 111 & 112

Option 4: Test into the 112 level and complete 112 & 211

Language: _____

- ☐ 111
- ☐ 112
- ☐ 211

Natural Science

Students must take one lab science:

- ☐ BIOL 101, 102, 105, 106, 110, 207, 208, 209, 361
- ☐ CHEM 100, 101, 109, 111, 112, 115
- ☐ ENGR 123
- ☐ GEOL 102, 111, 114, 115, 130, 161, 162, 163, 211, 220, 260
- ☐ IDSC 150
- ☐ PHYS 101, 104, 105, 109, 110, 154, 211, 212
- ☐ PUBH 200, 210

Quantitative Analysis

Students must take one course:

- ☐ MATH 100, 101, 109, 111, 113
- ☐ STAT 220

Historical Studies

Students must take one course:

- ☐ HIST 111, 112, 113, 114, 115, 117, 118, or 119

Fine Arts

Students must take four credits:

- ☐ ARTH 150, 260, 265, 270, 275, 280, 282, 284, 285, 291, 297, 305, 310, 321, 323, 328, 329, 330, 335, 339, 340, 345, 351, 352, 356
- ☐ ENGL 255
- ☐ FILM 200, 310
- ☐ MUSC 115, 130, 162, 170, 216, 412
- ☐ THTR 111, 221, 222, 223, 297, 412
- ☐ Four semesters of music ensembles (MUSN 140, 142, 143, 160, 173, 181, 185, 186)

Social Analysis

Students must take one course:

- ☐ ECON 211, 251, 252
- ☐ ENVR 151
- ☐ GEOG 111, 113
- ☐ POLS 104
- ☐ PSYC 111
- ☐ SOCI 100, 110

Philosophy & Theology

Students must take these two courses:

- ☐ PHIL 110
- ☐ THEO 100

And one of the following, either from PHIL or THEO:

- ☐ PHIL 200, 202, 234, 240, 250, 272, 340, or 360
- ☐ THEO 221, 222, 223, 224, 225, 226, 227, 228, or 229

Basic undergraduate degree requirements

- ☐ 129 total credits
- ☐ 64 Credits at or above the 200 level
- ☐ 32 of final 36 credits at St. Thomas (including ACTC) or an approved study abroad program
- ☐ At least 12 credits of Enhanced Curriculum Experience. Enhancement may include a second major in Liberal Studies (new) or any other second major; a minor or minors; a guided series of courses (new); or a set of exploratory electives (new).
- ☐ Satisfy all minimum GPA requirements (typically 2.0)

Sample DFC Curriculum

The Department of Special Education plans to provide a clear pathway from DFC into our undergraduate program. This is the DFC curriculum from our university website and it is provided for reference.

LITERATURE, WRITING, COMMUNICATION (12-16 CREDITS) • ENGLISH 110: Intensive Writing [Students may place out of 110] • ENGLISH 121: Critical Thinking: Literature and Writing • ENGLISH 203: Texts in Conversation, Writing Intensive • COMMUNICATIONS 100: Public Speaking
NATURAL AND PHYSICAL SCIENCES (8 CREDITS) • BIOLOGY 102: Conservation Biology • GEOLOGY 115: Environmental Geology
MATH AND QUANTITATIVE LITERACY (4 CREDITS) • MATH 101: Finite Mathematics
HISTORY AND SOCIAL SCIENCE (12 CREDITS) • HISTORY 115: The World Since 1900 • PSYCHOLOGY 111: General Psychology • SOCIOLOGY 100: Introduction to Sociology
FAITH, SOCIAL RESPONSIBILITY AND HUMAN DIVERSITY (12 CREDITS) • THEOLOGY 100: Foundations: Christian Tradition • PHILOSOPHY 110: The Person and the Good • JUSTICE AND PEACE STUDIES 250: Introduction to Justice and Peace Studies
FINE ARTS (4-8 CREDITS) Select from: • ART HISTORY 150: Explorations in Art History • MUSIC 115: Understanding Music and Culture • MUSIC 130: Introduction to World Music • MUSIC 162: The Roots of Blues, Rock and Country Music
ADDITIONAL REQUIREMENTS: (8 CREDITS) • FIRST-YEAR EXPERIENCE 120: First-Year Experience Seminar: Leading and Serving • HEALTH 250: Personal Health and Wellness

SEP Courses

REDP 601 & 609 Pathway to Teaching I & II

School of Education (SoED)

Course Syllabus

REDP 601: Pathway to Teaching I (1 credit)

REDP 609: Pathway to Teaching II (1 credit)

1. Mission Statement

This course is designed and taught within the following context:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Instructor:

Office:

Instructor's email:

Class Meeting:

Meeting Place:

3. Course Description

The purpose of this course is to critically analyze education as a career choice, as a tool of society, and as a crucial path to a positive future in a rapidly changing world. This course examines education's impact from personal, historic, philosophic, equity, social, and policy perspectives; and studies schools as complex organizations within an increasingly assessment and technology-driven context and global environment.

The course is a part of a no-conventional model, standards-aligned licensure program that includes license candidates who are immersed into a minimum of one full year of clinical practice and experiences in schools during the program.

Part I of the course focuses on setting the collaborative foundation for all the work in education, and also identifies teacher ethics and data privacy policies, along with introducing technology standards that are woven throughout the program.

Part II involves delving into historical foundations of schools, research-based exploration of critical issues in education and integration of learning (dispositions, knowledge and skills) gained over the course of the program.

4. Required Texts and Materials -

Friend, M. & Cook, L. *Interactions: Collaboration skills for school professionals*. 7th edition (2013). Upper Saddle River, NJ: Pearson.

ISTE Standards for Teachers (Technology Standards; online resource). This resource is used throughout the program and specifically introduced in Part I of REDP 601. The International Society for Technology in Education (ISTE) technology standards resource includes the new standards for students with its emphasis on skills and expertise supported by technology. Profiles are now included for all teachers in addition to the four previous stages of teacher preparation. Examples and scenarios demonstrate ways in which the standards facilitate effective teaching and learning strategies for prospective and beginning teachers, teacher candidates, current teachers, and teacher educators. These examples will be further explored in REDP 651 Teaching I: Field Experience and REDP 652 Teaching II: Clinical Practice, and culminating work in REDP 609 Pathway to Teaching: Part II.

Spring, J.H. 18th edition (2018). *American Education*, New York: McGraw Hill.

ISTE Videos: <https://www.youtube.com/user/istevi>

In addition to the two required technology text for REDP 601-609, these are optional texts.

Magana, S. (2017). *Disruptive classroom technologies: A framework for innovation in education*. Corwin

Burns, M. (2017). *Formative Tech: Meaningful sustainable, and scalable formative assessment with technology*. Corwin

A focus on technology and teaching is further discussed and practiced during REDP 651 Teaching I: Field Experience and REDP 652 Teaching II: Clinical Practice. Additional technology resources will be used in some of the Seminar sessions.

5. Relationship to Standards of Effective Practice

The standards which have primary attention and are assessed in this course appear in the table below:

Standards Addressed in Part 1 REDP 601		
Standards of Effective Practice: MN Rule 8710.2000		Assessment/Assignment
4K (secondary)	Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advance levels of learning.	Learning Opportunities: • Introduction to ISTE Tech standards for Teachers; Presentation on technology use to support various teaching goals. • Presentations from guests on use of technology in districts; student presentations on technology including descriptions, limitations and alignment with ISTE Standards. Assess: • Technology Bibliography and Analysis in Final Term
7 H (secondary)	Plan for the management of technology resources within the context of learning activities and develop strategies to manage student	Learning Opportunities: • Presentations from guests on use of technology in districts; student presentations on technology including descriptions, limitations and alignment with ISTE Standards

	learning in a technology-integrated environment	- Explore https://www.tripleeframework.com/ Assess: 609 Student Presentations - Technology Bibliography and Analysis in Final Term
9 C	Understand the influences of the teacher's behavior on student growth and learning.	Learning Opportunities: - Small group and large group discussion on how teacher's behaviors influence student growth and learning; - Read excerpts from Chapter 1. The Power of an Effective Teacher and Why We Should Assess It in Tucker and Stronge (2005). - Share observation tools to prepare for assignment, draft letter of introduction to families. Assess: - Critical Analysis of Teaching Paper
9 E	Understand the role of reflection and self-assessment on continual learning.	Learning Opportunities: - Group discussion and video examples of leadership; guest speaker by admin in district about teacher leaders; read https://www.edutopia.org/blog/reflective-teacher-taking-long-look-nicholas-provenzano; - Read: Ch 3 Individual Reflective Practice (York-Barr, Sommers, Ghore & Montie; 2006). - Read: Ch 4 Reflective Practice with Partners (York-Barr, Sommers, Ghore & Montie; 2006) Assess: Reflection: Educational Leadership Development and philosophy and mission assignment
9 F	Understand the value of critical thinking and self-directed learning.	Learning Opportunities: - Read Friend (2017). Chapter 1: Interpersonal skills - Chapter 2: Listening and feedback - Chapter 5: Group Problem-solving Assess: - Mission statement and philosophy of teaching/learning assignment - Reflection: Educational Equity; Critical Analysis of Teaching paper
9 K	Understand standards of professional conduct in the Code of Ethics for Minnesota Teacher in part 8700.7500.	Learning Opportunities: - Guest speaker from district on educator's legal and professional responsibilities. - Read: .. Chapter 10. The profession of Teaching. - Read the Code of Ethics for Minnesota teachers; Class activity on the ethics. Assess:

		• Reflection: Educator's Legal and Professional Responsibilities
10 B	Understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.	Learning Opportunities: • Guest speaker from district and read the MN Teacher Code of Ethics; • Read chapters 2: The social goals of school; • Ch 3: Education and Equality of Opportunity; • 5: Equality of educational opportunity: Race, gender, and special needs, • 6: Student diversity • Small group discussion on key learnings for instruction; Assess: • Personal Reflection of Community Tour
10 C	Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspect abuse or neglect.	Learning Opportunities: • Guest speaker from district • Read; Resource Guide for mandatory reporters (2018). https://edocs.dhs.state.mn.us/lfsrver/Public/DHS-2917-ENG Assess: • Reflection: Educator's Legal and Professional Responsibilities
10F	Understand data practices.	Learning Opportunities: • Guest speaker from HR to discuss data privacy in SPPS • Read Morrison, (2009) Why Teachers Must Be Data Experts • Review FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) Assess: • Small group/large group creation and review of Best Practices List around Data Practices • Written reflection: Educator's Legal and Professional Responsibilities
10 L	Understand mandatory reporting laws and rules.	Learning Opportunities: • Read Resource Guide for mandatory reporters https://edocs.dhs.state.mn.us/lfsrver/Public/DHS-2917-ENG • MN Teacher code of Ethics • NEA code of Ethics • In class case-study small group activity to practice application

		Assess: • Check for Understanding activity during small group work • Written Reflection: Educator's Legal and Professional Responsibilities
Standards Addressed in Part II REDP 609		
Standards of Effective Practice: MN Rule 8710.2000		Assessment/Assignment
7 H	Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment	Learning Opportunities: • Class discussion on sharing and demonstrating technology use and strategies • Use https://www.tripleeframework.com/ Assess: • Technology Bibliography and Analysis
9 A	Understand the historical and philosophical foundations of education	Learning Opportunities: • Read Chapter 1: History and Political Goals of Schooling • Chapter 2: The social goals of schooling • Chapter 3: Education and Equality of Opportunity • American Education • Class presentations and small group • In-class formative assessment Assess: • Educational Initiative • Final Project and student presentations.
9 B	Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional assessment.	Learning Opportunities: • Review results of ed-tpa and evaluation Assess: • Reflection: edTPA Looking Back • Educational Initiative Project
9 D	Know major areas of research on teaching and of resources available for professional development.	Learning Opportunities: • Lecture on high quality research resources • Lecture on how to review educational research Assess: • Educational Initiative Final Project
9 G	Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues.	Learning Opportunities: Guest lecture from educational leader on educator professional practice; discussion on induction support; review teacher evaluation system on professional responsibility; Read .. Chapter 10: The profession of teaching Assess: Professional Portfolio and Educational Initiative Project

9 I	Use professional literature, colleagues, and other resources to support development as both a student and a teacher.	Learning Opportunities: • Lecture on high quality research resources • Lecture on how to review educational research Assess: • Educational Initiative Final Project
9 L	Understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.	Learning Opportunities: • License specialist guest; HR representative; guest from Education Minnesota; interview preparation, resume preparation • Read Chapter 10: The profession of teaching Assess: • Reading Journal Assignment
9 M	Understand the role of continuous development in technology knowledge and skills representative of technology applications for education.	Learning Opportunities: • Class discussion on sharing and demonstrating technology use and strategies over the course of the year • Use https://www.tripleeframework.com/ • Review ISTE standards • Class discussion around shared learning for technology Assess: • Technology Bibliography and Analysis
10 A	Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works.	Learning Opportunities: Class discussions Education Leader presentation Read Chapter 2: The social goals of Schools Assess: • Final Reflection on Clinical experience • Exit Interview
10E	Understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;	Learning Opportunities: • Read Minnesota Prevention Resource Center • Explore https://teens.drugabuse.gov/teachers.state.mn.us and SAMHSA website Assess: • Drugs and Alcohol Independent-Study on Teen abuse, depression, suicide, safety, illness, and chemicals. • Create a presentation using google slides, prezzi, keynote, imovie, nearpod or create an assessment that includes 10 questions on each of the 4 sections or review the materials, and take an exam.
10 M	Understand the social, ethical, legal, and human issues	Learning Opportunities: Review guest speaker from district

	surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.	Assess: • E-portfolio for Lifelong Learning (introduced in Term 1; submitted Final Term) • Technology Bibliography and Analysis

Assessments at Transitions Points in this Course Are:

- REDP 601 Critical Analysis of Teaching-Learning Context Paper
- Dispositions Assessment

Assessments at transition points are defined as those program assignments that are identified as critical indicators of a candidate's readiness to move forward in the program and predictors of success for field experience, Clinical Practice and a career in teaching. These assessments will be stored in the TK20 assessment system.

About the Clinical Practice and Experiences in Teaching Courses:

Course goals and competencies are further addressed through a minimum of a year-long, school-based clinical experience (REDP 651 and REDP 652). Candidates will be assigned a master teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-candidate performance data. The non-conventional pathway model will provide candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for candidates to go beyond abstract understandings of theories to develop flexible "knowledge-in-practice, of-practice, and for- practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Teaching responsibilities will be identified monthly and weekly based on identified learning targets for the candidate. Mentor teachers and University Supervisors will identify the learning targets based on performance data, formal observations, key assessments and skills and dispositions identified in the specific licensure competencies. Candidates will participate in year-long application/reflection.

6. Course Objectives

Students will

- Understand what it means to be an ethical teacher
- Demonstrate an understanding of data privacy
- Reflect upon patterns or themes existing about history and present day school practices and create your own conclusions about the implications of this history on 21st century teaching and learning
- Study the historical and philosophical foundations of American education
- Analyze critical social issues affecting students and schools
- Scrutinize the political, economic, ethical, and legal issues that impact education and teaching. Examine current issues and future trends in public and private education, including the role of technology.

- Understand schools as organizations within a larger community context and understand how historical foundation of education inform, support and limit current practice for teaching and learning in the 21st century

IDEA objectives:

- #1 - Gaining factual knowledge
- #4 - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- #11 - Learning to analyze and critically evaluate ideas, arguments and points of view

7. Methodology

The purpose of this course is to acquaint students with the theory, assumptions, and methods associated with developing reading/language arts skills in elementary students. There is no one "best" method or pseudo-method for developing children's skills in the language arts. In this course, it will be demonstrated that the approach and methods used by any teacher will reflect what s/he believes about reading processes and how children learn in general. Therefore, students in this course will develop classroom and instructional philosophies broad enough in perspective and flexible enough in application to allow them to select workable aspects of many "methods" in order to meet the literacy and language needs both of individuals and of groups.

8. Tk20 - University Assessment System

The university-wide assessment system, Tk20, will allow teacher candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments using Tk20. University supervisors and mentor teachers will also use Tk20 to complete field experience and clinical practice evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. You will find the Student Tk20 Support Page at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

13. Course Schedule, Topics and Assignment

Pathway to Teaching I		
Schedule	Topics/Activities	Assignments/Assessments
Session 1 Week 1 Day 1	Introduction Overview and expectations Schedule and nuts and bolts Community builder Reflection journal Meet the entire team Form community expectations Introducing: Framework for Understanding Teaching and Learning Technology to Support Your Student's Learning and Your Experience (Intro) St Paul and St Thomas Resources to Use to support your learning and your student learning St Thomas: Introducing the UST Media Center and being introduced to the UST librarian and a top 5 list of library and media resources for teachers The ISTE (International Society for Technology in Education) Technology Standards for Teachers	PRIOR TO CLASS: Read Handbook and materials shared at the orientation. Complete Reflection Page and bring to class for small group activity Chapter 1 American Education IN CLASS: Creating our Learning Community activity and Life Maps Guest from St Thomas Media Center
Session 2	Who is on your team? The Purpose of Education History and goals of public education (political, social, economic)	PRIOR TO CLASS: READ: https://www.edutopia.org/blog/reflective-teacher-taking-long-look-nicholas-provenzano Ch 2 Social Goals of Schooling .

	We Look at the Timeline Activity Professionalism Educator as Change Agent Professional learning communities Reflective Practice Teacher Leadership (Intro) Circle of influence and proactive Cross- Cultural Collaboration skills to support effectiveness Begin with the end in mind	Ch 3: Education and Equality of Opportunity; Ch 5: Equality of educational opportunity: Race, gender, and special needs, and Ch 6: Student diversity. Ch 10 The Profession of Teaching . Ch 1 Foundations and Perspectives (Friend & Cook, 2013) IN CLASS: Guest from District Leadership on Teacher as Leader Assignment: Reflection on Education Leadership Development
Session 3	Technology in Planning, Teaching, Assessing, and Collaborating	EXPLORE: Tripleeframework.com Technology in the district –guest speaker, demonstration and practice Read: Introduction to the ISTE Technology Standards for Teachers). These standards are required “text”. Explore other district resources Assessment: Set goals for technology application
Session 4	Teacher Ethics, Mandated Reporting and Data Privacy Legal influences and responsibilities MN Teacher Code of Ethics, NEA Code of Ethics and MN Mandated Reporter Laws Data practices 101 Reflection and Critical Thinking	PRIOR TO CLASS: Begin Mission Statement and Teaching Philosophy. A first draft will be completed and further worked on in Final Term . This will become a part of the Portfolio for Lifelong Learning. READ: State of MN Teacher Code of Ethics National Education Association’s Code of Ethic’s for Teachers; MCEE 2015 (including Principle V Responsible and Ethical Use of Technology) American Indian Statute Resource Guide for mandatory reporters (2018). https://edocs.dhs.state.mn.us/lfserver/Public/DHS-2917-ENG Read Morrison, (2009) Why Teachers Must Be Data Experts; Review FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) EXPLORE: Tripleeframework.com

		VIEW: Sir Ken Robinson (Dec 2010) Changing Educations Paradigm. Watch this 11 minute video and have conversation about this. IN CLASS: Guest Speaker: District Social worker to discuss mandatory reporting, and ethics Small group Case Study Activity: Practice applying the Code of Ethics and the Mandated Reporter Laws Assignment: Reflection Paper: Educators Legal and Professional Responsibilities
Session 5	Collaboration and Communication Integrate/synthesize learning thus far Additional strategies for reflective practice Introducing Professional Portfolio Appropriate Citation of Work 1o1 Creating an Electronic Portfolio Identifying signs of quality in research read Academic Integrity and research citation practices Receiving and using feedback Strategies to use feedback to improve practice (listen, take notes, ask questions, re-stating feedback)	PRIOR TO CLASS: Watch video by Dr. Tom Koch: “Educational Philosophy and Ethics: How Do Teachers Establish, Maintain, and Adhere to Their Beliefs About Educational Practice?” READ: Ch 3 Individual Reflective Practice (York-Barr, Sommers, Ghore & Montie; 2006). E-reserves. Ch 4 Reflective Practice with Partners (York-Barr, Sommers, Ghore & Montie; 2006) Ch 2: Interpersonal Communication (Friend & Cook, 2013) Ch 3 : Listening, responding and giving feedback (Friend & Cook, 2013) IN-CLASS: Guest speaker and writing Mission Statement Reflection activities to integrate and synthesize learning thus far
Session 6	The Power of an Effective Teacher: Collaboration skills-further practice Circle of influence scenarios/practice especially related to school politics and school reform Management of Technology: Looking Ahead Portfolio: Check in Create and begin to shape Reflection/Learning Teams	PRIOR TO CLASS: READ: Chapter 1. The Power of an Effective Teacher and Why We Should Assess It in Tucker and Stronge (2005) Turn in Reflection journal and working draft of Mission Statement and Teaching Philosophy Letter to Self: Hopes and Dreams for self. (This will be confidential, and you will get this back at

		Final Term to reflect upon further.) Also in this session a reflection IN CLASS: Assignment: Critical Analysis Paper
Pathway to Teaching II		
Session 1	Looking Back to Move Forward: Teaching, Technology, TPA, and Research Share experiences Open Hopes and Dreams Letter; how does this apply to you next year	PRIOR TO CLASS: READ: Chapter 2: The social goals of school, .. In class activities sharing learning and reflections of the year Mini-lecture how to review research and apply to teaching What is 21st Century Education video. EF Explore Education EXPLORE: Technology Resources: http://www.iste.org/resources/free-resources Rethinking Learning: The 21st Century Learner video. MacArthur Foundation tripleeframework.com IN CLASS: Assignment: ed-TPA Reflection and Reflection Prepare to Demonstrate Technology Tools for in-class technology round-tables
Session 2	Historical and Philosophical Foundation Mini lecture Readings Creating in class How teachers experience a complex world Noam Chomsky-The Purpose of Education (22 min) watch ahead 21st Century Education video text discussion and reflection Check in about: Educational Initiative Final Project	PRIOR TO CLASS: Chapter 1 The History and Political Goals of Public Schooling . Chapter 10 The Profession of Teaching . READ: Read Ch 5: Equality of Educational Opportunity: Race, Gender and Special Needs . IN CLASS: ACTIVITIES: Educational Leadership Reflection: A Year Later (revisit)
Session 3	How Teachers Facilitate Student Learning: Digging Deeper Educational Equity and Student Learning The democratic classroom as a critical factor in preparing engaged citizens CARE reflections	PRIOR TO CLASS: READ: Read Ch 5: Equality of Educational Opportunity: Race, Gender and Special Needs .

	Participants receive their IDI post IDI inventory profile Tools to Support Work Collaboration skills-further practice Circle of influence scenarios/practice especially related to school politics and school reform Management of Technology: Digging Further Student Presentations	IN CLASS: ACTIVITIES: What is 21st Century Education video. EF Explore Education Explore Technology Resources: http://www.iste.org/resources/free-resources Rethinking Learning: The 21st Century Learner video. MacArthur Foundation Problem of Practice with Technology related issues Read the Model Code of Ethics for Educators Principle V: Responsible and Ethical Use of Technology. Assignment: IDI reflection and Action Plan Student Presentations
Session 4	Technology Digging Further The impact of technology: potential for good and potential for the "digital divide" Relevant curriculum: The power of connection ISTE Standards. Facilitate and Inspire Student Learning and Capacity (S1); Design and Develop Digital-Age Learning Experiences and Assessments (S2); Model Digital Age Work and Learning (S3); Promote and Model Digital Citizenship and Responsibility (S4); and Engage in Professional Growth and Leadership (S5)	IN CLASS: Guest Teachers: Dr. Candace Chou and District colleague In class jigsaw activity with readings and using worksheet. This will support preparation for the Technology Assignment.
Session 5	Technology Session, Social, ethical, legal, and human issues surrounding IT Further practice using the Standards Competencies and effectiveness Assessment Assessment, structures and purpose The myth and reality of assessment	PRIOR TO CLASS: READ: Chapter 10 What It All Means (Richardson, 2010) IN CLASS: Four Frames Activity; In the previous session Candidates heard and read about the social, ethical, legal and human issues surround Information Technology. In this class session small groups have a case study where they examine the student and classroom experience with all 4 of these lenses and then present this to colleagues. Continue work on Portfolio due by final week of Term 4.
Session 6	Teacher Evaluation and Induction Evaluation and Tenure	PRIOR TO CLASS: REVIEW:

	Mentor Support Phases of a First Year Teacher Further Discussion of the MN Professional Code of Conduct and Professional Preparation Collaboration and partnerships Working with para Open Space for Content Driven by Candidate Needs	Now that you have spent a year in a classroom, further examination of the State of MN Teacher Code of Ethics, National Education Association's Code of Ethic's for Teachers MCEE 2015 and American Indian Statute MDE Website on Teacher Licensing Education MN website Ch 13 Issues Related to Education Collaboration (Friend & Cook, 2013) Ch 10 – The profession of teaching, . IN CLASS: Assignment: Portfolio Technology Assignment: Annotated Bibliography and Analysis-presentation with colleagues
Session 7	Understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning (SEP 10 E)	PRIOR TO CLASS: READ AND EXPLORE: Minnesota Prevention Resource Center https://teens.drugabuse.gov/teachers.state.mn.us SAMHSA website IN CLASS: Assess: Drugs and Alcohol Independent-Study on Teen abuse, depression, suicide, safety, illness, and chemicals. Create a presentation using google slides, prezi, keynote, imovie, nearpod or create an assessment that includes 10 questions on each of the 4 sections or review the materials, and take an exam.
Session 8	Launching your Teaching Career Philosophic and historic perspectives: Are we headed in the right directions??Multiple perspectives on education and who benefits using Courageous Conversations on Race framework Small group discussions Continuing as a reflective practitioner and life-long learner Exit Interviews	PRIOR TO CLASS: READ: Singleton & Linton (2014). Pages 108-110. Courageous Conversations on Race. Chapter 1. The White Architects of Black Education (Watkins, 2010). See e-reserves. Mujic (Oct 29, 2015). Education Reform and the Failure To Fix Inequality in America. The Atlantic Final Project Sharing (some groups sign up for Session 9, others for 10) IN CLASS: Assignment: <i>Educational Initiative Final Project:</i>

14. Assignments

Reflection Papers: Topics and various question prompts will be explored in these reflection papers. Topics include teacher leadership, educational equity, professional ethics and codes of conduct, the edTPA, student learning, and ISTE Standards for Teachers. *Worth up to 20% of the course grade.*

Reflection Papers due:

Educational Leadership and Development (competency 9E)

Educators Legal and Professional Responsibilities (competency 9K, 10C, 10F & 10L)

Community Tour Reflection (competency 10B)

Reflection Papers due:

Ed-TPA reflection (competency 9B)

Final Experience (competency 10 A)

Mission Statement and Philosophy of Teaching/Learning: This personal mission statement assignment includes reflecting upon and articulating both what they want to do and how they want to be in their lives, including but not only their educational philosophy. This work is influenced by the work of Dr. Martin Luther King, Jr., Stephen Covey and Dr. Terri Vandercook, and Candidates will have the opportunity to learn from King, Covey, Vandercook, and one another as they craft their missions. See Appendix A pages 20-23. *Worth up to 15% of grade*
Competency 9E

CRITICAL ANALYSIS OF THE TEACHING-LEARNING CONTEXT (56pts): Being able to observe and then describe a teaching-learning context without immediately evaluating what one is seeing/hearing is essential for effective teaching. We all have lenses through which we view the world (and ourselves), and these lenses often lead us to quick judgments. This assessment expects you to carefully and thoughtfully observe the teaching-learning context in which you are placed for your Field Experience I. Based on your observations in your assigned placement, consider the questions below and write a 5-page Critical Analysis. This paper will provide a good first step toward what will be expected of you in the edTPA. See end of course syllabus for the rubric used to score paper.

Competencies 9 C and 9F

e-Portfolio for Lifelong Learning: Use the eFolio Minnesota system, Google Site or a tool of your choice (e.g., Weebly, Tumblr, wiki, etc) to create a professional portfolio. Include at least introduction, CV/resume, teaching philosophy, and Technology integration sections. See course Blackboard Portfolio module for the checklist. Post the URL to Edmodo for peer-feedback. *Worth up to 5% of the grade.*

Competency 9G & 9L

Technology Annotated Bibliography and Analysis: Create an annotated bibliography of technology for teaching and learning, teach your classmates and share your bibliography, and then write a paper or create a presentation that further describes and critiques what you identified. Include an analysis of the applications, strengths and limitations/caveats about what you discovered. See pages 16-19 Appendix A. *Worth up to 25% of the course grade*

Competency: 4K, 7H, 9M, 10M

Educational Initiative Final Project: License candidates will demonstrate their ability to think critically about their teaching practice, relevant research and their own experiences; integrate their

learning and work collaboratively with colleagues to further learning. This final project includes a written demonstration of learning and also others ways to demonstrate learning (think UDL) to illuminate an important educational initiative, analyze its impact on teaching and learning and apply its concepts to the classroom/school environment. See Appendix A for details pages 12-15. *Worth up to 35% of the course grade.*
Competencies 9A, 9D, & 9I

Drug and Alcohol Assignment: Candidates will have an opportunity to explore a variety of topics related to the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning. Candidates will research and explore a variety of materials and resources on the topic. They will have a choice among three options to demonstrate their understanding of the topic
 1) Create a presentation using google slides, prezi, keynote, imovie, nearpod, 2) create an assessment that includes 10 questions on each of the 4 sections listed above or 3) review the materials, and take an exam.

Competency: 10E

15. Course Grading Scale

The final grade for this course is based on the successful completion of previously listed course assignments. The percentage breakdown is included below. However, in our Model, the teaching team will further collaborate on how we communicate the grading expectations to students (for example, instructors go by points that then are translated into percentages, or instructors have each course follow a 100 point scale so students have a consistent way to understand course grading. This will be collectively determined in April/May by the teaching team.

The grading scale for this course:

Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	76-79*
C	73-75
F	Below 60%
Incomplete	See note below

Note: Grades of C+ or lower cannot be accepted into program coursework and the course must be repeated with a grade of B- or better. (It is the student's responsibility to pay for the course a second time.) *See Student Policy Manual in the Student Resources Folder.*

Incomplete Policy

An incomplete grade (I) indicates that the student has initiated (via submitting the Incomplete Form) and the instructor has agreed to give the student an extension for completion of the course assignments. The incomplete grade automatically converts to an F if the work is not completed and submitted to the instructor by the date agreed upon. No student will be allowed to register for an additional class if they have more than one incomplete.

16. Knowledge Base

- Minnesota Board of Teaching Rules Pertaining to Teacher Licensure. 2009.
National Standards for each content area
Common Core Standards
Professional organizations for each content area.
- Ayers, W. (2010). *To teach: The journey of a teacher*. New York: Teachers College Press.
- Children's Defense Fund. (2011). *The State of America's Children*. Washington, D.C.: Children's Defense Fund.
- Danielson, C. (1996). *Enhancing Professional Practice: A Framework For Teaching*. Alexandria, VA: ASCD.
- Darling-Hammond, L. (2011). *The Flat World and Education*. New York: Columbia University Teachers College Press.
- Edelberg, J. & Kurland, S. (2009). *How to Walk to School*. Lanham, MD: Rowman and Littlefield.
- Fass, P. (2007). *Children of a New World: Society, Culture and Globalization*. New York: New York University Press.
- ISTE (2000). National educational technology standards for teachers and students: Connecting curriculum and technology. International Society for Technology in Education and the U.S. Department of Education. <http://cnets.iste.org/>
- Joseph, P. & Burnaford, G. (1994). *Images of Schoolteachers in Twentieth-Century America*. New York: St. Martin's Press.
- Kronowitz, E. (1999). *Your First Year of Teaching and Beyond*, 3rd ed. New York, NY: Longman.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Milner, H.R. (2010). *Start where you are, but don't stay there*. Cambridge, MA: Harvard Education Press.
- Ornstein, A. (2003). *Teaching and Schooling in American Pre and Post September 11*. Boston: Allyn and Bacon.
- Pasch, M., et. al. (1995). *Teaching as Decision Making*, 2nd. ed. White Plains, NY: Longman.
- Parkay, F.W. (2016). *Becoming a teacher*. Boston: Pearson.
- Ravitch, Diane (2010) *The Death and Life of the Great American School System* New York: Perseus Books Group.
- Reed, R. & Johnson, T. (2000). *Philosophic Documents in Education*. New York: Longman.
- Rippa, A. (1997). *Education in a Free Society: An American History*. New York: Longman.
- Roe, B. & Ross, E. (1994). *Student Teaching and Field Experience Handbook*. New York, NY: Merrill.
- Ross, D., Bondy, E., & Kyle, D. (1993). *Reflective Teaching for student empowerment*. New York, NY: Macmillan.
- Smith, G. & Smith, J. ((1994). *Lives in Education*. New York: St. Martin's Press.
- Spring, J. (2000). *American Education*, 15th ed. New York: McGraw Hill.
- Mahwah, N. J.: Lawrence Erlbaum. (2003). *Educating the Consumer-Citizen: A History of the Marriage of Schools, Advertising, and Media*.
- Mahwah, N. J.: Lawrence Erlbaum. (2004). *How Educational Ideologies are Shaping Global Society*.
- Mahwah, N. J.: Lawrence Erlbaum. (2005). *Conflict of Interests: The Politics of American Education*. 5th Ed. New York: McGraw Hill.
- Tucker, C. R. (2012). *Blended learning in grades 4-12: Leveraging the power of technology to create student-centered classrooms*. Corwin.
- Udall, A. & Daniels, J. (1991). *Creating the Thoughtful Classroom*. Tucson, AR: Zephyr Press.

- Watkins, William H. (2001). *The White Architects of Black Education: Ideology and Power in America, 1884-1954*. New York: Teachers College Press.
- Wenglinsky, H. (2005). *Using Technology Wisely: The Keys to Success in Schools*. New York: Teachers College Press.
- Whitaker, T., (2004). *What Great Teachers Do Differently: 14 Things That Matter Most*. Larchmont, NY: Eye On Education.
- York-Barr, J., Sommers, W., Ghere, G. & Montie, J. (2006). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin.

REDP 602 & REDP 603 Educational Equity & Inclusive Practices I & II

School of Education (SoED)

Course Syllabus

REDP 602: Educational Equity & Inclusive Practices I (1 credit)

REDP 603: Educational Equity & Inclusive Practices II (1 credit)

1. Mission Statement

This course is designed and taught within the following context:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Co-Instructor Name:

Office Location:

Instructor's email address:

Instructor's phone:

Co- Instructor Name:

Office Location:

Instructor's email address

Instructor's phone:

Class Meeting:

Meeting Place:

3. Course Description

The purpose of this course is to examine racial and cultural identities through a research based assessment tool, and address personal bias that impact student learning and their instruction. This course applies the pedagogy of educational equity, culturally responsive teaching and inclusive practices to the student learning environment, planning for instruction and partnering with families and colleagues. This course covers effective cross cultural and interracial communication skills, inclusive practices and how to translate their learning into equitable practices that impact effective learning for all students. REDP 602 Educational Equity and Inclusive Practices I always precedes REDP 603 Educational Equity and Inclusive Practices II.

4. Required Texts and Materials:

Singleton, Glenn E. & Linton, Curtis (2014). *Courageous Conversations about Race: A Field Guide For Achieving Equity in Schools*, (2nd Ed.). Thousand Oaks, CA: Corwin Press

Thousand, J. S., Villa, R., & Nevin, A., (2015). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press

Treuer, Anton. (2012). *Everything You Always Wanted to Know About Indians But Were Afraid To Ask*. St Paul, MN: Borealis Books.

5. Relationship to Standards of Effective Practice

The standards which have primary attention and are assessed in this course appear in the table below:

REDP 602 (Summer Session)

Standards of Effective Practice: MN Rule 8710.2000		Learning Opportunities and Assessment
3C	Know about the processes of second language acquisition and about strategies to support the learning of students whose first language is not English.	• The IRIS Center. (2011). <i>Teaching English Language Learners: Effective Instructional Practices</i> Retrieved from http://iris.peabody.vanderbilt.edu/module/ell/ • View RTI and ELL video (15 min) from Lehigh University • Read Turnbull et al., (2015). <i>Exceptional Lives – Chapter 3: Today's Multi-Cultural, bilingual and diverse schools</i> (8th edition) and • Acquiring English as a second language: What's normal and what's not found on http://www.asha.org/public/speech/development/easl/ • Guest speaker from multi-lingual department from the district ASSESS: • Multi- language learning and support presentation.
3D	Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism.	• Take Implicit Association Racial Bias test- https://implicit.harvard.edu/implicit/Study?tid=- READ: • Richeson & Nussbaum (2003). <i>The Impact of Multiculturalism versus Color-blindness on racial bias</i>. Science Direct. • Rachlinski, Johnson, Wistrich, & Guthrie (2009). <i>Does Unconscious Racial Bias Affect Trial Judges?</i> in <i>Notre Dame Law Review</i>. Allday (2012). • Observation bias in determining special education identification ASSESS: • Journal: Discuss language; how the language we use portrays bias or not; IDI and Cultural Continuum Identity assignment
3F	Understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society.	READ: • Singleton & Linton (2014). Chapter 1: Breaking the silence: Ushering in courageous conversations about race; • Ch 2: What's so courageous about this conversation; • Ch 3: Why Race; • Ch 4: Agreeing to talk about race;

		• Ch 5: The first condition: Getting personal right here and right now in Courageous Conversations on Race in Courageous Conversations on Race. • Rapp & Arndt (2012). Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In <i>Teaching Everyone</i>. Baltimore: MD, Brookes Publishing; Participate in Community Voices Tour ASSESS: • Journal reflections: reflect on your IDI results; reflect on your racial perceptions, beliefs, and interactions with people from other racial groups. Reflect on cultural differences and commonalities you observe in your daily actions with people from other cultures. Note any critical incidences
3G	Understand the cultural content, world view, and concepts that comprise Minnesota-based Indian tribal government, history, language, and culture.	• Complete American Indian Module: • Complete the How Much Do You Know About Treaties assessment before starting the viewing and reading View virtual Why Treaties Matter exhibit; • Review the origins of what is now termed the Doctrine of Discovery <u>Louis Erdrich Learning Ojibwe</u> :17 • Read: Treuer, Anton. (2012). <i>Everything You Always Wanted To Know About Indians But Were Afraid To Ask</i>. St Paul, MN: Borealis Books, pgs. 79-85 and 138-158 VIEW: • <u>Why Treaties Matter</u>: Choose 4 videos from the <u>Why Treaties Matter website</u>- two each about the Dakota and Ojibwe nations history and culture • Go to the <u>Minnesota Indian Affairs Council Website</u>. Click on the Tribal Nations tab. Read the overview and visit each of the 11 tribal nations links • <u>Everything You Always Wanted To Know About Indians But Were Afraid To Ask</u> . • the Iroquois film Doctrine of Discovery; • Ojibwe Basics 1; View the Beginning Dakota Lesson 4 (from the Minnesota Historical Society; • powwows.com to listen to a few songs on Pow Wow Radio and view dances on the video tab. ASSESS: Complete the voice thread and Reflection on Bdote Tour
3H (secondary)	Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures,	• Community Voices Tour ASSESS: • Community Voices reflection

	and community resources into instruction.	
3J	Know about community and cultural norms.	• Community Voices Tour ASSESS: • Community Voices reflection and complete the Cultural Continuum matrix (Terry Cross, 1989)
3N	Identify when and how to access appropriate services or resources to meet exceptional learning needs;	• Read: Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; • In class activity on 10 Steps of Special Education; • Review district process for pre-referral and referral ASSESS: • Interview and IEP Assignment
6B	Understand how cultural and gender differences can affect communication in the classroom	• Read: Rapp & Arndt (2012). Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In Teaching Everyone. Baltimore: MD, Brookes Publishing • Discussion Post: how do my beliefs show up in my communication style. Identify one strength and one weakness when communicating with individuals from a different culture or gender? ASSESS: • Mindful Inquiry Assignment: Community Voices reflection and complete the Cultural Continuum matrix (Terry Cross, 1989)
6C	Understand the importance of nonverbal as well as verbal communication.	• Read: Lee Mun Wah Mindful Inquiry assignment • Singleton & Linton (2012). Chapter 8. Chapter 8. 4th Condition: Keeping us all at the table in Courageous Conversations on Race. ASSESS: • Assess: Mindful Inquiry Assignment; Community Voices reflection and complete the Cultural Continuum matrix (Terry Cross, 1989)
6D	Know effective verbal, nonverbal, and media communication techniques.	READ: • Lee Mun Wah Mindful Inquiry assignment • Singleton & Linton (2012). Chapter 8. 4th Condition: Keeping us all at the table in Courageous Conversations on Race. ASSESS: • Mindful Inquiry Assignment; Community Voices reflection and complete the Cultural Continuum matrix (Terry Cross, 1989)

Core Skills for Teachers of Special Education 8710.5000 Subpart 2		Assignment/Assessment
A (1)	role of special education within the structure of a single, evolving and changing education system that provides,	• In class Activity on 10 Steps of Special Education; Read Chapter 1 (EL); Collaboration Panel, and IEP Treasure Hunt. ASSESS:

	based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services;	• Quiz 1 (Also addressed in REDP 602/603 in the Interview and IEP Student Support Assignment)
A (2)	relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English language learners, Section 504 accommodations, and gifted education;	READ: • Chapter 1: Special education in Context: People, concepts, and Perspectives in Gargiulo, R. (2017). • Ch 2: Policies, Practices, and Programs in Gargiulo, R. (2017). • Special Education in Contemporary Society, Iris Modules on Pre-referral and RTI and Collaboration Panel; ASSESS: • Quiz 1 (Also addressed in REDP 602/603 in the Interview and IEP Student Support Assignment)

REDP 603

Standards of Effective Practice: MN Rule 8710.2000		Learning Opportunities and Assessment
3A	Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning.	READ: • Thousand et al., (2015). • Chapters 4: Gathering facts about the learners • Chapter 7: Differentiating the instructional process; • 6: Differentiating and assessing the products of learning; EXPLORE: • PACER: Universally Designed Technology in Schools. • IRIS: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students. • Introduce various tools through the CAST organization (http://www.cast.org); ASSESS: • UDL and Technology Assignment
3B	Know about areas of exceptionality in learning, including learning disabilities,	READ: • Rapp & Arndt (2012). Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In <i>Teaching Everyone</i>. Baltimore: MD, Brookes Publishing;

	perceptual difficulties, and special physical or mental challenges, gifts, and talents	• Turnbull et al., (2015). <i>Exceptional Lives</i> – Chapter 3: Today's Multi-Cultural, bilingual and diverse schools (8th edition); • Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In <i>Teaching Everyone</i>. Baltimore: MD, Brookes Publishing ASSESS: • IEP Interview Assignment
3E	Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.	READ: • Thousand et al., (2015). • Chapters 4: Gathering facts about the learners and • Chapter 7: Differentiating the instructional process; • 6: Differentiating and assessing the products of learning; ASSESS: • UDL and Technology Assignment • Samuel VoiceThread activity.
3H	Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction.	READ: • Thousand et al., (2015). • Chapters 4: Gathering facts about the learners and • Chapter 7: Differentiating the instructional process; • 6: Differentiating and assessing the products of learning; ASSESS: • UDL and Technology Assignment • Reflection on communities tour
3I	Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success.	• Read: Lemov (2015): Ch 3 Setting High Academic Expectations pp. 87-127; from REDP 602 & 603 ASSESS: • UDL and Technology Assignment
3L (secondary)	use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes	READ: • Thousand et al., (2015). • Chapters 4: Gathering facts about the learners and • Chapter 7: Differentiating the instructional process; • 6: Differentiating and assessing the products of learning; ASSESS: • UDL and Technology Assignment
3M (secondary)	accommodate a student's learning differences or needs regarding time and	READ: • Thousand et al., (2015). • Chapters 4: Gathering facts about the learners and • Chapter 7: Differentiating the instructional process; • 6: Differentiating and assessing the products of learning;

	circumstances for work, tasks assigned, communication, and response modes	ASSESS: UDL and Technology Assignment
3O	use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences	READ: - Thousand et al., (2015). - Chapters 4: Gathering facts about the learners and - Chapter 7: Differentiating the instructional process; 6: Differentiating and assessing the products of learning; ASSESS: UDL and Technology Assignment
3P	bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;	READ: - Thousand et al., (2015). - Chapters 4: Gathering facts about the learners and - Chapter 7: Differentiating the instructional process; 6: Differentiating and assessing the products of learning; ASSESS: UDL and Technology Assignment
3R (secondary)	Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics and abilities	READ: - Thousand et al., (2015). - Chapters 4: Gathering facts about the learners and - Chapter 7: Differentiating the instructional process; 6: Differentiating and assessing the products of learning; ASSESS: - UDL and Technology Assignment
6E	Understand the power of language for fostering self-expression, identity development, and learning.	READ: - Thousand et al., (2015), Chapter 4: Gathering facts about the learners ASSESS: - UDL and Technology Assignment

Note: These additional standards are specific to our ABS Special Education License candidates and are addressed in both the Special Education Courses (see notation in parenthesis below) and also in this course.

Core Skills for Teachers of Special Ed: MN Rule 8710.5000		Assessment/Assignment
A1 (secondary)	Role of special education within the structure of a single, evolving and	- Read: Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; - In class activity on 10 Steps of Special Education;

	changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services;	• Review district process on pre-referral, referral and multi-tiered systems of support ASSESS: • Interview and IEP Assignment • Also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment
A2 (secondary)	Relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education of English language learners, Section 504 accommodations, and gifted education;	• Read: Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; • In class activity on 10 Steps of Special Education; Review district process ASSESS: • Interview and IEP Assignment (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment)
A11 (secondary)	The importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services;	• View Including Samuel; (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment) ASSESS: • Including Samuel Voicethread (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment)
A12 (secondary REDP (602)	Legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities	• Read: Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; • In class activity on 10 Steps of Special Education; • Review district process for pre-referral, referral, and/or multi-tiered systems of support ASSESS: • Interview and IEP Assignment (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment)

D1 (secondary)	Understand how disabilities can impact families as well as the student's ability to learn, interact socially, and contribute to the community throughout the life span;	• View Including Samuel; (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment) ASSESS: • Including Samuel Voicethread (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment)
D2 (secondary)	Take into account the dynamics, roles, and relationships within families and communities resulting from differences in familial background, socioeconomic status, and cultural and linguistic diversity and collaborate with language interpreters and cultural liaisons when communicating with families and planning and implementing services	READ: • Rapp & Arndt (2012). • Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In Teaching Everyone. Baltimore: MD, Brookes Publishing • Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; ASSESS: • Interview and IEP Assignment (also addressed in REDP 631 Survey of Exceptionality with additional learning activities and assessment)

Academic Behavioral Strategist Subject Matter Standard: MN Rule 8710.5050		Assessment/Assignment
A10 (secondary)	Legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities	• Read: Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing; • In class activity on 10 Steps of Special Education; • Review district process for pre-referral and referral and multi-tiered systems of support ASSESS: • Interview and IEP Student Support Assignment
B11 (secondary)	address factors such as gender, socioeconomic	READ: • Rapp & Arndt (2012). Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In Teaching Everyone. Baltimore: MD, Brookes Publishing;

	status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities; and	• Turnbull et al., (2015). Exceptional Lives – Chapter 3: Today's Multi-Cultural, bilingual and diverse schools (8th edition); ASSESS: • IDI and Cultural Continuum Identity assignment and Interview and IEP Student Support Assignment

Program Key Assessments in this Course Are:

- Interview and IEP Student Support Assignment

Key assessments are defined as those program assignments that are identified as critical indicators of a candidate's readiness to move forward in the program and predictors of success for Clinical Practice and a career in teaching. These assessments will be stored in the TK20 assessment system.

Program Co-Requisites with this Course Are:

- REDP 651 Teaching I: Field Experience

About the Clinical Practice and Experiences in Teaching Courses:

Course goals and competencies are further addressed through a minimum of a year-long, school-based clinical experience (REDP 651 and REDP 652). Candidates will be assigned a master teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-candidate performance data. The non-conventional pathway model will provide candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for candidates to go beyond abstract understandings of theories to develop flexible "knowledge-in-practice, of-practice, and for-practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Teaching responsibilities will be identified monthly and weekly based on identified learning targets for the candidate. Mentor teachers and University Supervisors will identify the learning targets based on performance data, formal observations, key assessments and skills and dispositions identified in the specific licensure competencies. Candidates will participate in year-long application/reflection.

6. Course Objectives

Teacher candidates will:

1. know and understand their cultural and racial identities that inform their teaching practices and interactions with students, families, and colleagues

2. examine educational equity pedagogy related to equity, race, culture, and language and identify strategies to address biases, discrimination, prejudices, and systemic racism and sexism.
3. examine the role of power, privilege and oppression in educational systems and learn skills within their sphere of influence to interrupt
4. study and apply the components of culturally responsive teaching
5. analyze components of Universal Design for Learning and begin planning for the use of UDL in teaching practices
6. examine ways to integrate culturally responsive and inclusive instructional practices in their teaching
7. acquire knowledge about MN American Indian Tribal nations and the other cultural communities that make up their educational community, integrate this learning in instructional planning and interactions and view students families and communities as assets in education.
8. demonstrate lessons that are equitable, culturally responsive, and inclusive
9. examine the application of special education law (IDEA), including parental rights and how the law applies to various educator roles and responsibilities.
10. know and apply effective cross-cultural, inclusive, and interracial communication

IDEA objectives:

- #1 Gaining factual knowledge
- # 4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

7. Methodology

The purpose of this course is to acquaint students with the theory, assumptions, and methods associated with developing reading/language arts skills in elementary students. There is no one "best" method or pseudo-method for developing children's skills in the language arts. In this course, it will be demonstrated that the approach and methods used by any teacher will reflect what s/he believes about reading processes and how children learn in general. Therefore, students in this course will develop classroom and instructional philosophies broad enough in perspective and flexible enough in application to allow them to select workable aspects of many "methods" in order to meet the literacy and language needs both of individuals and of groups.

8. Tk20 - University Assessment System

The university-wide assessment system, Tk20, will allow teacher candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments using Tk20. University supervisors and mentor teachers will also use Tk20 to complete field experience and clinical practice evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. You will find the Student Tk20 Support Page at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder,

chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

13. Course Schedule, Topics and Assignments

Schedule	Topic	Assignment/Reading
Part 1		
Session 1	Introductions (Name Origin) Set Norms Overview of Syllabus (Expectations and assignments) Establish common terms Communication: Acquiring effective cross cultural, interracial, inclusive communication skills. Examine Person-first Language and how that may or may not convey our bias View I'm Tyler (10 min video) (before class) View ELL & RTI video from Lehigh University (15 minutes) Discuss Reading. Practice Mindful Inquiry techniques in small groups	Take Inter-cultural Development Inventory (IDI) View I'm Tyler (10 min video) (before class) Journaling: Shared Reflection #1: How do my beliefs show up in my communication style. Identify one strength and one weakness when communicating with individuals from different cultures? READ: Rapp & Arndt (2012). Chapter 1. Construction of ability and disability, intersections of ability, race, and gender. In Teaching Everyone. Baltimore: MD, Brookes Publishing Turnbull et al., (2015). Exceptional Lives – Chapter 3: Today's Multi-Cultural, bilingual and diverse schools (8th edition) Resources on Person-first language and SPED law found on Canvas.

Session 2	Educational Equity Foundations Learn and practice Courageous Conversations on Race Framework Color-line activity Teach Restorative Circle discuss the impact of educational inequity on groups of students share historical and contemporary research Text Rendering activity Rapp & Arndt chapter 1	Work on Racial and cultural autobiographies assignment Journal: Reflect in journal on your IDI results as compared to the group IDI results related to district student disparity data and include your 3 goals READ: Singleton & Linton (2014), Chapters 1 & 2; Read chapters 3-5 by session 5. Courageous Conversations on Race
Session 3	Acquiring community knowledge of Minnesota communities of color Examine multiple perspectives, missing voices/absent narratives perspectives Share racial auto-biographies with partners Receive personal IDI results and share group IDI results Review Dr. Terry Cross' Cultural Continuum Rubric before the Community Voices Tour	Journal: Reflect on your racial perceptions, beliefs, and interactions with people from other racial groups. Reflect on cultural differences and commonalities you observe in your daily actions with people from other cultures. Note and reflect on critical incidents READ: Singleton & Linton (2014). Chapter 7. 3rd Condition: Engaging Multiple perspectives in Courageous Conversations on Race Richeson & Nussbaum (2003). The Impact of Multiculturalism versus Color-blindness on racial bias. Science Direct.
Sessions 4 & 5	Continue: Acquiring community knowledge of Minnesota communities of color and American Indian tribal communities This will include a 5 hour bus trip of the communities and end the day with a Round Table/Panel presentation of community leaders, family members, and St Paul Teachers discussing the strengths, assets, and contributions of multiple groups of people from the community.	Review: IDI profiles (individual and group) and Dr. Terry Cross Cultural Continuum assignment Assignment: Journal Reflection on Community Voices Tour. Using the Cultural Continuum to share specific examples, discuss critical incidences from the tour- what was most informative and what mostly challenged your beliefs. Describe your next steps to learn more. READ: Treuer (2012). Pages 1-43. Everything You Wanted to Know About Indians But Were Afraid to Ask.
Session 6	Examine bias from personal, school, educational system perspectives and discuss policy implications Complete Implicit Association Racial Bias test Review district text and assess for types of biases View: Teachers response clip	Journal: Discuss belief and language; how the language we use and actions illuminates bias or not and include reflections on your IDI profile READ: Richeson & Nussbaum (2003). The Impact of Multiculturalism versus Color-blindness on racial bias. Science Direct.

	Examine how our own biases and the bias of school impacts their classroom interactions and instruction	Rachlinski, Johnson, Wistrich, & Guthrie (2009). Does Unconscious Racial Bias Affect Trial Judges? in Notre Dame Law Review. Allday (2012). observation bias in determining special education identification
Session 7	Examine the role of power, privilege, and oppression in the educational system, personal classroom decisions, and possible implications to past and current educational practices and outcomes regarding disparities in learning outcomes, segregation, special education identification, placement, discipline, family involvement, graduation, access to post-secondary options	Journal: Discuss your reflection on the role of power, privilege, and oppression on educational systems. Pick one of the areas of disparities and share your understanding and possible ways to contribute to positive changes READ: Freire (2000) Chapter 2. Pedagogy of the Oppressed. Rothenberg (2015). Parts 1 & 3. White Privilege. (jigsaw) Skiba, R. J., Simmons, A. D., Ritter, S., Gibb, A., Rausch, M. K., Cuadrado, J., & Chung, C. G. (2008). Achieving equity in special education: History, status, and current challenges. Exceptional Children.
Session 8	Communication: Acquiring effective cross cultural, interracial, inclusive communication skills Practice Mindful Inquiry techniques in small interracial and cross cultural groups Cross Cultural Communication: Application to Families as Educational Partners quick review of parental rights communication strategies for families placement vs. inclusion Special Education: Parents, Policy, and Practices 10 Steps of Special Education; Review district process for pre-referral and referral and multi-tiered systems of support	Assignment: Introduce Mindful Inquiry Assignment; Introduce IEP Assignment View Including Samuel (view before class; complete voicethread and be prepared to discussion in class. READ: Lee Mun Wah Mindful Inquiry Material (found on Canvas) Singleton & Linton (2012). Chapter 8. Courageous Conversations on Race. Rapp & Arndt (2012). Chapter 3: Special education law and legislation. In Teaching Everyone. Baltimore: MD, Brookes Publishing;
Session 9	What is "Good Teaching" for all of students Introduction to Culturally Responsive Teaching and Universal Design for Learning What is it? What are the components? What does it look like? How do we get started?	View ELL & RTI video from Lehigh University (15 minutes) The IRIS Center. (2011). Teaching English Language Learners: Effective Instructional Practices Retrieved from http://iris.peabody.vanderbilt.edu/module/ell/ Acquiring English as a second language: What's normal and what's not found on http://www.asha.org/public/speech/development/easl/

	How does my IDI impact my teaching? Explore personal cultural identity Consider Multi-lingual Learners	Explore various technology resource examples that will aide in thinking ahead to the UDL/Tech assignment. Journal: What will “good teaching” look like in your classroom? READ: Ladson-Billings (1995). That's Just Good Teaching, in Theory Into Practice. Thousand, Villa, & Nevin (2015). Chapter 1: Why differentiation of instruction now & Chapter 3: Access to curriculum through UDL. OPTIONAL RESOURCES: PACER: Universally Designed Technology in Schools. Addresses education technology for students with disabilities; universally designed technology for schools; accessible Web-based learning, multimedia, and digital learning materials to implement universally designed technology in K-12 schools. IRIS: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students. Examines 3 principles of UDL and discusses how to apply principles to 4 curricular components (i.e., goals, instructional materials, instructional methods, and assessments) Introduce various tools through the CAST organization (http://www.cast.org);
Session 10	Acquire knowledge of Culturally Responsive Teaching Pedagogy: Curriculum: Deconstruction/Reconstruction Examine deconstruction/reconstruction techniques Participate in activity on Lies My Teacher Told Me Use sample district lesson plan and course rubrics to reconstruct for CRT Lesson planning using the components of UDL and CRT (part 1) gather facts about the learners differentiate the instructional process use your team (gen ed and SPED, and if applicable para-professionals) assess lessons using the CRT rubric	Journaling: Share some different strategies for assessing learners’ proficiency while maintaining high expectations. What are some other ways you’ll convey and keep high expectations? READ: Ladson-Billings & Michie (2008):Yes, But How Do we Do It? Practicing Culturally Relevant Pedagogy. City Classrooms, City Schools. Lowen (2007). Chapters 1 & 2. Lies My Teacher Told Me. Lemov (2015): Ch 3 Setting High Academic Expectations pp. 87-127 Thousand et al., (2015). Chapters 4: Gathering facts about the learners. Chapter 6: Differentiating and assessing the products of learning Chapter 7: Differentiating the instructional process

Session 11	Putting it All Together sharing learning what strategies worked for your lesson what didn't work what technology was most useful what are your next steps in learning	Journaling: How prepared do you feel to connect with all students in your classroom compared to when the class started? Where do you feel you are on the cultural continuum as compared to the start of the class READ: Thousand et al. (2015). Chapters 10-13 (pick one that is most applicable to your area of license) DUE: Interview and IEP Support; Multi- language learning and support presentation

Part 2		
Session 12	Introduce the Collaborative Action Research for Equity (CARE) Framework • Inter-Racial auto-biographies with partners • Review of the syllabus • Review SUTR expectations • Self-assessment/Readiness for CARE • Dig deeper in to UDL Plan Component • Gathering facts about the learner • review of person first language • Culture • above the line below the line for focal student • Learning and Language • begin to think about focus learner(s) and select a student who is on an IEP and racially diverse • Review CARE rubrics • Review the CARE Process • Identify CARE teams	• Read Chapters 4, 5, 7 in Thousand, Villa and Nevin • Journaling: Analyze IDI goal, cultural elements and identity, cultural continuum preference, with the students (see diagram). Now that you know yourself racially and culturally, what do you need to pay attention to when choosing your focal students and why? DUE: Mindful Inquiry Assignment
Session 13	ONLINE CLASS - MN American Indian Tribal Communities- Lead Instructor: • View virtual Treaty exhibit • Complete the How Much Do You Know About Treaties Test • View A Day in the Life video	READ: • Treuer, Anton. (2012). Everything You Always Wanted To Know About Indians But Were Afraid To Ask. St Paul, MN: Borealis Books, pgs. 79-85 and 138-158 • WhyTreatiesMatters.org

	Choose 3 videos one each about the Dakota and Ojibwe nations	Formative Assessment on online class. Voice-thread
Session 14	- Getting Ready for Part 2: Action (Teach)- Instructors: Both - Create mini CARE lessons by integrating information on CRT and UDL - Share information about focal students in your CARE teams - Share your CARE assignment in your CARE teams - Share your plan for data collection - Examine the NUA strategies and choose 1 in your CARE Lesson - Between Session 14 and Session 15 Teach your lesson, analyze the data, and be prepared to share in your CARE teams	- Journaling: Describe some of the ways you've seen equitable and inclusive strategies in the classroom and school community. What are some ways you could improve on these strategies in your teaching and as a future teacher leader? READ: - NUA Strategy Choose 1 NUA strategy to use in CARE lesson - Chapter 8 in Thousand, Villa, and Nevin and choose one chapter from chapters 10-14 - On your own work related to IEP, disability, and CARE assignment DUE: UDL and CRT Planning Grid (complete CARE/UDL Lesson Prep in class)
Session 15	CARE: Steps 3-Reflect and Step 4-Revise- in CARE teams share your data and discuss how you will get to transformation using all of your tools - IDI assessment - Use the Cultural Continuum - UDL - communication techniques - classroom management	Journaling: Reflect on your learning across this course, Part 1 and Part 2. What did you learn, where did you go deeper, and how will you apply to your current and future teaching? In what areas do you want to continue to grow and learn?
Session 16	CARE Cycle is Completed, now what? - other ways you can incorporate CARE in your teaching Putting it All Together: - Educational Equity and Inclusive Practices	DUE: UDL, Technology Using CARE

Assignments:

- IDI and Cultural Continuum Assignment**

IDI Assignment- Complete IDI personal inventory. Reflect in journal on your IDI results related to your personal interaction with students from different cultures and create goals and a plan (submitted in first journal entry)

Competencies: SEPs 3D; Special education ABS: B11

Due Date:

Points: 5 points

- **Racial Identity Assignment**

The purpose of this assignment is to identify and describe your racial identity. By having better understanding of you own identity, you will be in a better place to understand others. Write your racial autobiography following the rubric and the template provided. The rubric can be found on the course site. Review chapter 8 of *Courageous Conversations on Race*. In class, you will meet with a person from a different race to share your racial autobiographies. Your auto-biography will be peer reviewed using the rubric. You will have 10 minutes to share. Each person will have a chance to practice Mindful Inquiry as part of the process.

Due Date:

Points: **10 points**

- **Cultural Identity Assignment**

The purpose of this assignment is to identify your cultural identity. By having a better understanding of your own identity, you will be in a better place to understand others. Write your cultural autobiographies using the template and rubric found on Canvas.

Competencies:

Due Date:

Points: **10 points**

- **Interview and IEP Assignment**

This field experience assignment creates an opportunity to learn from educators who directly work with students with disabilities, and to gain a deeper understanding of the effective ways that students with disabilities are supported in schools to learn and grow well, and also some of the challenges around responding to the needs and abilities of a student. You will identify what you already know about IEPs and student supports, examine new resources, interview your mentor and if needed and additional special educator, and write a 4-6 page paper that describes your learning process and learning applications. In your write up, please maintain confidentiality and do not use real names in your paper. There will be in-class time to share what you perceive to be the most important learning from your project.

Competencies: SEP 3B 3E 3N; Special Education Core: A1, A2, A12, and D2; ABS A10, B11, D6

Due Date:

Points: 20 points

- **Including Samuel Discussion and Reflection**

You will view the documentary, *Including Samuel* by Dan Habib on your own. You will complete a voice thread and participate in a class discussion to share your learnings from the documentary.

Competencies: SEP 3E; Special Education Core: A11, D1

Due Date:

Points: 5 points

- **Journal Reflections**

Throughout the course you will journal following each class session. You will upload your use the journal tool on CANVAS. Prompts for each journal can be found in the course calendar and will be discussed at the end of each class session.

Competencies: SEP 3D, 3F; ABS D6

- **Community Voices Reflection**

Following the community tour, analyze and reflect on your racial and cultural identities in relation to your instructional style and impact on student learning

Due Date: The following day after each class session unless otherwise specified

Points: 4 points for each journal entry for a total of 40 points

Competencies: SEP 3H, 3J, 6B, 6C, 6D

- **Multi-language Learning and Support Presentation:**

Choose a presentation format such as powerpoint, key-note, prezi, animoto, google slides, nearpod, voicethread, and create a presentation on the processes of second language acquisition and strategies to support the learning of students whose first language is not English. The presentation should include at least two slides describing the process of multi-language acquisition and describe three strategies to support the learning of students whose first language is not English. You will share your presentations in class and on Canvas. Please see the rubric for more specifics.

Due Date:

Points:

Competencies: SEP 3E

- **Attendance**

Please attend class meetings as scheduled and participate in lively discussion and other class activities related to the topic of the day. Students will earn points per class by attending and participating and completing all of the class activities. Class attendance is worth a possible 11 points toward the course grade.

Due: Each class session

Points: 1 point for each class session for a total of 11 points

Assignments- Part 2:

- **Mindful Inquiry Assignment**

For this assignment you will select a cultural group and language that you want to learn more about. Choose 1 to 2 strategies from the summer session you will use to improve your communication with that group. Explain the present situation and where you intend to be. How does your IDI profile influence your reflection?

Competencies: SEP 6B, 6C, and 6D

Due Date:

Points: **10 points**

- **Online Session Voicethread Formative Assessment**

In your online session you will be learning about Minnesota American Indian Tribal Communities. To do so you will view a virtual treaty exhibit and view a variety of videos.

Due Date:

Points: 15 points

Competencies: SEP 3G

- **UDL and Technology using the CARE Process–**

This Universal Design & Technology provides an opportunity for students to use the tools and resources available in the Differentiating Instruction Book. This is a multi-step assignment involving observing a classroom for UDL and technology and designing differentiated and culturally relevant instruction. First, students will observe a classroom using the Instructional Observation Form (found in Thousand, Villa, and Nevin, 2015). Second, they will select a student with a disability or at-risk for a disability and complete the UDL Instructional Planning Grid (provided on the Blackboard site) and make recommendations for differentiation for the student. Third, they will design a lesson, teach it, and be observed by a CARE team member using the CARE rubric. Finally, reflect on the feedback, revise, and make recommendations for your action plan. The final paper will include, the instructional observation form and reflection, the UDL Instructional Planning Grid, lesson plan and feedback, recommendations, final reflection, and action plan.

Due Date:

Points: 50 points

Competencies: SEP 3A, 3H, 3I, 3L, 3M, 3O, 3P, 3R and 6E

- **Reflections**

Throughout the course you will journal following each class session. You may submit your journal in notebook format or use the journal tool on blackboard. Prompts for each journal can be found in the course calendar and will be discussed at the end of each class session.

Competencies: SEP 3F, 3G, 3J, CORE Skills for SPED D2

Due Date: one week from the class session unless otherwise specified

Points: 5 points for each journal entry for a total of 15 points

- **Attendance**

Please attend class meetings as scheduled and participate in lively discussion and other class activities related to the topic of the day. Students will earn points per class by attending and participating and completing all of the class activities. Class attendance is worth a possible 8 points toward the course grade. If you miss more than 1 face-to-face class, your grade will be reduced by a half grade (e.g., from an A to an A-).

Due: Each class session

Points: 2 points for each class session for a total of 10 points

15. Course Grading Scale

The final grade for this course is based on the successful completion of previously listed course assignments. The percentage breakdown is included below. However, in our program, the teaching team will further collaborate on how we communicate the grading expectations to students (for example, will all instructors go by points that then are translated into percentages, or will all instructors in the program

have each course follow a 100 point scale so students have a consistent way to understand course grading. This will be collectively determined in April/May by the teaching team.

The grading scale for this course:

Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	76-79*
C	73-75
F	Below 60%
Incomplete	See note below

Note: Grades of C+ or lower cannot be accepted into program coursework and the course must be repeated with a grade of B- or better. (It is the student's responsibility to pay for the course a second time.) *See Student Policy Manual in the Student Resources Folder.*

Incomplete Policy

An incomplete grade (I) indicates that the student has initiated (via submitting the Incomplete Form) and the instructor has agreed to give the student an extension for completion of the course assignments. The incomplete grade automatically converts to an F if the work is not completed and submitted to the instructor by the date agreed upon. No student will be allowed to register for an additional class if they have more than one incomplete.

16. Knowledge Base and References:

- Bartlett, L. (2001). *Successful Inclusion for Educational Leaders*. Upper Saddle River, NJ: Prentice Hall.
- Bauer, A. & Kroeger, S. (2004). *Inclusive Classrooms*. Columbus, OH: Pearson Merrill Prentice Hall.
- Bennet, C. (2011). *Comprehensive multicultural education: Theory and practice*, (7th Ed.). Boston, MA: Pearson Education Inc.
- Bode, P. & Nieto, S. (2012). *Affirming diversity: The sociopolitical context of multicultural education*, (6th Ed.). Boston, MA: Pearson Education Inc.
- Boyer, J., & Baptiste, H. P. (1996). *Transforming the curriculum for multicultural understandings: A practitioner's handbook*. San Francisco, CA: Caddo Gap.
- Fischer, L. (1999). *Teachers and the Law*. New York, NY: Longman.
- Foley, J. & Thompson, L. (2003). *Language Learning: A Lifelong Process*. Cambridge, MA: MIT Press.
- Freire, Paulo (2000) *Pedagogy of the Oppressed*, (30th Ed). New York: Bloomsbury Academic.
- Friend, M. & Bursuck, W.D. (2002). *Including Students with Special Needs: A Practical Guide for Classroom Teachers* (3rd ed.). Boston, MA: Allyn & Bacon.
- Hallahan, D. & Kauffman, M. (2002). *Exceptional Learners: Introduction to Special Education*. Boston, MA: Allyn & Bacon.
- Heward, W. (2002). *Exceptional Children: An Introduction to Special Education*. Upper Saddle River, NJ: Prentice Hall.
- Indiana Equity Project
- Jensen, E. (2000). *Brain based learning*. San Diego, CA: The Brain Store.
- Johnson, J. & Goldberg, P. (2002). *Transitions and Beyond ... Now What?* Minneapolis, MN: PACER Center.
- Johnson, J. & Kendrick, J. (2005). *Teaching Gifted Students with Disabilities*. Austin, TX:
- Jordan, D. (2001). *A Guidebook for Parents of Children with Emotional or Behavioral Disorders*. Minneapolis, MN: PACER Center.
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- Kliebard, H. M. (2004). *The struggle for the American curriculum*. New York, NY: RoutledgeFalmer
- Loewen, James W (2007). *Lies My Teacher Told Me*. New York: Touchstone.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.
- Losen, D.J. & Orfield, G. (Eds.) (2002). *Racial Inequity in Special Education*. Cambridge, MA: Harvard Education Press.
- McCarney, S. (1988). *The Pre-Referral Intervention Manual*. Columbia Missouri: Hawthorne Educational Services.
- McCook, J.(2006). *The RTI Guide: Developing and Implementing a Model in your Schools*. Horsham, PA: LRP Publications.
- Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (4th ed.). Boston, MA: Pearson Education, Inc.
- Pavri, S., & Zitzer-Comfort, C. (2008). Historical and cultural perspectives of disability and special education in the United States of America. In T. Tsyrlina, N. Hansuvadha, and C. Zitzer-Comfort (Eds.). *With hope for the future and faith in success: Special education in Russia and the U.S.A.* Rossi Press: Kursk, Russia.
- Pavri, S., & Fowler, S. (2005). Child Find, screening, and tracking: Serving culturally and linguistically diverse children and families. In S. A. Fowler, R. M. Santos, and R. M. Corso (Eds.) *Appropriate screening, assessment and family information gathering*.(3-22). Longmont, CO: Sopris West.

- PACER Center, Inc. (2005). *A Guide for Minnesota Parents to the Individualized Education Program (IEP)*. Minneapolis, MN: PACER Center.
- PACER Center, Inc. (2001). *Disability Awareness A Guidebook for Families and Educators*. Minneapolis, MN: PACER Center.
- PACER Center, Inc. (2002). *Parents Can Be the Key: A Handbook on Rights and Responsibilities*. Minneapolis, MN: PACER Center.
- Rothenberg, Paula S. (2005). *White Privilege- Essential Readings On the Other Side of Race*, (5th Ed). New York: Worth Publications.
- Salend, S. (2005). *Creating Inclusive Classrooms*. Columbus, OH: Pearson Merrill Prentice Hall.
- Salvia, J. (2001). *Assessment*. Boston, MA: Houghton Mifflin.
- Smith, D. (2003). *Introduction to Special Education: Teaching in an Age of Opportunity*. Boston, MA: Allyn & Bacon.
- Smith, T.E.C., Polloway, E.A., Patton, J.R., and Dowdy, C.A. (2012). *Teaching students with special needs in inclusive settings*. Upper Saddle River, NJ: Pearson Education Inc.
- Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Villa, R.A. & Thousand, J.S. (Eds.) (2005). *Creating an Inclusive School* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Watkins, W. (2001). *The white architects of Black Education*. New York, NY: Teachers Press College
- Wood, J. (2006). *Teaching Students in Inclusive Settings*. Columbus, OH: Pearson Merrill Prentice Hall.

REDP 604 Environments for Success

School of Education (SoED)

Course Syllabus

REDP 604: Environments for Success (1 credit)

1. Mission Statement

This course is designed and taught within the following context:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Instructor Name:

Office Location:

Instructor's email address:

Instructor's phone:

Class Meeting:

Meeting Place:

3. Course Description

The purpose of this course, grounded in research-based interventions, is designed to assist in developing knowledge and skills to plan, implement and assess classroom environments, engagement, and interactions. The course provides an overview of multi-tiered systems of support and focus on strategies to create positive and engaging classroom environments for all students. The course examines the basic components of classroom culture and relationships, ways to teach classroom expectations and routines, and plan for responses to appropriate and challenging behavior.

4. Required Texts and Materials:

Lemov, D. (2015). *Teach like a champion: 2.0*. San Francisco, CA: Jossey-Bass.

5. Relationship to Standards of Effective Practice

The standards which have primary attention and are assessed in this course appear in the table below:

Standards of Effective Practice: MN Rule 8710.2000		Assessment/Assignment/Learning Opportunities
5 E	Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.	Learning Opportunities: Read: • Lemov, D. (2015). Part 4: Introduction in <i>Teach like a champion 2.0</i>. • Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 • Wong & Wong (2009) pages 89-99 Explore:

		• pbis.org • pbisworld.com Assess: • Educational Environments for Success Plan
5 H	establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.	Learning Opportunities: Read: • Lemov, D. (2015). Part 4: Introduction in <i>Teach like a champion 2.0</i>. • Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 • Wong & Wong (2009) pages 89-99 Explore: • pbis.org • pbisworld.com Assess: • Educational Environments for Success Plan
5 I	Establish peer relationships to promote learning.	Learning Opportunities: Read: • Creating a Welcoming Environment for English Learners In your School and Classroom by Haynes and Zacarian (2018). Assess: • Educational Environments for Success Plan
5 L	Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.	Learning Opportunities: Read: • Lemov, D. (2015) <i>Teach like a champion 2.0</i>; • Part 4: Introduction; • Chapter 10: Systems and Routines; • Chapter 11: High Behavioral Expectations. <i>and view video examples; View and discuss video examples from Engage NY.com</i> • Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 • Wong & Wong (2009) pages 89-99 Additional Resources: • pbis.org • pbisworld.com Assess: • Educational Environments for Success Plan
5 N	Organize, allocate, and manage the resources of time, space, activities, and attention to provide active	Learning Opportunities: Read: • Wong & Wong (2009). <i>The First Days of School</i> pp. 89-99 Discuss:

	engagement of all students in productive tasks	• case-studies in class Assess: • Educational Environments for Success Plan
5 O	Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.	Learning Opportunities: Read: • Lemov, D. (2015) <i>Teach like a champion 2.0</i>; • Part 4: Introduction; • Chapter 10: Systems and Routines; • Chapter 11: High Behavioral Expectations. <i>and view video examples; View and discuss video examples from Engage NY.com</i> • Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 • Wong & Wong (2009) pages 89-99 Additional Resources: • pbis.org • pbisworld.com Assess: • Educational Environments for Success Plan
5 P	Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.	Learning Opportunities: Read: • Lemov, D. (2015) <i>Teach like a champion 2.0</i>; • Part 4: Introduction; • Chapter 10: Systems and Routines; • Chapter 11: High Behavioral Expectations. <i>and view video examples; View and discuss video examples from Engage NY.com</i> • Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 • Wong & Wong (2009) pages 89-99 Additional Resources: • pbis.org • pbisworld.com Assess: • Educational Environments for Success Plan
5 Q (secondary)	Analyze the classroom environment and make decisions and adjustments to enhance social relationships student motivation and engagement, and productive work	Learning Opportunities: • Group discussion of classroom engagement plan; • case-study discussion on responding to appropriate and challenging behavior Assess: • Educational Environments for Success Plan

Program Key Assessments in this Course Are:

None

Key assessments are defined as those program assignments that are identified as critical indicators of a candidate's readiness to move forward in the program and predictors of success for Clinical Practice and a career in teaching. These assessments will be stored in the TK20 assessment system.

Program Co-Requisites with this Course Are:

REDP 602 & 603 Educational Equity and Inclusive Practices and REDP 605 & 606 Effective Teaching and Learning.

About the Clinical Practice and Experiences in Teaching Courses:

Course goals and competencies are further addressed through a minimum of a year-long, school-based clinical experience (REDP 651 and REDP 652). Candidates will be assigned a master teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-candidate performance data. The non-conventional pathway model will provide candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for candidates to go beyond abstract understandings of theories to develop flexible "knowledge-in-practice, of-practice, and for-practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Teaching responsibilities will be identified monthly and weekly based on identified learning targets for the candidate. Mentor teachers and University Supervisors will identify the learning targets based on performance data, formal observations, key assessments and skills and dispositions identified in the specific licensure competencies. Candidates will participate in year-long application/reflection.

6. Course Objectives

Students will

1. Examine the principles of effective classroom management
2. Examine factors that contribute to safe, positive, and engaging learning environments
3. Develop effective classroom expectations, routines, and visual supports and plan strategies to teach and reinforce
4. Analyze the escalation cycle and identify de-escalation strategies
5. Examine how the classroom is one part of a larger system of tiered supports and gain knowledge of general school-wide supports, intensified supports, and how to use data to make decisions about increasing supports.

IDEA objectives:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Learn to apply course material (to improve thinking, problem solving, and decisions)

7. Methodology

The purpose of this course is to acquaint students with the theory, assumptions, and methods associated with developing reading/language arts skills in elementary students. There is no one "best" method or pseudo-method for developing children's skills in the language arts. In this course, it will be

demonstrated that the approach and methods used by any teacher will reflect what s/he believes about reading processes and how children learn in general. Therefore, students in this course will develop classroom and instructional philosophies broad enough in perspective and flexible enough in application to allow them to select workable aspects of many "methods" in order to meet the literacy and language needs both of individuals and of groups.

8. Tk20 - University Assessment System

The university-wide assessment system, Tk20, will allow teacher candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments using Tk20. University supervisors and mentor teachers will also use Tk20 to complete field experience and clinical practice evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. You will find the Student Tk20 Support Page at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

13. Course Schedule, Topics and Assignments

Dates	Content Objectives	Topics	Assignments/Readings
Session 1	Examine how the classroom is one part of a larger system of tiered supports and gain knowledge of general school-wide supports, intensified supports, and how to use data to make decisions about increasing supports. Examine factors that contribute to safe, positive, and engaging learning environments. Examine the principles of effective classroom management.	Multi-Tiered Systems of Support and Positive Behavioral Interventions and Supports Components of Universal Supports for the classroom Building Relationships and Community Five Principles of Classroom Culture	Readings: Lemov, D. (2015). Chapter 12: Building Character and Trust pp. 425-442. Lemov, D. (2015). Part 4 Intro: The Five Principles of Classroom Culture pp. 342-347. Bondy et al. (2012). Becoming warm demanders: Practices and perspectives of first year teachers. <i>Urban Education</i>, 48, 420-450 Creating a positive classroom environment: Tips for Teachers https://cehdvision2020.umn.edu/blog/creating-positive-classroom-environment/ Learning Opportunities: Read Creating a Welcoming Environment for English Learners In your School and Classroom by <i>Haynes and Zacarian (2018)</i> Exit Ticket: Consider your future classroom, what classroom climate do you want to convey to your students? Share 2-3 strategies you will use to convey this type of climate.
Session 2	Examine the principles of effective classroom management. Develop effective classroom expectations, routines, and visual supports and plan strategies to teach and reinforce.	Classroom management Effective ways to establish classroom expectations, systems, and routines Classroom procedures to teach Introduction to the Educational Environments for Success Assignment	Readings: Wong & Wong (2009). <i>The First Days of School</i> pp. 89-99. Lemov, D. (2015). Chapter 10: Systems and Routines pp. 353-379. Assignment: Begin Part 1 and 2 of Environments for Success Plan
Session 3	Examine factors that contribute to safe,	Active supervision techniques for the	Readings:

	positive, and engaging learning environments Examine the principles of effective classroom management	classroom and the school Consistency and predictability in classroom management Challenging behavior Responses to behavior	Lemov, D. (2015) Chapter 11: High Behavioral Expectations Lemov, D. (2015). Chapter 12: Building Character and Trust pp. 425-442. Explore: pbis.org pbisworld.com Exit ticket: 3,2,1 Reflection on the session content
Session 4	Examine the principles of effective classroom management Analyze the escalation cycle and identify de-escalation strategies	The escalation cycle and de-escalation strategies Trauma-Informed Care and Schools	Reading: Online Module: IRIS Addressing disruptive and non-compliant behaviors (Part 1). Understanding the acting out cycle. Walker, Colvin, & Ramsey (1995). Chapter 3: The acting out behavior cycle of anti-social students in the classroom. Exit Ticket: Reflect on how you can use what you have learned about the escalation cycle and/or trauma-informed practices to create an environment for success in your future classroom.
Session 5	Examine the principles of effective classroom management. Develop effective classroom expectations, routines, and visual supports and plan strategies to teach and reinforce. Examine factors that contribute to safe, positive, and engaging learning environments.	Connections amongst effective classroom management strategies, positive relationships, and academic engagement Ways to keep joy in the classroom and in your teaching	Reading: Lemov, D. (2015). Chapter 12: Building Character and Trust pp. 442-445. Exit Ticket: <i>The Teach Like a Champion</i> book, ends with the "joy factor," finding joy in the work of learning. Describe how you plan to implement the joy factor in your learning and teaching. Assignment: submit Part 2 of Environments for Success Plan NOTES: Course IDEA survey to be completed during class this day. Environments for Success Plan Part 3 is due one week following last class.

Assignments

Attendance and Participation *Worth up to 20% of the grade:* The purpose of this assignment is to provide opportunities for discussion on the material presented in the course and for the instructor to assess the students' understanding and application of the material. Consequently, it is important that all students are prepared for every class session and to participate consistently and actively in large and small group settings. Students will earn the 5 points per class by attending and participating appropriately. The only way you can make-up these points, is to submit notes based on the class material posted to Blackboard and notes from the assigned readings for that week.

Formative Assessments *Worth up to 20% of the grade:* We will have regular formative assessments throughout the sessions and students will turn in a form of an exit ticket at the end of each class session. The purpose of these is to check for understanding, provide time for students to reflect on their learning, and provide feedback to the instructor for future sessions. Please see the class schedule for specific formative assessment and due date.

Summative Assessments: Environments for Success Plan *Worth up to 60% of the grade*

This assessment will provide evidence of your proficiency in each of the competencies assigned to this course. The summative assessment for this course is the Environments for Success Plan. The purpose of this assignment is to give you practice designing an effective classroom instructional environment. You will choose the grade and classroom environment (gen ed, resource, small group instruction, etc.). In this assignment, you will describe your vision for your classroom, the context for the plan (grade, setting, subject, curriculum), how you will arrange the physical environment, establish and teach rules and procedures, your strategies to acknowledge and celebrate appropriate behavior, and strategies to respond to challenging behavior. For each component you will justify why you chose this particular information based on course material. Students will discuss their project at various during class and submit the final to the Blackboard site. See appendix for assignment description and grading rubric. Working alone or with a partner, develop your plan to create education environments for success. You will include your experience, material you've read and watched, and discussions from class.

Part 1: Vision, arrangements, and expectations

Part 2: Teaching Procedures until they become routine

Part 3: Responses to Appropriate and Challenging Behavior

Competencies: Standards of Effective Practice

5E, 5H, 5I, 5L, 5N, 5O, 5P, & 5Q,

This chart delineates all of the assignments and the breakdown of the Environments for Success Plan, due dates and how you will submit each part

Name of Assessment	Due Date - subject to change	Submission Locale	Points
Class Participation	Every day x 5	instructor will keep track in class	5x4 = 20 points
Formative Assessment	At end of class X5	submit to instructor before you leave	4points X 5 = 20 points
Environments for Success Plan: Part 1 (narrative and expectations)	Start of Session #2	Bring to class	20 points

Environments for Success Plan: Part 2 (plans for routines and anchor charts)	Start of Session #3	Bring to Class	20 points
Environments for Success Plan: Part 3: (responding to appropriate and challenging behavior)	1 week following the last class	Submit electronically	20 points
		Total Points =	100

14. Course Grading Scale

The final grade for this course is based on the successful completion of previously listed course assignments. The percentage breakdown is included below. However, in this model, the teaching team will further collaborate on how we communicate the grading expectations to students (for example, will all instructors go by points that then are translated into percentages, or all instructors will have each course follow a 100 point scale so students have a consistent way to understand course grading. This will be collectively determined in April/May by the teaching team.

The grading scale for this course:

Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	76-79*
C	73-75
F	Below 60%
Incomplete	See note below

Note: Grades of C+ or lower cannot be accepted into program coursework and the course must be repeated with a grade of B- or better. (It is the student's responsibility to pay for the course a second time.) *See Student Policy Manual in the Student Resources Folder.*

Incomplete Policy

An incomplete grade (I) indicates that the student has initiated (via submitting the Incomplete Form) and the instructor has agreed to give the student an extension for completion of the course assignments. The incomplete grade automatically converts to an F if the work is not completed and submitted to the instructor by the date agreed upon. No student will be allowed to register for an additional class if they have more than one incomplete.

Knowledge Base and References:

- Colvin, G. & Scott, T. (2014). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates
- Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C. (2010). *Prevent, Teach, Reinforce: The school-based model of individualized positive behavior support*. Baltimore: Brookes.
- Evertson, C. Emmer, E. (2012). *Classroom Management for Elementary Teachers 9th edition*, Boston, MA: Pearson Publishing
- Evertson, C., Emmer, E. (2012). *Classroom Management for Secondary Teachers 9th edition*. Boston, MA: Pearson Publishing
- pbis.org. <http://www.pbis.org/school/swpbis-for-beginners>
- Saxhaug, D. Giguere, N. (2002). *A teacher's guide to children's mental health*. Minnesota Association for Children's Mental Health. St. Paul, MN.
- Sprick, R., Garrison, M., & Howard, M. (2015). *Champs: A proactive and positive approach to classroom management*. Eugene, OR: Safe and Civil Schools
- Wong, H. & Wong, R. (2009). *First days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications

REDP 605 Effective Teaching & Learning

School of Education (SoED)

Course Syllabus

REDP 605: Effective Teaching & Learning (2 credit)

1. Mission Statement

This course is designed and taught within the following context:

The purpose of this course is to set you firmly on the path to becoming effective teachers. You will learn about and practice basic skills for professional practice in teaching. You will also learn about research and theory from the field of educational psychology and gain experience incorporating this knowledge into your budding practices.

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Instructor	Name
Office Location	
Instructor's email	address
Instructor's phone	
Class Meeting:	
Meeting Place:	

3. Course Description

The purpose of this course is to explore a scientific knowledge base that underlies good teaching practices. Prospective P-12 teachers will learn about principles of educational psychology and integrate them into strategies for effective instruction. Prospective teachers will also learn to apply the principles of educational psychology to their own learning and future teaching through reading, discussion, school observations and brief teaching demonstrations.

4. Required Texts and Materials:

Snowman, J. and McCown, R. (2013). *Ed Psych*. US: Wadsworth Cengage Learning.

Lemov, D. *Teach Like a Champion 2.0*. (2015). San Francisco: Jossey-Bass. Note: This is also a book used in the Environments for Success course

E-reserve readings and online readings as noted in the syllabus and identified by the professor

5. Relationship to Standards of Effective Practice

The standards which have primary attention and are assessed in this course appear in the table below:

Standards of Effective Practice: MN Rule 8710.2000		Assessment/Assignment/Learning Opportunities	REDP 605	REDP 606
1	Subject Matter			
1B	Understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning.	Learning Opportunities: • Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development Assess: • Child Development Assignment • Field Observation	P	S
2	Student Learning			
2 A	Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.	Learning Opportunities: • Read: Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development; • In-class demonstration Assess: • Draft Lesson Plan • Lesson Design and Implementation	X	
2 B	Understand that a student's physical social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.	Learning Opportunities: • Read- Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development; • In-class demonstration • Class Participation Assess: • Child Development Assignment • Field Observation	X	
2 C	Understand developmental progressions of learners and ranges of individual variation within physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.	Learning Opportunities: • Read- Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development; • In-class demonstration of standard; Assess: • Field Observation • Lesson Design & Implementation	X	

2 D (secondary)	Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Development; • In-class demonstration of standard; • Class Participation; Assess: Child Development Assignment		X
2 E (secondary)	Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development; participate in online Discussion Assess: • Lesson Design & Implementation		X
2 F (secondary)	Link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 1 Applying Psychology to Teaching pp. 2-15; • in class text rendering activity using graphic organizer; Assess: • Lesson Design & Implementation		X
2 G (secondary)	Use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussions, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.	Learning Opportunities: • Read- Lemov (2015): Ch 7 Building Ratio Through Questioning pp. 237-278; • participate on discussion board Assess: • Child Development Assignment • Lesson Design & Implementation		X
2 H	Demonstrate knowledge and understanding of concepts related to technology and student learning.	Learning Opportunities: • Read - Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70; • Participate in discussion board Assess: • Lesson Design and Implementation		X

3	Diverse Learners			
3 K	Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 3 Age Level Characteristics pp. 48-69; • Wood (2015): Yardsticks, Introduction pp.9, 11-13, 39-45; • in class activity on age-level characteristics Assess: • Child Development Assignment • Field Observation	X	
4	Instructional Strategies			
4 A	Understand Minnesota's graduation standards and how to implement them.	Learning Opportunities: Read- • Zwlers (2014): Building Academic Language, • Pick 2 chapters from the list below (Access in Canvas) - Ch 1 Understanding How Students Use Language pp. 1-20 - Ch 2 Language Skills Required by the Common Core State Standards pp. 21-45 - Ch 3 Cultivating Academic Language Acquisition pp. 47-77 - Ch 9 Building Language Development into Lessons and Assessments pp.245-280 • In class Curriculum Standards Scavenger Hunt, view an instructional lesson and construct a complete lesson plan to match the lesson with relevant MN Graduate Standards. In Class Activity: Lesson Plan Observation and Lesson Plan Practice (further practice with MN curriculum graduate standards); in class demonstration of standards Assess: • Reflection on Teaching		X

		• Field Observation • Lesson Design & Implementation.		
4 B	Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 8 Informational-Processing Theory pp. 167-184; • Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208; • Cognitive and Moral Development Choice Readings (Access in Canvas); • Ricci (2013): Mindsets in the Classroom (pick 2 chapters from the list below) - 3: Why is differentiated, responsive classroom important to a growth mindset culture? pp.31-54 - 4: Why is critical thinking important in a growth mindset class culture? pp. 55-65 - 5: How can students learn from failure? pp. 67-74 - 8: What are some ways to help students adopt a growth mindset? pp. 97-138 Assess: • Child Development Assignment • Field Experience Observation • Lesson Design and Implementation		X
4 C	Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies.	Learning Opportunities: • Read- Snowman & McCown (2013): Ch 13 Approaches to Instruction pp. 288-305; • Demonstration of Standard Assess: Field Experience Observation		X
4 D	Nurture the development of student critical thinking, independent problem solving, and performance capabilities;	Learning Opportunities: Read - • Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208; • Snowman & McCown (2013): Ch 10 Constructivist Learning Theory pp. 210-235 Assess: • Lesson Design & Implementation		X

4 E	Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208; • Snowman & McCown (2013): Ch 10 Constructivist Learning Theory pp. 210-235 Assess: • Reflection on Teaching • Lesson Design & Implementation		X
4F	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 13 Approaches to Instruction pp. 288-305; • Stronge, J. (2018): Qualities of Effective Teachers pp.106-111 Assess: • Lesson Design and implementation		X
5	Learning Environment			
5 A	Understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 1 Applying Psychology to Teaching pp. 2-15; • Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development pp. 23-37, 40-47; • in class text rendering activity using graphic organizer Assess: • Field Observation	X	
5 B	Understand how social groups function and influence people, and how people influence groups.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 7 Behavioral Learning Theory pp. 148-165; • Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208 • Class Participation Assess: • Demonstration of standards	X	
5 C	Know how to create learning environments that contribute	Learning Opportunities:	X	

	to the self-esteem of all persons and to positive interpersonal relations.	• Read - Lemov (2015): Ch 3 Setting High Academic Expectations pp. 87-127 Assess: • Child Development Assignment		
5 D	Know how to help people work productively and cooperatively with each other in complex social settings.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 7 Behavioral Learning Theory pp. 148-165; • Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208 • Demonstration of Standard • Discussion post Assess: • Reflection on Teaching	X	
5 F	Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.	Learning Opportunities: • Read – Snowman & McCown (2013): Ch 11 Motivation pp. 236-258; • In class demonstration of standards Assess: • Field Observation	X	
5 G	Understand how participation supports commitment.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 11 Motivation pp. 236-258; • Demonstration of Standard Assess: • Discussion board reflection	X	
5 J	Recognize the relationship of intrinsic motivation to student lifelong growth and learning.	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 11 Motivation pp. 236-258; • in class demonstration of standards • Class Participation; • Jig Saw • Discussion Post Assess: • Field Observation		X
5 K	Use different motivation strategies that are likely to encourage continuous	Learning Opportunities: • Read - Snowman & McCown (2013): Ch 11 Motivation pp. 236-258; • In-class discussion		X

	development of individual learner abilities.	Assess: Lesson Design & Implementation		
6	Communication			
6J	Know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitation factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question	Learning Opportunities- - Read - Lemov (2015): Ch 9 Building Ratio Through Discussion pp. 311-340; - in class demonstration of standards Assess: - Lesson Design & Implementation		X
7	Planning Instruction			
7 A	Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.	Learning Opportunities: Read – - Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development pp. 23-37, 40-47; - Wood (2015): Yardsticks, Introduction pp.9, 11-13, 39-45; - In class activity on age-level characteristics; - Human Development Convention activity; - Poster activities on approaches to instruction; - Demonstration of Standard Assess: - Lesson Design and Implementation		X
7 B	Plan instruction using contextual considerations that bridge curriculum and student experiences.	Learning Opportunities: - Read - Wiggins & McTighe (2011): Module A: The Big Ideas in Understanding by Design; - Demonstration of Standard Assess: - Lesson Design and Implementation		X

7 C	Plan instructional programs that accommodate individual student learning styles and performance modes.	Learning Opportunities: • Read- Snowman & McCown (2013): Ch 4 Understanding Student Difference pp. 70-82 Assess: • Child Development Assignment • Lesson Design & Implementation		X
8	Assessment			
8 A	Be able to assess student performance toward achievement of the Minnesota graduate standards under chapter 3501.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-332; • Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345; • in class demonstration of standards; • written lesson plan practice with grad standards Assess: • Lesson Design & Implementation		X
8 B	Understand the characteristics, uses, advantages and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessment of student work.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-332; • Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345 • View online video lectures by Tom Delaney prior to in-class session that includes: “Assessment Basics”, “Measurement Concepts”, “Observational Assessment”, and “CBM and Progress Monitoring. • Participate in IRIS Online Learning Module: Classroom Assessment. • Chapter 15: Understanding Standardized Assessment (from Snowman & McCown) and Ch. 2: Acting on the Data and the Culture of Error (Lemov, 2015). Assess:		X

		• Jig Saw activity that includes sections from Chapter 13: Approaches to Instruction, Chapter 14: Assessment of Classroom Learning, • In class demonstration of standards; • Written lesson plan practice; with MN grad standards; • Lesson Design and Implementation		
8 C	Understand the purpose of and differences between assessment and evaluation.	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-332; • Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345 • Session 2: View lecture “Assessment Basics” by Tom Delaney; Demonstration of Standard Assess: • Formative assessment in class • Lesson Design and Implementation		X
8 D	Understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-332; • Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345; • View video lecture “Assessment Basics” and "Measurement Concepts" • Demonstration of Standard Assess: • Formative assessment • Lesson Design and Implementation		X
8E	Select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning	Learning Opportunities: Read – • Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-332;		X

	outcomes being evaluated and to other diagnostic purposes	• Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345; • View video lecture “Assessment Basics” and “Measurement Concepts” • Demonstration of Standard Assess: • Formative assessment • Lesson design and implementation		
9	Reflection and Professional Development			
9 H	Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice	Learning Opportunities: • Read - Stronge, J. (2018): Qualities of Effective Teachers pp.106-111 Assess: • Child Development Assignment • Field Observation • Lesson Design and Implementation		X
10	Collaboration, Ethics, and Relationships			
10 D	Understand the concept of addressing the needs of the whole learner.	Learning Opportunities: • Read - Wood (2015): Yardsticks, Introduction pp.9, 11-13, 39-45; • Demonstration of Standard Assess: • Child Development Assignment	X	

Assessments at Transition Point:

- Lesson Design & Implementation & Dispositions

Assessments at transition points are defined as those program assignments that are identified as critical indicators of a Candidates’s readiness to move forward in the program and predictors of success for field experience, Clinical Practice and a career in teaching. These assessments will be stored in the TK20 assessment system.

About the Clinical Practice and Experiences in Teaching Courses:

Course goals and competencies are further addressed through a minimum of a year-long, school-based clinical experience (REDP 651 and REDP 652). Candidates will be assigned a master teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-Candidates performance data. The non-conventional pathway model will provide Candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for Candidates to go beyond abstract understandings of theories to develop flexible “knowledge-in-practice, of-practice, and for- practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Teaching responsibilities will be identified monthly and weekly based on identified learning targets for the candidate. Mentor teachers and University Supervisors will identify the learning targets based on performance data, formal observations, key assessments and skills and dispositions identified in the specific licensure competencies. Candidates will participate in year-long application/reflection.

6. Course Objectives

Content objectives:

1. Understand and analyze major theories of child development and age-specific behaviors and be able to apply this knowledge in teaching-related activities.
2. Understand, analyze, and apply research on student motivation and classroom management into teaching practice to cultivate a stimulating learning environment.
3. Understand and analyze principles of major theories of learning: operant conditioning, information processing, social cognitive, and constructivism, and be able to apply this knowledge in teaching-related activities.

IDEA objectives:

1. *Gain a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).*
2. *Learn to apply course material (to improve thinking, problem solving, and decisions) in four areas of professional practice in teaching: planning, instructing, assessing, and analytic reflecting*

Overarching Questions:

Human Development: How do humans develop psychologically, cognitively, morally, socially, emotionally, and physically?

Student Learning: How do students learn? What can teachers do to help students learn?

7. Methodology

The purpose of this course is to acquaint students with the theory, assumptions, and methods associated with developing reading/language arts skills in elementary students. There is no one "best" method or pseudo-method for developing children's skills in the language arts. In this course, it will be demonstrated that the approach and methods used by any teacher will reflect what s/he believes about reading processes and how children learn in general. Therefore, students in this course will develop classroom and instructional philosophies broad enough in perspective and flexible enough in application to allow them to select workable aspects of many "methods" in order to meet the literacy and language needs both of individuals and of groups.

8. Tk20 - University Assessment System

The university-wide assessment system, Tk20, will allow teacher candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments using Tk20. University supervisors and mentor teachers will also use Tk20 to complete field experience and clinical practice evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements.

You will find the Student Tk20 Support Page at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

13. Course Schedule, Topics and Assignments

Schedule	Topics	Essential Questions	Readings & Assignments Due
Session 1	Introduction to Effective Teaching & Learning Using research from educational psychology Defining effective teaching Experiences as both student and teacher Technology as an integrated part of our teaching and learning practice	How do you define effective teaching? What is Educational Psychology?	Read (will be done in class) Stronge, J. (2018): Qualities of Effective Teachers pp.106-111 Assignment (will be done in class) Purposeful Talk, Questioning, and Discussion Post – Practice Using Canvas
Session 2	Standards MN Common Core LEARN Personalized Learning	Why do teachers need to be reflective, especially around racially and culturally relevant practices?	Read Snowman & McCown (2013): Ch 1 Applying Psychology to Teaching pp. 2-15 (Access in Canvas)

		How do standards drive instruction and learning?	Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70. (Access in Canvas) Assignments Shapes Graphic Organizer for Ch 1 Applying Psychology to Teaching Purposeful Talk, Questioning, and Discussion Post – Technological Pedagogical Content Knowledge
Session 3	Human Development I Moral Development Cognitive Development Piaget's Theory Vygotsky's Theory Approaches to Instruction Using Objectives Direct Instruction Self-Regulation Centering Students Social Learning	How do our personalities and our thinking processes develop over time? How do we come to know things and when are we able to know things? What role does society/culture play in what/how we learn? How do justice and care orientation to morality support/hinder teaching/learning?	Read Snowman & McCown (2013): Ch 2 Theories of Psychosocial and Cognitive Development pp. 23-37, 40-47 (not full chapter) Snowman & McCown (2013): Ch 13 Approaches to Instruction. One of the four sections will be assigned. Informational-Processing/Social Cognitive approach pp.288-291 Constructivist Approach pp.291-295 Humanistic Approach: Student-Centered Instruction pp.295-300 Cooperative Learning pp.300 - 305 Lemov (2015): Ch 7 Building Ratio Through Questioning pp. 237-278 (Access in Canvas – skip See It in Action sections) Assignment Purposeful Talk, Questioning, and Discussion Post – Building Ratio Through Questioning
Session 4	Introduction to Lesson Planning Basic three components of lesson planning Bloom's Revised Taxonomy Costa's Levels of Questioning Lesson Plan Samples Objectives Content Academic Language	How do teachers plan? Why is teacher understanding of language acquisition important for all learners? How do you incorporate language objections and content objectives?	Read Wiggins & McTighe (2011): Module A: The Big Ideas in Understanding by Design (Access in Canvas) Cognitive and Moral Development Choice Readings (Access in Canvas – linked in post) Zwlers (2014): Building Academic Language. Pick 2 chapters from the list below (Access in Canvas) Ch 1 Understanding How Students Use Language pp. 1-20 Ch 2 Language Skills Required by the Common Core State Standards pp. 21-45

			Ch 3 Cultivating Academic Language Acquisition pp. 47-77 Ch 9 Building Language Development into Lessons and Assessments pp.245-280 Assignments Four Notes for Wiggins & McTighe (bring to class) Purposeful Talk, Questioning, and Discussion Post - Cognitive and Moral Development Purposeful Talk, Questioning, and Discussion Post – Building Academic Language
Session 5	Human Development II Age Level Characteristics	What general characterizes describe children at different age levels?	Read Snowman & McCown (2013): Ch 3 Age Level Characteristics pp. 48-63, 64-68 (not full chapter) Wood (2015): Yardsticks, Introduction pp.9, 11-13, 39-45 Lemov (2015): Ch 9 Building Ratio Through Discussion pp. 311-340 (Access in Canvas – skip See It in Action sections) Assignments Bring to class Wood (2015) Yardsticks Purposeful Talk, Questioning, and Discussion Post – Building Ratio Through Discussion Yardsticks post (this will be done in class)
Session 6	Assessment Role of Assessment Types (authentic, norm, criterion) Standardized Assessment (evaluating, interpreting, scores, high stakes) ESSA Lesson Planning Practice	Why and how do we assess students? What do I need to know to write a lesson plan?	Read Snowman & McCown (2013): Ch 14 Assessment of Classroom Learning pp. 306-327 (not full chapter) Snowman & McCown (2013): Ch 15 Understanding Standardized Assessment pp. 334-345 ESSA (Access in Canvas) View: View online video lectures by Tom Delaney prior to in-class session that includes: “Assessment Basics”, “Measurement Concepts”, “Observational Assessment”, and “CBM and Progress Monitoring Assignments Purposeful Talk, Questioning, and Discussion Post - Standardized Assessment and ESSA

			Purposeful Talk, Questioning, and Discussion Post – Effective Questioning and Discussion
Session 7	Difference, Unconscious Bias, & Mindset Changing Definitions of Intelligence Unconscious Bias Strategies for Countering Unconscious Bias	What do new views on intelligence differences mean for learning and teaching? How do you become more aware of your unconscious bias and how it affects learning? What is a growth mindset culture in schools?	Read Snowman & McCown (2013): Ch 4 Understanding Student Difference pp. 70-82 (not full chapter) Dweck (2006): Mindset pp.3-16, 55-67, 193-202 (Access in Canvas) Ricci (2013): Mindsets in the Classroom (pick 2 chapters from the list below) (Access in Canvas) 3: Why is differentiated, responsive classroom important to a growth mindset culture? pp.31-54 4: Why is critical thinking important in a growth mindset class culture? pp. 55-65 5: How can students learn from failure? pp. 67-74 8: What are some ways to help students adopt a growth mindset? pp. 97-138 Assignments <u>Child Development Summative Assessment</u> Complete a Reading Reflection Notes and Quotes for each of the <u>two</u> chapters you picked from the Ricci text (we will use this in class)
Session 8	Different Explanations of How Students Learn Behavioral Learning Theory Information Processing Theory Social Cognitive Theory Constructivist Learning Theory	What role does our environment play in learning? What role does cognitive processing play in learning? How does thinking work? What role do WE play in our own learning? What role does problem-solving play in learning?	Read Hammond (2015): CRT & the Brain Ch 3 (Access in Canvas) Hammond (2015): CRT & the Brain Ch 8 (Access in Canvas) Will be assigned one of the four sections below to read, other three should be skimmed Snowman & McCown (2013): Ch 7 Behavioral Learning Theory pp. 148-165 Snowman & McCown (2013): Ch 8 Informational-Processing Theory pp. 167-184 Snowman & McCown (2013): Ch 9 Social Cognitive Theory pp. 186-208 Snowman & McCown (2013): Ch 10 Constructivist Learning Theory pp. 210-235

			Assignments Purposeful Talk, Questioning, and Discussion Post – This is Your Brain on Culture Purposeful Talk, Questioning, and Discussion Post – Informational Processing to Build Intellectual Capacity
Session 9	Expectations Strategies for Setting High Expectations Student Motivation Reinforcement Cognitive Strategies	How can we use reinforcements and cognitive strategies to increase student motivation? How do our views of ourselves affect our motivation? How can empathy and community building influence motivation? How do teacher expectations impact student learning?	Read Snowman & McCown (2013): Ch 11 Motivation pp. 236-256 (not full chapter) Lemov (2015): Ch 3 Setting High Academic Expectations pp. 87-127 (Access in Canvas – skip See It in Action sections) Hammond (2015): CRT & the Brain Ch 6 (Access in Canvas) Assignments Purposeful Talk, Questioning, and Discussion Post - Expectations Post Purposeful Talk, Questioning, and Discussion Post – Establishing Alliance in the Learning Partnership
Session 10	Observations in the Field	What do you learn from observing teachers and students?	Assignments <u>Field Observation</u> Purposeful Talk, Questioning, and Discussion Post – How Student Learn Post 2
Session 11	Key Assessment	How do you prepare for teaching?	Assignment Key Assessment Lesson Plan Purposeful Talk, Questioning, and Discussion Post – How Students Learn Part 1 Purposeful Talk, Questioning, and Discussion Post – Mange the Tell
Session 12	Key Assessment	How do you prepare for teaching?	Read 8710.2100 Code of Ethics for Minnesota Teachers https://www.revisor.mn.gov/rules/?id=8710.2100 NASDTEC model code of ethics for teachers

			http://www.nasdttec.net/?page=MCEE_Do c Assignments Key Assessment Lesson Plan Purposeful Talk, Questioning, and Discussion Post - Ethics
Session 13	Effective Teaching and Student Learning	How do you reflect on instructional practices?	Read Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably Assignments Purposeful Talk, Questioning, and Discussion Post - CRT Post Key Assessment - Bring Assessment Data to class

Academic Vocabulary: learning the language of educational psychology.

Human Development	Student Learning	Classroom Culture
Educational psychology	Behavioral learning theory	Intrinsic motivation/motivators
Reflective teaching	Info. processing learning theory	Extrinsic motivation/motivators
Cognitive development	Social cognitive learning theory	Rewards
Piaget's theory of knowing	Constructivist learning theory	Persuasive models
Schemes	Operant conditioning	Attributions/attribution theory
Adaptation/Organization	Positive/negative reinforcement	Fixed mindset
Disequilibrium/Equilibration	Punishment	Growth mindset
Assimilation/Accommodation	Time-out	Flow
Piaget's stage theory of cognitive development	Extinction	Maslow's theory of human motivation
Preoperational stage	Generalization	Deficiency needs
Concrete operational stage	Discrimination	Growth need/ Self-actualization
Formal operational stage	Shaping	Self-perception
Adolescent egocentrism	Schedules of reinforcement	Self-concept
Vygostky's sociocultural theory of cognitive development	Computer based instruction	Self-esteem
Psychological tools	Behavior modification	Authoritarian/permissive/author itative management styles
Zone of proximal development	Token economies	Ripple effect
Scaffolding	Contingency contracting	Withitness
Mediator/Mediation	Response cost	Influence techniques
Moral development	Direct instruction	Proximity
Justice orientation to morality	Orientation	Post-situational follow-up

Morality of constraint	Presentation	Cold Call
Morality of cooperation	Structured, guided, and independent practice	Traditional intelligence tests
Preconventional morality	Sensory register	Sternberg's view of intelligence
Conventional morality	Short term memory store	Gardner's view of intelligence
Postconventional morality	Long term memory store	Gender bias
Care orientation to morality	Recognition	Ability grouping
Caring relationships	Attending	Between-class ability grouping
Reciprocity	Repetition	Joplin plan
Physical characteristics	Elaborative rehearsal	Within-class ability grouping
Social characteristics	Organization	IDEA
Emotional characteristics	Meaningful learning	IEP
Cognitive characteristics	Visual image encoding	Least restrictive environment
Skills for Professional Practice in Teaching	Dual coding theory	Mainstreaming
Standards	Schemata/schemes	Inclusion
Rationale	Cramming/massed practice	Full inclusion
Goals	Nonmeaningful learning	RTI
Content objectives	Retrieval cues	Referral
Academic language objectives	Metacognition	Intellectual disability
Assessment evidence	Personal agency	Learning disability
Assessment criteria	Self-efficacy	ADHD
Learning plan	Self-regulation/self-reg. cycle	Behavior disorder
Equity measures/differentiation	Learning strategy/tactic	Gifted and talented
Skills for Professional Practice in Teaching (Cont.)	Student Learning (Cont.)	Classroom Culture (Cont.)
Progress monitoring	Mnemonic devices	Twice exceptional
Grouping	Self and peer questioning	UDL
Co-teaching models	Concept mapping	Assistive technology
Contingency plan	Modeling	Multicultural education
Measurement	Discovery learning	Cultural pluralism
Evaluation	Socially constructed knowledge	Verbal communication patterns
Formative assessment	Authentic learning problems	Time orientation
Summative assessment	Cognitive apprenticeship	Teacher expectancy effect
Written tests	Situated learning	Peer tutoring
Performance assessments	Multiple perspectives	Mastery learning
Portfolios	Well-structured problems	Cooperative learning
Exhibitions	Ill-structured problems	Bilingual education programs
Demonstrations	Issues	Culturally relevant pedagogy
Rubrics	5 step problem solving model	School-to-prison pipeline
Norm-referenced grading	Humanistic approach	
Criteria-referenced grading		

Mastery learning approach		

14. Assessment

Formative Assessments - Throughout the programs, students will have small assignments to assess how well students are learning the course material, how well the instructor is helping students learn, and to provide feedback for continual planning for upcoming class sessions. These assignments are designed so that students can demonstrate their developing understandings and gain experience fulfilling the course objectives. Consistent effort on formative assessments will position students to succeed on the summative, grade-earning assessments. Examples of formative assessments are: Exit Slips, Quizzes, Graphic Organizers for Reading Assignments, and Draft Lesson Plans.

Summative Assessments - These assessments provide evidence for final evaluation in the course. The chart below gives due dates, the location for where you should submit each assessment, and points possible. Below the chart, see brief descriptions of each assessment. *More in depth descriptions are posted on our course Blackboard page.*

Class Participation – An effective way to learn *principles, generalizations, and theories* is through active engagement over an extended period of time. Thus, I expect all students to be prepared for every class session, and to participate consistently and actively in large and small group settings. (15% of grade)

Demonstration of Standard – An effective way to learn *principles, generalizations, and theories* is through active engagement over an extended period of time. For most class sessions, we will use interactive lessons to review and apply course readings. Thus, I expect all students to be prepared for every class session, and to participate consistently and actively in large and small group settings. We refer to and discuss the course readings in class on a regular basis, students who are unable to speak to the assigned readings may be asked to submit reading notes. If an absence happens to occur, you will be asked to complete a make-up activity for the topics covered that day. Demonstration of Standard will take on various form throughout the term.

Competencies: SEP: 5B, 5J, 8B

Demonstration of Standard Rubric

	0 Points	Below Standard 1 Point	Developing 2 Points	Proficient 3 Points
REDP 605-6 Demonstration of Standard	Does not complete alternative standards demonstration if absent from class.	Minimal contribution of knowledge, opinions, and/or skills to apply new material to standard(s) being addressed in class.	Some and/or inconsistent contribution of knowledge, opinions, and/or skills to apply new material to standard(s) being addressed in class.	Active and ongoing contribution of knowledge, opinions, and skills to apply new material to standard(s) being addressed in class.

Purposeful Talk, Questioning and Discussion – Part of leading in educational settings involves being able to facilitate discussion, whether among students or peers. To learn how to lead effectively, Candidates will have opportunities to participate in discussions in class and online. Candidates will learn and practice strategies to elicit student thinking through purpose talk, questioning, and discussion. Candidates will also analyze the types of questions they ask according to Bloom’s revised taxonomy. Competencies: 5D 5G

Purposeful Talk, Questioning, and Discussion Rubric

	No Post 0 Points	Below Standard 1 Point	Developing 2 Points	Proficient 3 Points
REDP 605-6 Canvas Posts	No post attempted.	Discussion post shows little or no evidence that readings were completed or understood. Or, post is incomplete.	All prompts addressed; discussion post shows some evidence that readings were completed or understood. Discussion posts repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and/or do not consider alternative perspectives or connections between ideas.	All prompts addressed, discussion post shows solid evidence that readings were completed or understood. Discussion posts display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. Discussion posts may integrate a resource, relevant research, or specific real-life application (work experience, coursework, etc.) to support important points.

Adapted from <https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>

Child Development Assignment (summative) – To gain experience applying what you have learned about human development in to an individual student. More information is found in the appendix. Specifically, you will:

- Describe a K-12th grade student;
- Create a character sketch of the student’s most poignant attributes;
- Analyze and assess the student’s development;
- Recommend appropriate learning activities for this student; and
- Communicate your assessment & recommendations to the class

Competencies: SEP: 1B, 2B, 2D, 2G, 3K, 4B, 5C, 7C, 9H, 10D

Field Observation (summative)– Expert teachers observe students quite differently than novice teachers. Experts *apply* what they know from educational psychology to *analyze* and *critically evaluate* what they see when they observe students work and interact. The purpose of the observation is to give you practice in doing the same while you spend time in a classroom; practice observational skills and demonstrate your understanding of the relevant concepts from REDP 605-6. This is a four-step assignment: (1) data collection, (2) data analysis, (3) reflective essay, and (4) self-assessment. Once completed, this assignment will be a good artifact to place in your portfolio so make sure to keep your electronic file. Specific information is found in the appendix
Competencies: SEP: 1B, 2B, 3K, 4A, 4B, 4C, 5A, 5F, 5J, 9H

Key Assessment (summative) – This assignment is a UST program requirement. In this Key Assessment, you demonstrate your ability to enact skills for professional practice in teaching. This assignment is designed to give students opportunities to practice elements of effective instruction (orienting learners to a topic of study, ensuring that learners create meaning from the topic, and helping learners relate this meaning to new experiences), culturally responsive teaching, and motivation. You will plan a lesson using the UST lesson plan template, then teach it to our class, and then reflect analytically upon the degree to which your students learned what you wanted them to learn. Specific information is found in the appendix.

The Key Assessment includes multiple components:

1. Written lesson plan
2. Lesson plan implementation with video recording
3. Lesson reflection

Competencies: 2A,2C,2E,2F,2G,2H,4A,4B,4D,4E,4F,5K,6J,7A,7B,7C,8A,8B,8C,8D,8E,9H

15. Course Grading Scale

The final grade for this course is based on the successful completion of previously listed course assignments. The percentage breakdown is included below. However, in our program, the teaching team will further collaborate on how we communicate the grading expectations to students (for example, will all instructors go by points that then are translated into percentages, or instructors will have each course follow a 100 point scale so students have a consistent way to understand course grading. This will be collectively determined by the teaching team.

The grading scale for this course:

Grade	Percentage
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	76-79*
C	73-75
F	Below 60%
Incomplete	See note below

Note: Grades of C+ or lower cannot be accepted into program coursework and the course must be repeated with a grade of B- or better. (It is the student's responsibility to pay for the course a second time.) *See Student Policy Manual in the Student Resources Folder.*

Incomplete Policy

An incomplete grade (I) indicates that the student has initiated (via submitting the Incomplete Form) and the instructor has agreed to give the student an extension for completion of the course assignments. The incomplete grade automatically converts to an F if the work is not completed and submitted to the instructor by the date agreed upon. No student will be allowed to register for an additional class if they have more than one incomplete.

Knowledge Base and References:

Websites for Lesson Plan Standards, Ideas, and Resources:

- Minnesota Department of Education, State Curriculum Standards, <http://education.state.mn.us/mde/edexc/stancurri/k-12academicstandards/>
- Minnesota Alliance for Geography Education (MAGE): <http://lt.umn.edu/mage/>
- Minnesota Council on Economic Education (MCEE):
- Colonial Williamsburg's Gift to the Nation: <http://giftnation.history.org/>
- Learning Law and Democracy: <http://teachingcivics.org/>
- Readingquest, Making Sense in Social Studies, <http://readingquest.org/>
- Science & Mathematics teaching website with standards and common misconceptions at grade level and standard, <http://scimathmn.org/>
- Same website as above, just the specific link to the standards – click on a standard and it has different tabs for each standard, including overview, misconceptions, vignette, resources, assessment, differentiation, and parents/administrators, <http://Scimathmn.org/stemtc>
- Street Law. Educating about Law, Democracy, and Human Rights. <http://www.streetlaw.org/>
1. Webquest, an inquiry-oriented lesson format, <http://webquest.org/> and general information about webquests: www.techtrekkers.com/webquests

Articles and Books:

- Airasian, P. W. (2005). *Classroom assessment: Concepts and Applications* (5th ed.). New York: McGraw Hill.
- Bandura, A. (1986). *Social foundations of thought and actions: A social cognitive theory*. Upper Saddle River, NJ: Prentice Hall.
- Banks, J. A. (1995). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education*. New York: Macmillan.
- Bennett, C. M. (2012) To pass or not to pass? The end-of-year moral dilemma. *Education Week Teacher*. June 19. http://www.edweek.org/tm/articles/2012/06/19/fp_bennett.html?tkn=VXCFTWiN2aXW9zVHtDS9SjPj0Gj4umk%2FCIc&cmp=clp-sb-ncss (Article by English teacher, Colette Marie Bennett.)
- Berliner, D. C. (1993). Teacher expertise. In A. Pollard & J. Bourne (Eds.), *Teaching and learning in the primary school* (pp. 73-79). London: Routledge.
- Brooks, J. G. & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brophy, J. E., & Alleman, J. (1992). Planning and managing learning activities: Basic principles. In J. Brophy (Ed.), *Planning and managing learning tasks and activities*. Greenwich, CT: JAI Press.
- Bruner, J. S. (1961). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.
- Burant, T., Christensen, L., Salas, K., Walters, S. (Eds.). (2010). *The new teacher book*. Milwaukee: Rethinking Schools, Ltd.
- Costa, A. L., Ed. (1985). *Developing minds: A resource book for teaching thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

- Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.
- Feuerstein, R. & Lewin-Benham, A. (2012). *What learning looks like: Mediated learning in theory and practice, K-6*. New York: Teachers College Press.
- Gardner, H. (1995). Reflections on multiple intelligence: Myths and messages. *Phi Delta Kappan*, 77, 200-209.
- Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
- Johnson, D. W. & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*, 5th ed. Boston: Allyn and Bacon.
- Johnston, D.K. (2006). *Education for a caring society: Classroom relationships and moral action*. New York: Teachers College Press.
- Kohlberg, L. (1986). A current statement on some theoretical issues. In S. Modgil & C. Modgil (Eds.), *Lawrence Kohlberg: Consensus and controversy*. Philadelphia: Falmer Press.
- Krathwohl, D. R. (1994). Reflections on the taxonomy: Its past, present and future. In L. W. Anderson & L. A. Sosniak (Eds.), *Bloom's taxonomy: A forty-year perspective*. Chicago: National Society for the Study of Education.
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.
- Lewis, J. & Basford, L. (2014). Paying with their lives: One family and the school--to--prison pipeline. In Kumashiro, K. and Ngo, B. (Eds.), *Six Lenses for Anti---Oppressive Education* (Counterpoints: Studies in the Postmodern Theory of Education). Peter Lang Publishing, Forthcoming. (expected date of publication Jan 2014)
- Ladson-Billings (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
- Ladson-Billings (1995). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory into Practice*, 34(3), 159-165.
- Maslow, A. H. (1973b). Theory of human motivation. In R. J. Lowry (Ed.), *Dominance, self-esteem, self-actualization: Germinal papers of A. H. Maslow*. Monterey, CA: Brooks/Cole.
- Mooney, C.G. (2013). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky* (2nd ed.). St. Paul: Redleaf Press.
- Noddings, N. (2003). *Caring: A feminine approach to ethics and moral education* (2nd ed.). Berkely: University of California Press.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education* (2nd ed.). New York: Teachers College Press.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass, Inc.
- Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.). New York: Norton.
- Skinner, B. F. (1953). *Science and human behavior*. New York: Macmillian.
- Sternberg, R. J. (1984). Toward a triarchic theory of human intelligence. *Behavioral and Brain Sciences*, 7, 269-287.
- Trout, M. (2012). *Making the moment matter: Care theory for teacher learning*. Rotterdam: Sense Publishers
- Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology*. Armonk, NY: Sharpe.
- Wandberg, R. and Rohwer J. (2003). *Teaching to the Standards of Effective Practice*. Boston: Allyn and Bacon.

- Wiggins, G. & McTighe, J. (2011). *The understanding by design guide to creating high quality units*. Alexandria, VA: ASCD.
- Willingham, D. (2009). *Why Students don't like School*. San Francisco, CA: Jossey-Bass.
- Zwiers, J. (2014) (2nd ed). *Building academic language: Meeting common core standards across disciplines*. San Francisco: Jossey Bass.

REDP 607 Literacy Development

School of Education (SoED)

Course Syllabus

REDP 607 Literacy Development (2 credit)

1. Mission Statement

This course is designed and taught within the following context:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Instructor:

Office:

Instructor's email:

Class Meeting:

Meeting Place:

3. Course Description

This course is designed to introduce students to the theory and practice of elementary curriculum and instruction in the areas of reading, language arts, and children's literature. Campus and elementary school experiences emphasize best practice in literacy instruction for meeting the diverse needs of all students. The course presents developmentally appropriate practice for kindergarten, primary, and intermediate grades, the current knowledge base of research, and recommendations for professional development. As the introductory course in literacy, it focuses on language development, assessment and interpretation of relevant data regarding literacy processes, and serves as the knowledge base for understanding curricular development in and applications for literacy in the elementary classroom. Participants will research critical issues in the field of literacy development.

4. Required Texts and Materials:

Gunning, T. (2016). *Creating literacy instruction for ALL students*, 9th Edition, Boston, MA: Allyn & Bacon.

McKenna, M. & Stahl, K. (2015). *Assessment for reading instruction*, 3rd edition. New York, NY: Guilford Press.

Tunnel and Jacobs. (2016), *Children's Literature Briefly*, 6th edition. NY, Pearson.

Internet links for literacy:

CIERA: www.ciera.org

Glossary of Reading Terms: <http://www.sedl.org/reading/framework/glossary.html>

Handbook of Reading Research: Volume III -- Articles in the Summary Series in *Reading Online*:
<http://www.readingonline.org/articles/handbook/index.html>

International Reading Association: www.reading.org

National Council of Teachers of English: <http://www.ncte.org/>
 American Library Association: www.ala.org
 Guys read: www.guysread.com
 Readability formulae: <http://juicystudio.com/services/readability.php>
 Minnesota Dept. of Education:
http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Reading/index.html
 Minnesota Reading Association: www.mnreading.org
 National Reading Panel Report: www.nationalreadingpanel.org
 Reading Rockets: Readingrockets.com
 Read/Write/Think: www.readwritethink.org
 Response to Intervention Action Network: www.rtinetwork.org
 What works clearinghouse – beginning reading: <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=01>
 Dynamic Indicators of Basic Early Literacy Skills: <http://www.dibels.com>
 6 + 1 Trait definitions: <http://educationnorthwest.org/resource/503>
 Literacy Research Association: www.literacyresearchassociation.org
 National Council of Teachers of English: <http://www.ncte.org/>
 Reading a-z reading resource center: <http://www.readinga-z.com>
 Cloze activity templates: <http://edhelper.com/cloze.htm>;
http://www.teach-nology.com/worksheets/language_arts/cloze/
 Literacy Research Association: <http://www.literacyresearchassociation.org/>
 Unite for Literacy (Read me a story): <http://uniteforliteracy.com>
 Podcasts with literacy experts: <http://www.voiceofliteracy.org>
 Podcasts with literacy experts (must cut and paste url into browser):
www.globalconversationsinliteracy.wordpress.com/archived-web-seminars-2010-2013
 Literacy information resource and podcasts (must cut and paste url into browser):
youtube.com/user/TextProject

5. Relationship to Standards of Effective Practice

The standards which have primary attention and are assessed in this course appear in the table below:

Standards of Effective Practice: MN Rule 8710.2000		Learning Opportunities/Assessment
6 A	Understand communication theory, language development, and the role of language in learning	Key Assessment: Language Acquisition & Print Awareness Gunning Ch. 1 The Nature of Literacy
Content Area Standards: MN Rule 8710.3200		Assessment/Assignment
B1	Develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;	Key Assessment: Language Acquisition & Print Awareness
B2	Understand and apply teaching methods related to the developmental stages of language;	Course readings: Language Acquisition, Language use in Schools
B7	Know children's and young adolescent literature representing a variety of genre	Children's Literature Genre Studies Tunnel 7 Picture Books Tunnel 9 Folklore Tunnel 10 Modern Fantasy Tunnel 11 Contemporary Realistic Fiction

B8	Know how to use books and other printed sources to develop children's personal growth and lifelong learning	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 2 Teaching All Students
C1	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including oral and written language development, including: (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners (c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 2 Teaching All Students
C2	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including phonological and phonemic awareness, including: (a) the phonemes that make up the English language (b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 4 Fostering Emergent/Early Literacy Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis
C3	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including concepts of print, including: (a) knowledge about how letters, words, and sentences are represented in written English (b) the importance of teaching uppercase and lowercase letter recognition and formation (c) the instructional progression of the alphabetic principle	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 4 Fostering Emergent/Early Literacy Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis
C4	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including phonics and other word identification strategies and fluency, including: (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units (b) word identification strategies and common, irregular	Key Assessment: Language Acquisition & Print Awareness Gunning 4 Fostering Emergent/Early Literacy Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis

	sight words (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development (d) how the etymology and morphology of words related to orthographic patterns in English; and (e) the development of reading fluency	
C5	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development and instruction, including knowledge of how to develop vocabulary knowledge, including: (c) how to provide opportunities for students to engage I early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words	Key Assessment: Language Acquisition & Print Awareness Gunning 4 Fostering Emergent/Early Literacy
C6	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including comprehension processes related to reading, including: (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material; (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies	Key Assessment: Language Acquisition & Print Awareness Gunning 7 Comprehension: Theory and Strategies Gunning 8 Comprehension: Text Structures and Teaching Procedures
C7	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including content-area literacy, including: (a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts (b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading	Assignment: Literacy in action Gunning 8 Comprehension: Text Structures and Teaching Procedures
C8	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including literacy responses and analysis, including: (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests	Children's Literature Genre Studies Tunnel 7 Picture Books Tunnel 9 Folklore Tunnel 10 Modern Fantasy Tunnel 11 Contemporary Realistic Fiction
C9	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including structure of the English language, including: (a) basic knowledge of	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 2 Teaching All Students

	English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) (b) knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts (d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials	Gunning 4 Assessing for Learning Gunning 4 Fostering Emergent/Early Literacy
D1	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including appropriate, motivating instruction, both explicit and implicit: (a) oral language development (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness (c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
D2	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection, design, and use and appropriate and engaging instructional strategies, activities, and materials, including: (a) multisensory techniques, to ensure that students learn concepts about print including how to recognize and write letters	Assignment: Literacy in Action Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
D4	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students facility in comprehending and using academic language	Children's Literature Genre Studies Tunnel 7 Picture Books Tunnel 9 Folklore Tunnel 10 Modern Fantasy Tunnel 11 Contemporary Realistic Fiction

D5	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work	Assignment: Literacy in Action
E1	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including formal and informal tools to assess students': (a) oral and written language development (b) auditory awareness, discrimination of sounds, phonological and phonemic awareness (c) understanding of concepts about print and the alphabetic principle (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency (f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels (g) comprehension in content area reading (h) ability to evaluate and respond to a range of literature and analyze text structures and elements (j) oral and written language to determine their understanding and use of English language structures and conventions	Key Assessment: Language Acquisition & Print Awareness Gunning 1 The Nature of Literacy Gunning 3 Assessing for Learning Gunning 4 Fostering Emergent/Early Literacy Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
E2	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including formal and informal tools to: (a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds (b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers	Key Assessment: Language Acquisition & Print Awareness Gunning 3 Assessing for Learning Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
E4	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement	Key Assessment: Language Acquisition & Print Awareness Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
E5	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective	Key Assessment: Language Acquisition & Print Awareness Gunning 3 Assessing for Learning

	reading instruction, including the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework	Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures
E6	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability	Key Assessment: Language Acquisition & Print Awareness Gunning 3 Assessing for Learning
F1	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including knowledge of how to use students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write	Key Assessment: Language Acquisition & Print Awareness
F2	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds	Gunning 5 Teaching Phonics, High-Frequency Words, and Syllabic Analysis Gunning 7 Comprehension: Theory and Strategies Gunning 8 comprehension: Text Structures and Teaching Procedures Literacy in Action Children's Literature genre studies
F3	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response and reading and writing across the curriculum	Key Assessment: Language Acquisition & Print Awareness Literacy in Action
G1	A teacher of children in kindergarten through grade 6 must demonstrate a view professional development as a career-long effort and responsibility including exhibiting a particular stance towards professional development. Beginning teachers view learning about reading processes and students' reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility	Literacy in Action Professional development: reading of professional literature assignments

G2	A teacher of children in kindergarten through grade 6 must demonstrate a view professional development as a career-long effort and responsibility including displaying positive dispositions toward the act of reading and the teaching of reading including a belief that all students can learn to read regardless of their cognitive cultural or linguistic backgrounds	Literacy in Action Professional development: reading of professional literature assignments
G3	A teacher of children in kindergarten through grade 6 must demonstrate a view professional development as a career-long effort and responsibility including providing support for students' reading development by communicating regularly with parents/caregivers and eliciting their support in a student's reading development	Key Assessment: Language Acquisition & Print Awareness
G5	A teacher of children in kindergarten through grade 6 must demonstrate a view professional development as a career-long effort and responsibility including engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students	Literacy in Action Professional development: reading of professional literature assignments

Program Key Assessments in this Course Are:

- Language Acquisition and Print Awareness

Key assessments are defined as those program assignments that are identified as critical indicators of a candidate's readiness to move forward in the program and predictors of success for Clinical Practice and a career in teaching. These assessments will be stored in the TK20 assessment system.

Program Co-Requisites with this Course Are:

- Teaching I: Field Experience

6. Course Objectives

Students will

1. develop the ability to use children's literature to enhance and enrich lessons in all areas of the elementary curriculum.
2. develop the student's understanding of an elementary school reading program which emphasizes development of the child's ability to use language creatively for self-discovery, the child's use of language to communicate effectively in oral and written forms, and the child's awareness of and spirit of inquiry about language in everyday living.
3. become familiar with the nature of the English language and recognize and respect the varieties of that language.
4. develop knowledge about language development/learning, language processes and functions of language.
5. develop understanding of their membership in a language learning community and recognize the critical role they will play as teachers in fostering children's growth as language users.

6. develop and refine beliefs about the nature and purposes of literacy and the ways in which it is taught.
7. develop an understanding of a comprehensive, interactive, social-constructivist model of the reading process to include roles of meaning-based phonics instruction, phonemic awareness, comprehension, fluency, and vocabulary
8. develop an understanding for the breadth of the language arts including components of reading, speaking, listening, drama and writing.
9. develop an understanding for the influence of social, cultural and economic environments on language learning and literacy development.
10. demonstrate a knowledge of the role literature plays in the development of reading abilities and attitudes.
11. develop an appreciation for the importance of ongoing professional development and become familiar with professional organizations and publications that support ongoing teacher learning.
12. develop an understanding for the processes of second language acquisition and support for English language learning (RTI, SIOP)

IDEA objectives:

As part of the IDEA course evaluation system, the following learning objectives essential to this course: Students will gain factual knowledge (terminology, classifications, methods, trends) in literacy instruction;

Students will learn fundamental principles, generalization, and theories regarding literacy instruction;

Students will learn to apply course material (to improve thinking, problem solving, and decisions).

7. Methodology

The purpose of this course is to acquaint students with the theory, assumptions, and methods associated with developing reading/language arts skills in elementary students. There is no one "best" method or pseudo-method for developing children's skills in the language arts. In this course, it will be demonstrated that the approach and methods used by any teacher will reflect what s/he believes about reading processes and how children learn in general. Therefore, students in this course will develop classroom and instructional philosophies broad enough in perspective and flexible enough in application to allow them to select workable aspects of many "methods" in order to meet the literacy and language needs both of individuals and of groups.

8. Tk20 - University Assessment System

The university-wide assessment system, Tk20, will allow teacher candidates to upload key assessments throughout their program. Faculty will evaluate these key assessments using Tk20. University supervisors and mentor teachers will also use Tk20 to complete field experience and clinical practice evaluations of candidates. Data from key assessments and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements.

You will find the Student Tk20 Support Page at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by

calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

13. Course Schedule, Topics and Assignments

1. Professional development/reading response groups. Students will work in small groups to discuss what they are reading from the professional literature, specifically *The Reading Teacher*, and *Language Arts*. Students will select one article from the *Reading Teacher* for the discussion session on _____. Material selected must be relevant to the topics/themes already discussed in class to that point or connected to the Literacy in Action (LIA) assignment described below. Document reading and participation in discussions with reading log(template provided on course blackboard site). Include name, date, topic of discussion, title of material read, source, reason for selection, description of individual involvement during discussion session, statement of self evaluation for that session. Planning and preparation for this will occur in class on _____ with the discussion held on _____.
2. Reading of children's literature: Response groups. In order to become familiar with children's literature, students are required to read books representing a wide variety of genres: picture books, traditional fantasy, modern fantasy, and realistic fiction. Reading books that address diversity in subject matter or author background is required. Students will conduct literature discussion groups according to the following schedule. Students come to class prepared to discuss the literature from the predetermined genres. Students select 2 of the 4 genres and submit a paper that demonstrates your familiarity w/current literature in the genre and how specific aspects of books that were read represent the stated characteristics of that genre.

_____ Picture Books T, Ch. 7

_____	Folklore T, Ch. 9
_____	Modern Fantasy T, Ch. 10
_____	Contemporary Realistic Fiction T, Ch. 11

3. Professional Development: Literacy in action. Each student (may work in pairs or small groups) is responsible for exploring in depth a classroom application of one aspect of literacy instruction and reporting their findings to the class in a summative presentation. The process for completing this activity includes:
- Select a topic from the following list or propose one of your own choosing to your instructor
 - Research your topic by consulting professional journals, books, and/or websites. Create an annotated research brief documenting this research which includes: complete APA citation and summary of key research points. Research brief will contain a minimum of three professional journal articles and one book or website.
 - Contact a person designated as the expert for the topic to set up an interview/observation session
 - Conduct interview, observe innovation, and/or collect relevant information
 - Present findings to class (sign up in class for 30 minute presentation slot/date); distribute to class a data sheet/handout highlighting key information learned and potential resources.

Possible Topics -A Starting Point

1. Independent Bookstores: (Red Balloon, Wild Rumpus) literature activities for caregivers and preschoolers
 2. Role of elementary school principal for effective school literacy program
 3. Parental involvement in early literacy development/family literacy (ECFE in Minn.)
 4. Reading Recovery: An early intervention program for struggling readers (arrange class field trip to observe session)
 5. Process of selecting districtwide core reading materials
 6. Censorship-Book Consideration Committee
 7. Sylvan or other similar Learning Centers
 8. ESL and literacy development
 9. Literacy instruction in a Montessori School
 10. Daily Five
 11. Language immersion schools and literacy instruction
 12. Accelerated Reader
 13. Read Naturally
 14. Visit the Kerlan Collection at U of Minnesota
 15. SIOP (Sheltered Instruction Observation Protocol)/RTI (Response to Intervention)
 16. READ 180
5. Assessment of Language Acquisition and Print Awareness (Primary Practicum). Students are encouraged to work in pairs.
- Assessment of Language Acquisition and Print Awareness. Students work with one 5-7 year old child whose oral language development and print awareness skills you will be able to evaluate across

three different sessions. Use the observation and analysis materials practiced in class including IRIs, beginning writing continuum, phonemic awareness/phonics inventory, letter identification, and other sources to collect sufficient, accurate data; analyze the data; draw conclusions; and recommend instructional practices based on findings. Submit completed assignment rubric, data analysis forms, and a written report of findings and instructional recommendations for the child's continued literacy development. Use the rubric, Language Acquisition and Print Awareness Assignment as guide for the materials submitted. The Appendix in your Assessment textbook provides representative case studies to guide your written report. Due _____

6. Reading Aloud children's book: Select a picture book appropriate for the elementary grades that you will practice and read aloud to the class in an engaging and interactive manner. Read aloud should take about 10 minutes. Your read aloud will include a brief biography of author/illustrator, an interactive read aloud, and brief discussion of how you would use the book in a classroom (connections to curriculum)

Schedule	Topic	Due this session
Session 1:	Course Intro/syllabus overview Literacy Autobiography	Review Syllabus In-class activity: Reading Autobiography Complete phonics study guides: 1-Consonants; 2-Vowels; 3-Y and W as Vowels
Session 2:	Modeling Interactive read-aloud: One Dog Canoe/One Dog Sleigh Learning the language of literacy for teachers Language development: history and instructional implications: KWL language development Understanding alignment of language and literature development	Ch. 1 and 10 from Gunning text Identify and list academic language from Gunning-1 for teachers of reading Phonics study guides: 4-R-controlled vowels; 5-Vowel digraphs; 6-Vowel diphthongs Bring 5 sample Picture books Genre grid: picture books and literature circle discussion
Session 3:	Leveling Text: in class activity	BB: Let's level about Leveling BB: Creating a text gradient Phonics study guides: 7-Schwa; 8-Hard and soft "C" and "G"; 9-The CVC or closed syllable pattern Ch. 5 Gunning text: pp. 170-210: Teaching Phonics, high-frequency words, and syllabic analysis
Session 4:	Construction and deconstructing familiar text: Graphonemics in reading Critical story elements across folklore	BB: Interactive read-alouds: Phonics study guides: 10-The CVCe pattern; 11-The CVVC pattern; 12-The CV or open syllable pattern Ch. 5 Gunning text: pp. 211-240: Teaching Phonics, high-frequency words, and syllabic analysis
Session 5:	Graphonemics in reading Response to literature: Folklore literature circles	Ch. 3 Gunning text: Assessing for learning Ch. 4 Gunning text: Fostering emergent/early literacy

	Stages in early literacy development: beginning writing continuum, family literacy Analysis of early writing samples Professional development: Literacy in action Forms of assessment: Marie Clay, Fountas/Pinnell, IRIs	BB: Early literacy assessment Phonics study guides: 13-Syllabication patterns; 14-Words with affixes Bring 5 sample folklore books Genre Grid: folklore and literature circle discussion
Session 6:	Professional literature in literacy: Literature circles w/Language Arts and The Reading Teacher journals Professional development: Literacy in Action Tech support in teaching: Exploration of literacy websites Response to literature: Modern fantasy literature circles Matching children's literature to reading levels: Fountas and Pinnell levels, cloze, readability, lexiles	Ch. 13 Gunning text Creating and managing a literacy program Literacy in Action presentations Ch. 10 Tunnel text: Modern fantasy BB: Developing a text gradient Modern fantasy genre papers Ch. 7 Gunning text: comprehension: Theory and strategies
Session 7:	Professional development: Literacy in Action Comprehension: Exploration of text structures in nonfiction; adapting retellings for fiction and nonfiction Standard comprehension/vocabulary strategies in literacy instruction (organizing for learning); cooperative learning jigsaws-research and planning phase	Ch. 8 Gunning text: Comprehension: Text structures and teaching procedures Literacy in Action presentations Ch. 11 Tunnel text: Contemporary realistic fiction Selected readings relevant to specific strategies in jigsaw groups
Session 8:	Professional development: Literacy in Action Standard comprehension/vocabulary strategies in literacy instruction (organizing for learning); cooperative learning jigsaws Response to literature: Realistic fiction literature circles-planning	Literacy in Action presentations Realistic fiction genre papers
Session 9:	Professional development: Literacy in Action Professional development: Discussion of advanced readings in literacy for annotated bibliographies Standard comprehension/vocabulary strategies in literacy instruction (organizing for learning); cooperative learning jigsaws Response to literature: Realistic fiction literature circles-teaching	Literacy in Action presentations Annotated bibliographies

Session 10:	Analyzing assessment findings for student placement and instructional planning Mapping learning in literacy development	Key assessment

Knowledge Base and References:

- Applerbach, P. (2007). *Understanding and using reading assessment: K-12*. Newark, DE: IRA.
- Allington, R. (Author/Ed.), (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.
- Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*, New York, NY: Longman.
- Allington, R. & Walmsley, S. (Eds.). (1995). *No quick fix: Rethinking literacy programs in America's elementary schools*. New York, NY: Teachers College Press.
- Anderson, N. L., & Briggs, C. (2011). Reciprocity Between Reading and Writing: Strategic Processing as Common Ground. *The Reading Teacher*, 64(7), 546–549.
- Bear, D., Invernizzi, M., Templeton, S. & F. Johnston. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction. 4th Edition*. Boston, MA: Pearson.
- Blachowicz, C., Fisher, P., Ogle, D. & Watts-Taffe, S. (2013). *Teaching academic vocabulary K-8: Effective practices across the curriculum*. New York, NY: The Guilford Press.
- Boushey, G. & Moser, J. (2014). *The daily five: Fostering literacy independence in the elementary grades*. Markham, Ontario, Pembroke.
- Branger, J., & Lewis, J. P. (2006). Core Understandings About Reading. In *Building a Knowledge Base in Reading* (2nd Ed.) (pp. 58 – 75). Newark, DE: International Reading Chukovsky, K. *From two to five*. (1971). Los Angeles, CA: University of California Press.
- Cunningham, P. (2009). *Phonics they use: Words for reading and writing. 5th Edition*. Boston, MA: Allyn & Bacon.
- Delpit, L. (2012). Warm Demanders: The Importance of Teachers in the Lives of Children of Poverty. In *Multiplication is for White People: Raising Expectations for Other People's Children*. New York, NY: The New Press. Sections from various chapters
- Fountas, I., Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Fox, D. & Short, K. (Eds.) (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: NCTE.
- Freeman, D. & Freeman Yvonne, (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar*. Portsmouth, NH: Heinemann.
- Garan, E. (2004). *In defense of our children: When politics, profit, and education collide*. Portsmouth, NH: Heinemann.
- Gleason, J. B. & Ratner, N. B. (2009). *The development of language. 7th Edition*. Boston, MA: Pearson.
- Harris, R. & Hodges, R. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Maiers, Angela. (2001). *The teacher-parent partnership in the primary grades*. Rigby Best Teachers Press.
- McCardle, P. & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore, MD: Paul H. Brookes Publishing.
- Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write. 6th Edition*. Boston, MA: Allyn & Bacon.
- Opitz, M. & Ford, M. (2001). *Reaching readers: Flexible and innovative strategies for guided reading*, Portsmouth, NH: Heinemann.
- Paris, S. & Stahl, S. (Eds.), (2005). *Children's reading comprehension and assessment*. Mahwah, NJ: Lawrence Erlbaum and Associates.

- Piper, T. (2007). *Language and learning: The home and school years*. 4th Edition. Boston, MA: Pearson.
- Power, B., & Hubbard, R. (2002). *Language development: A reader for teachers*. 2nd Editon. New York: Merrill.
- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*, New York, NY: Guilford Press.
- Rosenblatt, L. (1968). *Literature as exploration*. New York: Noble and Noble.
- Serafini, F. (2001). *The reading workshop: Creating space for readers*, Portsmouth, NH: Heinemann.
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- Spandel, V. (2009). *Creating writers through 6-trait writing: Assessment and Instruction*. 3rd Edition. Boston, MA: Allyn & Bacon.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge, Mass.: MIT Press.
- Yopp, R. & Yopp, H. (2001). *Literature-based reading activities*. 3rd Edition, Needham Heights, MA: Allyn & Bacon.

Professional ABS Core Requirements

REDP 625 Applied Behavior Analysis: Behavior Interventions and Learning Environments

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 785 / SPUG 485 / REDP 625 Applied Behavior Analysis: Behavior Interventions and Learning Environments

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year
Credits: 3 graduate (G) or 4 undergraduate (UG) credits
Format: In-person, online, or combination (in-person and online)
Duration: 8 or 15 weeks
Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor
Email: @stthomas.edu
Phone: (###) ###-####
Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

This course explores the idea of positive behavior support for promoting acceptable behavior in school and other settings where individuals learn. This course, grounded in research-based interventions, is designed to assist all who work with students in special and general education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

Course Pre or Co-Requisites

There are no pre or co-requisites for this course

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

CROSS LISTING OF COURSES

The University of St. Thomas is institutionally accredited by the Higher Learning Commission. Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

In order to meet these standards in graduate-undergraduate cross-listed courses, such as this course, instructors must do the following:

- (1) require students in the graduate course to complete additional work and
- (2) hold students in the graduate course to higher expectations.

REQUIRED TEXTS & MATERIALS

Scheuermann, B., & Hall, J. (2016). Positive behavioral supports for the classroom. Third Edition. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional readings are available on course site.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

SEP	Standards of Effective Practice MN 8710.2000	Learning Opportunities
SEP 1H	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline	• Lecture: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors • Read: Chapter 8: Determining Reasons for Behavior Through Functional Assessment • Discuss: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors • Practice: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
SEP 5E	Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation,	• Lecture: Learning Environment: Personal Philosophy, Rules, Procedures, Consequences, Relationships with Students • Video: Classroom Management that Works • Read: Chapter 4 Preventing Challenging Behaviors Through Rules & Procedures • Internet Module: IRIS Classroom Management (Part 1)

SEP 5H	and purposeful learning in the classroom. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole	Learning Components Comprehensive Behavior Management Plan • Internet Module: IRIS Classroom Management (Part 2) Developing Your Own Comprehensive Behavior Management Plan • Discuss: Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment Assessment: • Worksheet: Learning Environment
SEP 5L	Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work both collaboratively and independently, and engage in purposeful learning activities	• Lecture: Learning Environment: Personal Philosophy, Rules, Procedures, Consequences, Relationships with Students • Video: Classroom Management that Works • Read: Chapter 4 Preventing Challenging Behaviors Through Rules & Procedures • Internet Module: IRIS Classroom Management (Part 1) Learning Components Comprehensive Behavior Management Plan • Internet Module: IRIS Classroom Management (Part 2) Developing Your Own Comprehensive Behavior Management Plan • Discuss Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment Assessment: • Worksheet: Learning Environment
Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
Core A10	Standards for restrictive procedures, alternatives to using those procedures, the risks of using those procedures including medical contraindications, and principles of individual and school-wide positive behavioral interventions and supports, including the roles of systems, data, and practices	• Lecture: Punishment, and Restricted Procedures (Seclusion and Restraint) • Read: Chapter 11 Preventing Challenging Behavior Through Reinforcement • Read: Chapter 12 Managing Challenging Behaviors by Using Behavior Reductive Interventions • Video: Positive Behavior Supports Assessment: • Knowledge Quiz
Core B9	Understand the effects of various physical and mental health conditions, including the effects of	• Lecture: Theoretical Models to explain Challenging Behaviors • Videos: Theoretical Models to explain Challenging Behaviors including use of Medication • Read: Chapter Theoretical Models to explain Challenging

	medications, on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities when planning and administering assessments	Behaviors • Read: Chapter 7 Preventing Challenging Behavior Through Behavioral Monitoring • Video: Positive Behavior Supports Assessment: • Worksheet: Theoretical Models of Behavior
Core B10	Conduct functional behavioral assessments and use the results to develop behavior intervention plans	• Lecture: Functional Behavior Assessment • Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment • Internet Module: IRIS Functional Behavioral Assessment • Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
Core B11	Assess the impact of environmental factors on assessment results and the special education evaluation, planning, and programming process	• Lecture: Learning Environment • Video: Classroom Management that Works • Read: Chapter 4 Preventing Challenging Behaviors Through Rules & Procedures Assessment: Field Experience: Antecedent Based Intervention-Ecological Assessment, Task Analysis and Classroom Learning Environment
Core C6	Apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans	• Lecture: Theoretical Models to explain Challenging Behaviors • Videos: Theoretical Models to explain Challenging Behaviors including use of Medication • Read: Chapter 2 Theoretical Models to explain Challenging Behaviors • Discuss: Applied Behavior Analysis Strategies Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
ABS A2	Laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior	• Read CEC Ethical Principles • Case Study linked to CEC Ethical Principles • Create: Personal Classroom Philosophy based on CEC Ethical Principles Assessment: • Worksheet: Learning Environment

ABS A7	Research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities	• Lecture: Theoretical Models to explain Challenging Behaviors • Videos: Theoretical Models to explain Challenging Behaviors including use of Medication • Read: Chapter 2 Theoretical Models to explain Challenging Behaviors • Discuss: Applied Behavior Analysis Strategies Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
ABS B7	Complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan	• Lecture: Functional Behavior Assessment • Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment • Internet Module: IRIS Functional Behavioral Assessment • Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
ABS C13	Access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel	• Lecture: Functional Behavior Assessment • Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment • Internet Module: IRIS Functional Behavioral Assessment • Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
ABS C15	Collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintain positive behaviors	• Lecture: Describing Behavior and Data Collection • Videos: Movie Clips to Practice Describing Challenging Behaviors including ABC Data • Read: Chapter 7 Preventing Challenging Behavior Through Behavioral Monitoring • Activity: Data Collection Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan

ASD	Autism Spectrum Disorders	Learning Opportunities

	MN 8710.5850 (birth-21)	
ASD A6	ASD A6 Impact of the combined effects of the restricted range of interests limited social understanding, impaired language skills, idiosyncratic sensory behaviors, and anxiety on the student's ability to benefit from incidental learning opportunities	• Lecture: Environmental Conditions and Impact on Learning. • Discussion: Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment Assessment: • Field Experience: Antecedent Based Intervention-Ecological Assessment, Task Analysis and Classroom Learning Environment
ASD B2	ASD B2 Conduct and interpret functional behavioral assessments taking into account underlying autism spectrum disorders characteristics	• Lecture: Functional Behavior Assessment • Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment • Internet Module: IRIS Functional Behavioral Assessment • Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment: • Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
ASD B3	ASD B3 Conduct assessments of environmental conditions that impact academic achievement and functional performance	• Lecture: Learning Environment: Personal Philosophy, Rules, Procedures, Consequences, Relationships with Students • Video: Classroom Management that Works • Read: Chapter 4 Preventing Challenging Behaviors Through Rules & Procedures • Internet Module: IRIS Classroom Management (Part 1) Learning Components Comprehensive Behavior Management Plan • Internet Module: IRIS Classroom Management (Part 2) Developing Your Own Comprehensive Behavior Management Plan • Discuss: Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment Assessment: • Field Experience: Antecedent Based Intervention-Ecological Assessment, Task Analysis and Classroom Learning Environment
ASD C8	ASD C8 Design, implement, monitor, and adjust positive behavior plans as part of the IEP that connect challenging behavior to the lack of	• Lecture: Functional Behavior Assessment • Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment • Internet Module: IRIS Functional Behavioral Assessment • Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan

	specific skills and teach functionally equivalent, age appropriate, alternative communication, social, behavioral, and self-regulatory skills	Assessment: Field Experience: Functional Behavior Assessment and Behavior Intervention Plan

DD	Developmental Disabilities MN 8710.5400 (K-21)	Learning Opportunities
DD A5	Impact of research based theories of cognition, communication, and behavior on the education of students with developmental disabilities;	- Lecture: Theoretical Models to explain Challenging Behaviors - Videos: Theoretical Models to explain Challenging Behaviors including use of Medication - Read: Chapter 2 Theoretical Models to explain Challenging Behaviors - Discuss: Applied Behavior Analysis Strategies Assessment: - Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
DD C3	Select, adapt and implement developmentally appropriate classroom management strategies, including proactive and positive behavioral interventions and supports, for students with developmental disabilities to promote progress in the least restrictive environment	- Lecture: Learning Environment: Personal Philosophy, Rules, Procedures, Consequences, Relationships with Students - Video: Classroom Management that Works - Read: Chapter 4 Preventing Challenging Behaviors Through Rules & Procedures - Internet Module: IRIS Classroom Management (Part 1) Learning Components Comprehensive Behavior Management Plan - Internet Module: IRIS Classroom Management (Part 2) Developing Your Own Comprehensive Behavior Management Plan - Discuss: Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment Assessment: - Worksheet: Learning Environment

EBD	Emotional Behavioral Disorders MN 8710.5600 (K-21)	Learning Opportunities
EBD A12	Connection of functional behavioral assessments and behavior intervention plans to principles of individual positive behavioral interventions and supports;	- Lecture: Functional Behavior Assessment - Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment - Internet Module: IRIS Functional Behavioral Assessment - Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment:

		Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
EBD B5	Complete as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behavior, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan	- Lecture: Functional Behavior Assessment - Read: Chapter 8 Determining Reasons for Behavior Through Functional Assessment - Internet Module: IRIS Functional Behavioral Assessment - Video: Practice Completing an Functional Behavior Assessment and Behavior Intervention Plan Assessment: - Field Experience: Functional Behavior Assessment and Behavior Intervention Plan
EBD C6	Apply ethical and legal considerations in the selection and use of behavioral interventions that are generally available, available under limited conditions, and not permissible under any conditions	- Read CEC Ethical Principles - Lecture: Restricted Procedures (Seclusion and Restraint) - Read Chapter 12: Managing Challenging Behaviors by Using Behavior Reductive Interventions - Discuss: Consequences Assessment: - Field Experience: Functional Behavior Assessment and Behavior Intervention Plan

ECSE	Early Childhood Special Education MN 8710.5500 (birth-6)	Learning Opportunities
ECSE C4	Implement positive behavior supports appropriate for young children with developmental delays or disabilities and their families with a focus on teaching the child necessary and appropriate replacement skills;	- Lecture: Positive Behavior Interventions & Supports - Lecture: Positive Behavior Support Plans - Read: Chapter 11: Preventing Challenging Behavior Through Reinforcement - Video: Positive Behavior Supports Assessment: - Field Experience: Functional Behavior Assessment and Behavior Intervention Plan

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms.

- Antecedents
- Behavior
- Consequences
- Setting events and risk factors

- Competing pathways
- Replacement behaviors

EVIDENCE-BASED PRACTICES

This course introduces the following evidence-based practices.

- Functional behavior assessment
- Antecedent based interventions
- Reinforcement and Punishment
- Extinction
- Modeling
- Shaping
- Differential Reinforcement

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Develop a learning segment (sequence of scaffolded instructional lessons) with measurable lesson objectives.
- Assess current level of performance of an individual student utilizing baseline data.

Task 2 Instructing and Engaging the Focused Learner

- Develop a safe and engaging learning environment.

Task 3 Assessing Learning

- Implement a system for progress monitoring based on specific lesson objectives.
- Plan accommodations, modifications, adaptations to instruction, curriculum, or assessment based on student's strengths and needs as demonstrated through data collection utilizing evidence-based practices, research, and theory.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Assessment

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

Social Emotional Behavioral

HLP 7: Establish a consistent, organized, and respectful learning environment.

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

The Learner and Learning

3. Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

IDEA OBJECTIVES

For the purposes of evaluation, this course targets the following IDEA objectives for learning.

- Learn fundamental principles, generalizations or theories.
 - Learn the acting-out/escalation cycle and the principles of de-escalation.
 - Learn the ABCs (antecedents, behaviors, and consequences) of behavior.
 - Learn the functional behavior assessment (FBA) process and how it relates to behavioral theory.
- Learn the principles of positive behavior intervention and support planning (BIP).
 - Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
 - Acquire skills in conducting assessments and planning interventions for the development of pro-social behaviors.
 - Explore the point of view of utilizing positive behavior intervention and supports (PBIS) for promoting acceptable behavior in school settings.
- Learn to apply course material to improve thinking, problem solving, and decisions.
 - Respond appropriately at the different phases of escalation and develop a de-escalation plan.
 - Implement positive behavioral strategies in classrooms and school wide settings.
 - Conduct an ecological assessment and set up an environment for success.
 - Conduct a functional behavior assessment (FBA) to determine the function of a student's behavior.
 - Create a positive behavior and intervention support plan (BIP) utilizing the prevent-teach-reinforce model.

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

- Teacher will be able to conduct a functional behavior assessment, utilizing multiple data collection methods, to create a hypothesis about the function of a challenging behavior and develop a positive behavior intervention plan utilizing a prevent, teach, respond framework.

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology.

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is

an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8 week course, plan to spend 15-17 hours each week on course.
- For a 15 week course, plan to spend 8-10 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>). Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email [REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, Academic Integrity Policy and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointments at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password. Contact 1-877-704-2127 for Canvas 24/7 help. Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the Incomplete Form to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is not a signature assignment in this course.

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There are two field experience in this course.

Field experiences require you to visit a site and conduct an investigation to complete an assignment.

Field Experience	Required Hours	Choices of Age Levels of Students	Choices of Disability Areas
Observe Student, Conduct a Functional Behavioral Assessment, and Create a Behavior Intervention Plan	10 hours	Birth to age 6, elementary, middle or secondary	Student with DD, ASD, EBD, LD or ECSE

Observe Classroom, Conduct Ecological Assessment, Complete a Task Analysis of a Procedure, and Observe Student Performance of the Procedure	2 hours	Birth to age 6, elementary, middle or secondary	Students with DD, ASD, EBD, LD, or ECSE

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Attendance, Participation, & Worksheets	See Course Site
Knowledge Quizzes	
Field Experience: Antecedent Based Intervention: Ecological Assessment, Task Analysis & Learning Environment	
Technology Assignment • Option 1 Setting Events • Option 2 Strategy for Challenging Behavior	
Field Experience: Functional Behavior Assessment & Behavior Intervention Plan	
TOTAL POINTS POSSIBLE	100

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these APA 6th edition guidelines.

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Discussions

Purpose: The purpose of this assignment is to provide opportunities for reflection and discussion on the material presented in the course and to assess learning, understanding, and application of the content embedded in the course.

Task: Write or verbally provide answers to reflection questions and respond to peers in class meetings or online via Discussion Board or Voice Thread. Students should seek a balance in sharing information, asking questions, and giving supportive feedback for discussions whether online or in-person.

If taking course online, posts and responses are due weekly. Points will be earned for organization, civil discourse, content specific knowledge, reflection, higher order thinking, credible resources, and number and length of posts.

- Initial posts are due Thursday at midnight
- Additional responses due Sunday at midnight

Attendance Participation

Purpose: The purpose of this assignment is provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities. Application worksheets will provide opportunities to reflect and discuss the material presented in the course and to assess your learning, understanding and application of the material.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection. You will earn the points by completing worksheets and participating in other miscellaneous learning activities. You must be present in person or participate online to receive these points.

Complete the following steps if going to be absent, late, or leave class early.

- Notify course instructor of date and reason for absence or late arrival/early departure.
- View available course materials on course site.
- Write a 1-2 page summary of your learning and submit to your instructor within a week after the missed class session.
- Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the course site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

Knowledge Quizzes

Purpose: The purpose of this assignment is to assess your understanding and ensure completion of the reading content and assigned internet modules. These exams will help prepare you for the state required Special Education Content Exams.

Task: To complete this assignment, go to the course learning management system. Complete the quizzes to demonstrate competency. They are multiple choice questions or short answers. This is an individual assignment and students are not to complete this in pairs or with groups. Please wait until the class or module on the disability area is finished to complete a quiz. There are no opportunities to retake a quiz so do not submit until you have completed the assessment. You may not ask to redo these quizzes for

any reasons. The answers are provided when the quiz is completed. The questions can be reviewed before the readings and these are open book quizzes so you should be able to do well on these assessments.

Field Experience - Antecedent Based Intervention: Ecological Assessment, Task Analysis and Classroom Learning Environment

Purpose: The purpose of this assignment is to examine possible antecedents that might be triggering behaviors in an environment and restrict a student's participation so that you can design and manage learning communities in which students can engage in purposeful learning activities in the least restrictive environment.

Task: For this assignment,

- Conduct a structured observation of environment stimuli. During this ecological assessment, identify contextual factors and antecedents that can contribute to challenging behaviors and impact student learning. This knowledge can provide a better understanding of how to manage the behavioral needs of individuals with disabilities and set up a successful learning environment.
- Reflect on how to establish a positive climate in the least restrictive environment for a student who might experience challenging behaviors due to stimuli in the environment.
- Conduct a task analysis to support a student during a procedure (e.g., transition) within the environment. A task analysis is a proactive and positive behavioral evidence-based practice.
- Upon completion of this Field Experience, note key information on the SPED Field Experience Documentation form.

Technology Assignment

Purpose: The purpose of this assignment is to promote the use of technology and development of knowledge, skills, and professional dispositions related to diversity and behavior topics such as behavior management strategies and techniques and setting events that contribute to challenging behaviors. Diversity includes but is not limited to ethnic/racial, gender, linguistic, socioeconomic, and ability differences. This project should challenge you to engage in complex subject matter outside of your typical comfort zone.

Task: There are two options to complete this assignment. **Choose option and then choose a topic.**

- Option 1 Setting Events: Describe a setting event (event that is not immediately connected in time and place to a behavior) or risk factor condition (characteristic at the biological, psychological, family, community, or cultural level that precedes and is associated with a higher likelihood of problem outcomes) and the impact of the event or factor on a student's behavior. Locate current research and other resources on interventions to address the setting event or risk factor. Present your research findings and strategies that can be used as antecedent based interventions to prevent behaviors that occur as a result of setting events or risk factors.
- Option 2 Behavior Strategy: Research an evidence-based positive behavior management philosophy, strategy or technique that you might incorporate into a learning environment or into a behavior intervention plan for a student with challenging behaviors to prevent, manage, teach or respond to their social, emotional, and behavioral needs. Examples include strategies that teach functionally equivalent, age appropriate, alternative communication, social, behavioral, and self-regulatory skills.
- Locate information on your topic in a peer-reviewed journal and submit a copy of journal article on course site.

- For your selected option present information via technology (Voice Thread) following the guidelines in the rubric.
- Watch all peer's presentations and complete worksheet.
- Reflect on most significant learning related to the exploration of topics.

Field Experience Assignment - Functional Behavior Assessment and Behavior Intervention Plan

Purpose: The purpose of this field experience is to develop specific skills and competencies in examining students' behaviors and planning positive interventions.

Task: For this assignment,

- Facilitate individualized investigation of an individual's challenging behavior by conducting a functional behavior assessment.
- Use data collected from multiple sources, to hypothesize function of challenging behavior.
- Identify a replacement behavior and develop preventative, teaching, and consequence strategies to address challenging behavior based on function of behavior.
- Create a behavior intervention plan based on the hypothesis developed from the data collected during the functional behavior assessment.
- Upon completion of this Field Experience, note key information on the SPED Field Experience Documentation form.

COURSE SCHEDULE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started	
Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete pre-assessment to assess current knowledge on topics • Contribute to community expectations to ensure a safe learning environment • Set personal learning expectations to guide learning for course	• Introduce yourself • Download, complete, and upload pre-assessment • Contribute to community expectations • Post personal course learning expectations

Module 1 Introduction to Behavior and Positive Behavioral Interventions and Supports (PBIS)

Objectives and Learning Opportunities

- Lecture: Behavior & PBIS

Learning Assessments

- Review Rubric: FBA /BIP Signature Assessment Field Experience Assignment
- Knowledge Quiz

- Read: Chapter 1 Introduction to Behavior Management and Positive Behavioral Interventions and Supports
- Discuss Dimensions of Behavior & PBIS
- Worksheet: Behavior Dimensions
- Online: Discussion

Module 2 – Topic: Theoretical Explanations for Behavior and Applied Behavior Analysis

Objectives and Learning Opportunities	Learning Assessments
• Lecture: Theoretical Models to explain Challenging Behaviors • Videos: Theoretical Models to explain Challenging Behaviors including use of Medication • Read Chapter 2: Theoretical Models to explain Challenging Behaviors • Complete Internet Module: IRIS Classroom Management (Part 1) Learning Components Comprehensive Behavior Management Plan • Discuss: Applied Behavior Analysis Strategies	• Review Rubric: Technology Assignment • Knowledge Quiz • Worksheet: Behavior Dimensions & Theoretical Models • Online: Discussion

Module 3 – Topic: Learning Environment

Objectives and Learning Opportunities	Learning Assessments
• Lecture: Learning Environment: Personal Philosophy, Rules, Procedures, Consequences, Relationships with Students • View Video: Classroom Management that Works • Read Chapter 4: Preventing Challenging Behaviors Through Rules & Procedures • Review CEC Ethical Principles to Create Personal Classroom Management Philosophy • Complete Internet Module: IRIS Classroom Management (Part 2) Developing Your Own Comprehensive Behavior Management Plan • Discuss Conditions (environmental, setting events, risk factors, disability characteristics) that Impact Behavior and How to Proactively Plan an Optimal Learning Environment	• Review Rubric: FBA/BIP Assignment • Knowledge Quiz • Worksheet: Learning Environment • Online: Discussion

Module 4 – Topic: Functional Behavior Assessment

Objectives and Learning Opportunities	Learning Assessments
• Lecture: Functional Behavior Assessment • Read Chapter 8: Determining Reasons for Behavior Through Functional Assessment • Complete Internet Module: IRIS Functional Behavioral Assessment • Discuss Antecedents, Behavior, and Consequences – ABCs of Behavior	• Due: Ecological Assessment, Task Analysis & Classroom Management • Knowledge Quiz • Worksheet: Describing Behavior and Data Collection • Online: Discussion

Module 5 – Topic: Describing Behavior and Data Collection

Objectives and Learning Opportunities	Learning Assessments
• Lecture: Describing Behavior (objective vs. subjective) and Data Collection (frequency, duration, latency) • Videos: Movie Clips to Practice Describing Challenging Behaviors including ABC Data • Read Chapter 7: Preventing Challenging Behavior Through Behavioral Monitoring • Complete Internet Module: IRIS Addressing Disruptive and Noncompliant Behaviors (Part 1) Understanding the Acting-Out Cycle • Discuss Acting out cycle and describing behavior • Activity: Data Collection	• Draft: FBA Part 1 Background Information • Knowledge Quiz • Online: Discussion

Module 6 – Topic: Function of Behavior, Hypothesis Development and Choosing Replacement Behaviors

Objectives and Learning Opportunities	Assessments
• Lecture: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors • Read Chapter 10: Preventing Challenging Behavior Through Reinforcement • Complete Internet Module: IRIS Addressing Disruptive and Noncompliant Behaviors (Part 2) Behavioral Interventions • Discuss Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors • Practice: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors	• Due: Technology Assignment • Knowledge Quiz • Worksheet: Function of Behavior, Hypothesis Development, and Choosing Replacement Behaviors • Online: Discussion

Module 7 – Topic: Consequences: Reinforcement & Punishment

Objectives and Learning Opportunities	Assessments
• Lecture: Reinforcement, Differential Reinforcement, Schedules or Reinforcement, Punishment, and Restricted Procedures (Seclusion and Restraint) • Lecture: Positive Behavior Support Plans • Read Chapter 11: Preventing Challenging Behavior Through Reinforcement • Watch Video: Samantha Positive Behavior Supports (45 minutes) • Complete online module: AFIRM Reinforcement • Activity: Reinforcement - Proving Specific Descriptive Praise • Discuss Consequences and Prevent, Teach, and Reinforce Framework	• Draft: FBA Part 2 Data Collection (Document Reviews, Interviews & Observations) • Knowledge Quiz • Worksheet: Reinforcement and Punishment and Positive Behavior Support • Online: Discussion

Module 8 – Topic: Positive Behavior & Intervention Support Plans

Objectives and Learning Opportunities	Learning Assessments
• Lecture: Functional Behavior Assessment to Behavior Intervention Plan • Read Chapter 12: Managing Challenging Behaviors by Using Behavior Reductive Interventions • Watch Video: Educating Peter (30 minutes) and Practice Completing a Functional Behavior Assessment and Behavior Intervention Plan	• Knowledge Quiz • Field Experience: Functional Behavior Assessment / Behavior Intervention Plan (due in one week) • Online: Discussion

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with disabilities, including the following:

- Alberto, P. & Troutman, A. (2009). *Applied behavior analysis for teachers*, eighth edition. Prentice Hall.
- Barnhill, G. (2005). Functional behavioral assessment in schools. *Intervention in School and Clinic*, 40 (3), 131-143.
- Chaote, J. (2000). Chapter 14 Managing Behavior in the Inclusive Classroom, p 368-389 in *Successful Inclusive Teaching-Third Edition*. Allyn & Bacon, MA.
- Crone, D. & Horner, R. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*. New York: The Guilford Press.
- Horner, R.H., Sugai, G., Lewis-Palmer, T., & Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional and Behavioral Disorders in Youth*, 1 (4), pgs. 77-79 & 93-96.
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- Shippen, M., Simpson, R. & Crites, S. (2003). A practical guide to functional behavioral assessment. *Teaching Exceptional Children*, 35 (5), pg 36-44.
- Ryan, A., Halsey, H., & Matthews, W. (2003). Using functional assessment to promote desirable student behavior in school. *Teaching Exceptional Children*, 35 (5), pg 8-15.
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REDP 624 Professional Practice: Collaboration, Co-teaching and Educational Technology

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 714 / SPUG 414 / REPD 624 Professional Practice: Collaboration, Co-teaching and Educational Technology

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year
Credits: 3 graduate (G) or 4 undergraduate (UG) credits
Format: online, in-person, or hybrid
Duration: 8 weeks online – 15 weeks on campus
Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor
Email: @stthomas.edu
Phone: (###) ###-####
Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to develop professional practices, including: developing an ethic of collaboration and the knowledge and skills needed to effectively collaborate with faculty, administrators, students, para-educators, families, and community members; applying collaboration practices when co-teaching; consulting; developing interagency agreements; supervising paraprofessionals; and utilizing current educational technology in the classroom to impact student learning. This course provides these professional practices in the context of program planning and implementation for students receiving special education services.

Course Pre or Co-Requisites

It is preferred that you take SPED 750 before this course.

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

Cross Listing of Courses

The University of St. Thomas is institutionally accredited by the Higher Learning Commission. Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

In order to meet these standards in graduate-undergraduate cross-listed courses, such as this course, instructors must do the following:

- (1) require students in the graduate course to complete additional work and
- (2) hold students in the graduate course to higher expectations.

REQUIRED TEXTS & MATERIALS

Friend, M. & Cook, L. (2017). *Interactions: Collaboration skills for school professionals*. Boston: Pearson. Loose Leaf Version- ISBN-13: 978-0-13-425679-5 or E-text – ISBN-13: 978-0-13-425680-1

Additional readings are available on course site.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

SEP	Standards of Effective Practice MN 8710.2000	Learning Opportunities
2H	Demonstrate knowledge and understanding of concepts related to technology and student learning.	Read - Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> Resource <u>Key Instruction Contact (KIC) group</u> Lectures/Videos - Technology in the Classroom Read - Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. - Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. - Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its

		nature and impact in secondary school pupils. <i>Journal or Child Psychology</i>. Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment
3O	Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences.	Class • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, Families Lectures/Videos • "Family Panel Discussion" Assessment: -Cultural Reflection and Practice Activity -Chapter 11- <i>Families</i> Quiz
4K	Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> Read • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal or Child Psychology</i>. 49:9 Lectures/Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model Discussion: Technology Integration Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment
4L	Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i>

	that incorporate a wide variety of materials and technology resources	• Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 Lectures/Videos • “Organizing People into Teams” Lectures/Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model • Class Session • Discussion: Technology Integration Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment, -Co-teaching Assignment
6K	Use a variety of media and educational technology to enrich learning opportunities.	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 Lectures/Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model Class Session • Discussion: Technology Integration • Introduce Interagency Wiki resources for parents

		Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment
7H	Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. Discussion: Technology Integration Videos • HLP19: Use Assistive and Instructional Technologies Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment
8N	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Lectures • Assistive Technology • HLP19: Use Assistive and Instructional Technologies • SAMR Model Read • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 Discussion: Technology Integration Introduce Interagency Wiki resources for parents Assessment: -Planning Grid Assignment

		-Technology Integration Professional Development Assignment
9J	Collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback	Read • Friend & Cook, Chapter 5, <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, <i>Teams</i> • Friend & Cook, Chapter 12, <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> • “A Preferred Futures Worksheet” Lectures/Videos • “Effective Collaborative Teaming Process” • “Group Problem Solving and Preferred Futures Planning” Class Session Assignment: Collaboration and Communication
9M	Understand the role of continuous development in technology knowledge and skills representative of technology applications for education.	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 Lectures/Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model Class Session • Discussion: Technology Integration Assessment: -Planning Grid Assignment -Technology Integration Professional Development Assignment
10G	Collaborate with other professionals to improve the overall learning environment for students	Read • Friend & Cook, Chapter 5, <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, <i>Teams</i> • Friend & Cook, Chapter 12, <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> • “A Preferred Futures Worksheet”

		Lectures/Videos • “Effective Collaborative Teaming Process” • “Group Problem Solving and Preferred Futures Planning” Class Session Assignment: Collaboration and Communication
10H	Collaborate in activities designed to make the entire school a productive learning environment	Read • Friend & Cook, Chapter 5, <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, <i>Teams</i> • Friend & Cook, Chapter 12, <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> - • “A Preferred Futures Worksheet” Lectures/Videos • “Effective Collaborative Teaming Process” • “Group Problem Solving and Preferred Futures Planning” Class Session Assignment: Collaboration and Communication
10I	Consult with parents, counselors, teachers of other classes and activities within the school and professionals in other community agencies to link student environments	Read • Friend & Cook, Chapter 11, <i>Families</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. Explore Web-Based Sites • PACER Ideas to Improve Parent-to-Professional Communication with School Staff • <u>National Resource Center for Paraeducators .</u> • <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center .</u> Lectures/Videos • “Organizing People into Teams” • Introduce Interagency Wiki resources for parents Assessment: -Planning Grid Assignment -Interagency Wiki
10J	Identify and use community resources to foster student learning.	Class Session • Interagency Wiki resources for parents Explore Web-Based Sites • PACER Ideas to Improve Parent-to-Professional Communication with School Staff • <u>National Resource Center for Paraeducators .</u>

		• <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center .</u> Assessment: -Interagency Wiki
10K	Establish productive relationships with parents and guardians in support of student learning and well being	Class Session • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> Lectures/Videos • “Family Panel Discussion” • Introduce Interagency Wiki resources for parents Assessment: Chapter 11- <i>Families</i> Quiz
10M	Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.	Read • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 pp 376-385. Lectures/Videos • Technology Integration Activity Assessment: Technology Integration Professional Development Assignment

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
D2	Take into account the dynamics, roles, and relationships within families and communities resulting from differences in familial background, socioeconomic status, and cultural and linguistic diversity and collaborate with language interpreters and cultural liaisons when communicating with families and planning and implementing services	Class Session • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> Lectures/Videos • “Family Panel Discussion” Class Session • Introduce Interagency Wiki resources for parents • Discussion: Technology Integration Assessment: -Cultural Reflection and Practice Activity -Chapter 11- <i>Families</i> Quiz -Interagency Wiki
D6	Understand and make use of structures supporting interagency collaboration, including interagency	Class Session • Discussion: Technology Integration • Introduce Interagency Wiki resources for parents

	services, agreements, referral, and consultation	Assessment: -Interagency Wiki
D7	Provide consultation to and receive it from other professionals regarding specially designed instruction and program organization and development for children and youth and families;	Read • Friend & Cook, Chapter 10, <i>Paraeducators</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “<u>Be careful what you wish for</u>”...<u>Five reasons to be concerned about the assignment of individual paraprofessional</u> • Teaching Exceptional Children, May/June • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. • Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities</u>. <u>In inclusive classrooms: Is the conventional wisdom wrong?</u> <i>Intellectual and Developmental Disabilities</i>, 48(1), Websites • Connecticut Paraeducator Information and Resources • https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents • <u>National Resource Center for Paraeducators .</u> • <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center .</u> Lectures/Videos • “Organizing People into Teams” Assessment: -Planning Grid -Assignment: Collaboration and Communication -Co-Teaching Assignment
D12	Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.	Read • Friend & Cook, Chapter 5, <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, <i>Teams</i> • Friend & Cook, Chapter 12, <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> • Read “A Preferred Futures Worksheet” Lectures/Videos

		• “Effective Collaborative Teaming Process” • “Group Problem Solving and Preferred Futures Planning” Class Session Assignment: Collaboration and Communication Co-Teaching Assignment

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
B3	Consult and collaborate with school personnel and families to maintain educational supports found to be effective during pre-referral interventions and needed in the general education classroom.	Read • Friend & Cook, Chapter 10, <i>Paraeducators</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “<u>Be careful what you wish for</u>”...Five reasons to be concerned about the assignment of individual paraprofessional • Teaching Exceptional Children, May/June, • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom.</u> Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. • Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities.</u> <u>In inclusive classrooms: Is the conventional wisdom wrong?</u> <i>Intellectual and Developmental Disabilities</i>, 48(1) Websites • Connecticut Paraeducator Information and Resources • https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents • National Resource Center for Paraeducators . • The Early Childhood Technical Assistance Center • Paracenter • Parareducator Resource and Learning Center . Lectures/Videos • “Organizing People into Teams” Assessment: -Planning Grid Assignment, -Co-Teaching Assignment
B10	Collaborate with teachers and specialists to identify patterns of strengths and weaknesses that	Read • Friend & Cook, Chapter 10, <i>Paraeducators</i>

	require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum;	• Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “<u>Be careful what you wish for</u>”...<u>Five reasons to be concerned about the assignment of individual paraprofessional</u> • Teaching Exceptional Children, May/June, • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. • Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities</u>. <u>In inclusive classrooms: Is the conventional wisdom wrong?</u> <i>Intellectual and Developmental Disabilities</i>, 48(1) Websites • Connecticut Paraeducator Information and Resources • https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents • <u>National Resource Center for Paraeducators</u> • <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center</u> Lectures/Videos • “Organizing People into Teams” Assessment: -Planning Grid Assignment, -Co-Teaching Assignment
D6	Apply cultural competencies, including self-awareness of one’s personal perspectives, when communicating and problem-solving, taking into account differences in familial background, socioeconomic status, and cultural and/or linguistic diversity.	Class Session • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> • Introduce Interagency Wiki resources for parents Assessment: Cultural Reflection and Practice Activity
D7	Collaborate and actively participate with stakeholders to develop, implement, and refine school-wide systems of academic and behavioral support.	Read • Friend & Cook, Chapter 5, <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, <i>Teams</i> • Friend & Cook, Chapter 12, <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> • Read “A Preferred Futures Worksheet”

		Lectures/Videos • “Effective Collaborative Teaming Process” • “Group Problem Solving and Preferred Futures Planning” Class Session • Assignment: Collaboration and Communication

ASD	Autism Spectrum Disorders MN 8710.5850 (birth-21)	Learning Opportunities
D2	Provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies;	Read • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. Lectures/Videos • “Organizing People into Teams” Assessment: -Collaboration and Communication Key Assessment -Planning Grid -Co-Teaching Assignment
D5	Promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that autism spectrum disorders may have on the individual and family across the lifespan;	Class Session • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> Assessment: - Cultural Reflection and Practice Activity

DD	Developmental Disabilities MN 8710.5400 (K-21)	Learning Opportunities
D5	Understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation academic instruction, support for student independence, and individualized positive behavior supports across environments.	Read • Friend & Cook, Chapter 10, <i>Paraeducators</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). <u>“Be careful what you wish for”...Five reasons to be concerned about the assignment of individual paraprofessional</u> • Teaching Exceptional Children, May/June,

		• Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. • Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities</u>. <u>In inclusive classrooms: Is the conventional wisdom wrong?</u> <i>Intellectual and Developmental Disabilities</i>, 48(1) Websites • Connecticut Paraeducator Information and Resources • https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents • <u>National Resource Center for Paraeducators</u> . • <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center</u> . Lectures/Videos • “Organizing People into Teams” Class Session • Introduce Interagency Wiki resources for parents Assessment: -Planning Grid Assignment, -Co-Teaching Assignment
D8	Promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that developmental disabilities may have on the individual and family across the lifespan	Class Session, • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> Class Session • Introduce Interagency Wiki resources for parents Assessment: Cultural Reflection and Practice Activity

EBD	Emotional Behavioral Disorders MN 8710.5600 (K-21)	Learning Opportunities
D1	Collaborate with children and youth and their families in making choices and accessing community-based services and advocacy organizations that support positive outcomes for students across the lifespan;	Class Session • Discussion: Technology Integration • Introduce Interagency Wiki resources for parents Assessment: Interagency Wiki

D4	Understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of individualized positive behavior supports and academic instruction across environments	Read • Friend & Cook, Chapter 10, <i>Paraeducators</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “Be careful what you wish for”...Five reasons to be concerned about the assignment of individual paraprofessional • Teaching Exceptional Children, May/June, • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. • Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities</u>. <u>In inclusive classrooms: Is the conventional wisdom wrong?</u> <i>Intellectual and Developmental Disabilities</i>, 48(1) Websites • Connecticut Paraeducator Information and Resources • https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents • <u>National Resource Center for Paraeducators</u> . • <u>The Early Childhood Technical Assistance Center</u> • <u>Paracenter</u> • <u>Parareducator Resource and Learning Center</u> . Lectures/Videos • “Organizing People into Teams” Assessment: -Planning Grid Assignment, -Co-Teaching Assignment
D8	Promote collaborative practices that respect the individual’s and family’s culture and values relative to the impact that emotional or behavior disorders may have on the individual and family across the lifespan	Class Session, • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> • Introduce Interagency Wiki resources for parents Assessment: Cultural Reflection and Practice Activity

ECSE	Early Childhood Special Education MN 8710.5500 (birth-6)	Learning Opportunities
D1	Apply cultural competencies, including self-awareness of one’s	Class Session,

	personal perspectives, when using verbal, nonverbal, and written communication and interpersonal skills to collaborate with families and consult with those providing services	- Lecture and Discussion: Learning Community and Cultural Practice and Perspectives Read - Friend & Cook, Chapter 11, <i>Families</i> Assessment: Cultural Reflection and Practice Activity
D4	Understand the educational roles and responsibilities of instructional and related service providers and paraprofessionals, and coordinate provision of services to young children with developmental delays or disabilities and their families	Read - Friend & Cook, Chapter 10, <i>Paraeducators</i> - Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> - Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). <u>"Be careful what you wish for"...Five reasons to be concerned about the assignment of individual paraprofessional</u> - Teaching Exceptional Children, May/June, - Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. Policy Great Teachers and Leaders Snapshot Newsletter, 1-11. - Giangreco, M.F. (2010). <u>One-to-one paraprofessionals for students with disabilities. In inclusive classrooms: Is the conventional wisdom wrong? Intellectual and Developmental Disabilities</u>, 48(1) Websites - Connecticut Paraeducator Information and Resources https://portal.ct.gov/SDE/Paraeducator/Paraeducator-Information-and-Resources/Documents <u>National Resource Center for Paraeducators .</u> <u>The Early Childhood Technical Assistance Center</u> <u>Paracenter</u> <u>Parareducator Resource and Learning Center .</u> Lectures/Videos "Organizing People into Teams" Class Session - Introduce Interagency Wiki resources for parents Assessment: -Planning Grid Assignment -Co-Teaching Assignment
D6	Communicate and collaborate with service coordinators and providers in planning for the transition process across hospital, home, and infant and toddler,	Class Session - Lecture: Communication and Coordination - Share: Interagency Wiki resources for parents Assessment: Planning Grid Assignment

	early children and elementary programs	

SLD	Learning Disabilities MN 8710.5700 (K-21)	Learning Opportunities
D1	Collaborate with students and their families in making choices that impact academic, occupational, and other domains across the lifespan;	Class Session • Discussion: Learning Community and Cultural Practice Read • Friend & Cook, Chapter 11, <i>Families</i> • Introduce Interagency Wiki resources for parents Assessment: Cultural Reflection and Practice Activity

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms.

- Universal Design for Learning
- Assistive Technology and other forms of Technology
- Curriculum Modifications and Adaptations
- Evidence Based Practice
- Consultation
- Coaching
- Mentoring
- Collaboration
- Conflict Resolution
- Interagency
- Paraprofessionals
- Co-teaching
- Differentiated Instruction
- High-Leverage Practices

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Align instruction to IEP goal and/or objectives.
- Identify planned supports (i.e., adaptations, modifications, accommodations) to support individual student in access and engagement in learning during a lesson.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Collaboration

HLP 1: Collaborate with professionals to increase student success.

HLP 2: Organize and facilitate effective meetings with professionals and families.
HLP 3: Collaborate with families to support student learning and secure needed services.

Instruction

HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 18: Use strategies to promote active student engagement.
HLP 19: Use assistive and instructional technologies.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

Professional Responsibility

10. Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDEA OBJECTIVES

For the purposes of evaluation,
this course targets the following IDEA objectives for learning.

- Acquire skills in working with others as a member of a team. To do this you will:
 - Participate in class discussions, learning activities, and read the textbook and other identified resources
 - Complete the Team Behavior and Actions Analysis Assessment
 - Complete the Preferred Future Planning Assignment
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. To do this you will:
 - Complete and analyze the Conflict Survey and Reflection
 - Complete and reflect upon Team Behavior and Actions Analysis
 - Develop a collaborative action plan using the Preferred Futures Visioning Model
 - Complete the Planning Grid for enhanced communication between educators, and/or specialists and/or paraprofessional
 - Complete and reflect upon Cultural Reflection and Practice Activity and Interagency Wiki assignments, including exploration via videos, classroom activities with people from varied backgrounds, and review of web resources.
 - Complete a plan for working effectively with a co-teacher.
 - Complete a professional development plan to enhance practices and use of technology in the classroom and school.
- Develop a clearer understanding of and commitment to personal values. To do this you will:
 - Develop a personal mission statement
 - Develop roles embedded in mission and roles and quadrant II weekly plan

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

- Articulate the rationale for collaboration in today's schools and discuss its defining characteristics

- Use proactive behavior in working with others and develop and implement a personal mission statement and a quadrant II weekly plan
- Articulate and utilize specific communication, listening, problem-solving and conflict resolution skills needed for effective collaboration
- Develop (learn, practice) collaboration skills in relation to being an effective team member, co-teacher, consultant, and supervisor of paraprofessionals
- Identify approaches to support instructional differentiation, student engagement, or school systems including technology use
- Identify strategies to direct and monitor the activities of paraprofessionals

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology.

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8 week course, plan to spend 15-17 hours each week on course.
- For a 15 week course, plan to spend 8-10 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>).

Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email [REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, Academic Integrity Policy and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may

result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointment at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password. Contact 1-877-704-2127 for Canvas 24/7 help. Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is a signature assignment in this course. The signature assignment is **Collaboration and Communication Key Assessment**

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There is not a field experience in this course.

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Getting to Know You Activity Module 1 and also pre-course starting activity from your professor	5
Session attendance (inperson or online virtual via Zoom)	25
Quizzes • Module 1: Chapter 1- <i>Foundations and Perspectives</i> Quiz • Module 2: Chapter 2- <i>Interpersonal Communication/</i> Chapter 3- <i>Listening Responding and Giving Feedback</i> Quiz • Module 3: Chapter 5- <i>Group Problem Solving</i> Quiz • Module 3: Chapter 6- <i>Teams</i> Quiz • Module 4: Chapter 4- <i>Interviews/Chapter 9- Difficult Interactions</i> Quiz • Module 4: Chapter 12- <i>Special Considerations</i> Quiz • Module 6: Chapter 7- <i>Co-Teaching</i> Quiz • Module 7: Chapter 10- <i>Paraeducators</i> Quiz • Module 8: Chapter 11- <i>Families</i> Quiz	60
Cultural Reflection and Practice Activity (2 parts) Part 1: Self-Assessment Part 2: Cultural Learning Reflection	Part 1: 5 points Part 2: 5 points
Personal Development Assignment (2 parts) Part 1: Personal Mission Statement and Reflection Paper Part 2: Quadrant II Planning/Implementation and Reflection Paper.	Part 1: 20 points Part 2: 10 points
Interagency Wiki	20
Conflict Management Style Survey and Reflection	10
Signature Assessment: Collaboration and Communication Key Assessment	35
Co-Teaching Assignment	15
Planning Grid Assignment	20

Technology Integration Professional Development Assignment	20
TOTAL POINTS POSSIBLE	250

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these APA 6th edition guidelines.

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Attendance Participation

Purpose: The purpose of this assignment is provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Complete the following steps if going to be absent, late, or leave class early.

- (1) Notify course instructor of date and reason for absence or late arrival/early departure.
- (2) View course materials on class site.
- (3) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the class site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

- Participate in activities in class and on-line.
- Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Chapter Quizzes

Purpose: The purpose of the chapter quizzes is to assess your knowledge of specific course content, information, and specific teaching standards.

Task: Complete the identified chapter quizzes on the Canvas course site as outlined in the course schedule.

Signature Assessment: Collaboration and Communication Key Assessment

Purpose: The purpose of this key assessment is to demonstrate effective communication and collaborative skills from the course via an interactive “role play” activity. Given a course framework for a collaborative “preferred future process/problem solving process”, students will play the role of a “school member” within a school team in a district wide community input meeting.

Task: This is a two-part assignment as outlined below.

Part 1: Contemporary Discussion and Preferred Future Action Plan

Review the school scenario provided for this activity (provided by your instructor). You will complete a role play activity in a Class/Virtual Live Session and then submit the Preferred Future Action Plan proposed by your role play school team as evidence of your team work.

Small Group Interactive Role Play Directions:

1. Identify key school members invited to your discussion and delegate roles within your small group/school team.
2. Discuss and collaborate as a school team to identify activities or strategies needed to support movement toward the preferred outcome/vision using the “Preferred Future” team process.
3. Use the materials provided for your school team to record your ideas. Be ready to share your school’s input with the larger district wide group.

Large Group Interactive Role Play Directions:

Your team will be provided 5 minutes to share your team’s ideas/strategies. Your team’s input will inform the “District-wide Task Force” with identifying a larger district action plan. Be sure to use your “presentation time” effectively to communicate your team’s ideas/strategies so that they are articulated clearly.

Part 2: Team Process Assessment

After completing the “Contemporary Discussion”, use the Team Behavior and Action Analysis Assessment provided to a) assess your individual team process behaviors, and b) assess your role play team as a whole. Lastly, reflect on the team process and share your initial reflections on your own and your team’s behavior.

Standards Addressed: SEP: 9J, 10G, 10H, CORE: D7, D12, ABS: D7

These are the MN teaching standards embedded in this assignment.
Standards of Effective Practice MN 8710.2000
9J Collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences and seeking and giving feedback
10G Collaborate with other professionals to improve the overall learning environment for students
10H Collaborate in activities designed to make the entire school a productive learning environment
Core Skills Teachers Special Education MN 8710.5000

D7 Provide consultation to and receive it from other professionals regarding specially designed instruction and program organization and development for children and youth and families;
D12 Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes.
Academic Behavioral Strategist MN 8710.5050 (K-21)
D7 Collaborate and actively participate with stakeholders to develop, implement, and refine school-wide systems of academic and behavioral support.

Personal Development Assignment

Purpose: The purpose of this assignment is to take two key steps from Steven Covey's Seven Habits of Highly Effective People (Mission and Quad II) and create a planning process that reflects the priorities of your life. After viewing three YouTube videos overviewing Covey's work featuring the mission and Quad II, you will create a mission and then schedule one week that embodies the key roles of your mission to see if there is congruence between your mission and schedule.

Task: This is a two-part assignment as outlined below.

Part 1: *Personal Mission Statement and Reflection Paper.* Develop your own personal mission statement.

The mission statement will be turned in for review, along with a description of those activities the student found most helpful in creating their mission.

Part 2: *Quadrant II Planning and Implementation Reflection Paper.* Use the quadrant II planning process to plan for one week. In addition to a copy of your Quadrant II plan, a 1 -2 page reflection upon the planning process and the successes and challenges experienced during implementation is required.

Conflict Management Style Survey and Reflection Paper

Purpose: The purpose of this assignment is to gain personal information on your personal/professional response to conflict. Use the information from this assessment to identify your assets and opportunities for new approaches when approaching conflict situations in the professional or school setting.

Task: Each student will respond to this assessment of their method of responding to conflict.

1. Complete the survey on p. 234 – 237 in the Friend and Cook text.
2. Following administration of the assessment, complete a 1-2 page reflection of the results. This reflection will respond to the following questions: Did you learn anything new about yourself? Did any results surprise you? What results affirmed your perceptions of yourself? Which results lead you to think that you might want to make changes in the way you respond to conflict? What steps will you take to begin such a change process? What personal experiences or “stories” come to mind as you reflected upon the results of the assessment?
3. Turn in p. 237 of your results with your reflection. (Either scan and upload that document, or type your results into a word process document.)

Planning Grid

Purpose: The purpose of this assignment is to use your communication and collaborative skills to support a student with engaging or participating more fully in a specific class activity/subject. You will identify and meet with a school or team member (paraprofessional, another educator, specialist, etc.) to dissect what a student “can do” and “can’t do” in an identified instructional area. Use this planning meeting to identify accommodations, curricular adaptations, assistive or other technologies to support this student to access and engage in the class activity/instruction more fully and with more independence.

Standards: SEP: 2H, 4K, 4L, 6K, 7H, 8N, 9M, 10I, Core: D9, ABS: B3, B10, ASD: D2, DD: D5, EBD: D4, ECSE: D4

Task:

1. Identify a student with a disability to focus on for a collaborative instructional planning session.
2. Identify at least one team or school member who is key to supporting or instructing this student in this instructional area.
3. Use the Planning Grid template as an instructional planning template to identify the alignment between the student IEP and instruction, key academic standards and instructional priorities. Together you will outline the expectations of the class session/activity.
4. Then identify and describe the student's current engagement and determine gaps/barriers/strengths/needs to participate more fully.
5. Brainstorm, discuss, and determine modifications, adaptations, supports, technology, etc. to support the student with participating and/or accessing the instruction more fully.
6. Lastly reflect on this collaborative activity and identify what worked, or changes you would make to the process for future use.

Interagency Wiki

Purpose: The purpose of this activity is to “research” interagency organizations in your local area or in your state in order to expand your resources to support students and families in the school setting.

Task:

1. Gather information on one interagency organization that supports students in the school setting. You can interview a special education teacher who has worked with an interagency provider, interview an interagency provider who has worked with a school on behalf of a student with disabilities, or find your information on an interagency website.
2. Provide the information that you found on a course wiki site. You will include:
 - a. Name of the organization and any web-based sources or contact information.
 - b. Describe services the provider offers to support children and youth with disabilities and their families.
 - c. Describe how school programming benefits from the interagency provider or their roles and services.

Co-Teaching Assignment

Purpose: The purpose of this assignment is to understand the factors that enhance or make co-teaching more successful as well as the barriers to co-teaching.

Standards: SEP 4L, Core: D7, D12, ABS: B3, B10, ASD D2, DD D5. EBD D4, ECSE D4

Task: Gather information from your co-teaching resources:

- readings,
- handouts on co-teaching
- YouTube videos
 - Friend and Cook: Co-teaching models in a diverse classroom.
 - Co-Teaching at Revere High School

Identify the key areas you feel should be addressed and negotiated with a new general education co-teacher. Write a reflection outlining these key areas.

Technology Integration Professional Development Assignment

Purpose: Successful technology integration will be the key to infuse the 21st century learning skills into instructional activities and transform student learning experiences. You are strongly encouraged to apply best practices in the use of digital tools to engage student learning in your instruction and enhance collaboration by using technology in today's schools. The purpose of this assignment is to explore resources on technology within the classroom/school and share your learning with others.

Standards: SEP 2H, 4K, 4L, 6K, 7H, 8N, 9M, 10M

Task: This is a two-part assignment as outlined below.

Part 1: Prepare a Group Voice Thread Presentation on Technology

In this assignment, you will be assigned a technology area (aligned with Minnesota Teaching Standards) to examine and further explore.

- Explore and attend to your assigned technology standard and share your learning with your assigned small group. You will have the opportunity to meet in a Virtual/In class session
- As a small group, develop a VoiceThread presentation including the following elements:
 - Define your technology area and why it is important in today's schools,
 - Share resources (at least 5) that you discovered via your exploration, experience in the schools, or small group interaction. Include citations or sources so that your classmates can also access your resources or information.
- Share your Group VoiceThread Presentation on Technology via the course site.

Part 2: Develop a Technology Integration Professional Development Plan

- View the Group VoiceThread Presentations on Technology developed by other groups and reflect on the area completed by your group.
- Identify new learning and connections you made with your current use (or possible uses) of technology in your classroom or school.
- Review the areas outline in the assignment and a develop professional goal for each area. You will identify possible resources or activities to support your future initiation of this goal in your field work, clinical practice, or authentic teaching experience.(Example: Join the free [Key Instruction Contact \(KIC\) group](#) for updates and discussions on technology integration in K-12 schools through the online monthly meetings and email list. Alternatively, you can also join other online or in-person professional development groups in your building or district.)

COURSE SCHEDULE AND ASSIGNMENTS DUE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started

Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete “Getting to Know You” Activity • Set personal learning expectations to guide learning for course	• Introduce yourself via the “Getting to Know You” Activity

Module 1 – Topic: Personal Development

Objectives and Learning Opportunities	Assessments
Introduce the course Describe the connection between personal development and effective collaborative work Examine resources to support cultural and personal development activities Read • Friend & Cook, Chapter 1, pp. 1 – 23 Foundations and Perspectives • Covey Mission and Quadrant II Activity Sheets or Web-based Resources Lectures/Videos • “We Teacher Who We Are” (Palmer) • Collaboration and Co-teaching begin with you (Stahl) • “Personal Development Overview” (and 7 Habits) (Stahl) • “Pyramid of Influence” (Vandercook) • How to develop Your personal Mission statement (YouTube) • “Six Step Planning Process: Part 1” (Vandercook) • “Six Step Planning Process: Part 2” (Vandercook) • “The Danger of a Single Story” TED talk (Adichie). • “Introduction to Collaboration” (Vandercook); Class Session • Discussion: Learning Community and Cultural Practice • Introducing Personal Development Assignment	• Getting to Know You, due by Sunday, 11:59 pm CT • Virtual Session Participation/Activity, date and time • Cultural Reflection and Practice Activity, due by Sunday, 11:59 pm CT. • Take Chapter 1 Quiz by Sunday, 11:59 pm CT.

Module 2 – Topic: Interpersonal Skills and Communication

Objectives and Learning Opportunities	Assessments
Define and practice effective communication skills Define effective feedback when interacting with school personnel and team members Read • Friend & Cook, Chapter 2, pp.24 – 49 <i>Interpersonal Communication</i> • Friend & Cook, Chapter 3, pp.50 – 76 <i>Listening, Responding, and Giving Feedback</i> View Lectures/Videos • “Roadblocks to Listening” (Vandercook) • “Guidelines for Constructive Feedback” (Vandercook) Class Session • Communication. Listening & Feedback	• Virtual Session Participation, date and time • Take Chapter 2 & 3 Quiz by Sunday, 11:59 pm CT. • Personal Development Assignment: Part 1: Personal Mission Statement and Reflection Paper, due Sunday, 11:59 pm CT

Module 3 – Topic: Teams and Team Problem Solving

Objectives and Learning Opportunities	Assessments
Define the characteristics of effective collaborative work Define structures for effective team problem solving Explore team resources and evaluation tools to provide structure and management for team processes and behavior Read • Friend & Cook, Chapter 5, pp. 102 -128 <i>Group Problem Solving</i> • Friend & Cook, Chapter 6, pp. 130 – 154 <i>Teams</i> • Friend & Cook, Chapter 12, pp. 288 – 317 <i>Special Considerations</i> • Web-Based Resources: <u>Center for Collaborative Education</u> - see <u>Tools and Resources</u> • Read “A Preferred Futures Worksheet” (Medwetz, Vandercook, & Hoganson) Lectures/Videos • “Effective Collaborative Teaming Process” (Vandercook) • “Group Problem Solving and Preferred Futures Planning” (Vandercook) Class Session • Introducing Assignment: Collaboration and Communication	• Virtual Session Participation, date and time • Take Chapter 5 Quiz by Sunday, 11:59 pm CT. • Personal Development Assignment: Part 2: Quadrant II Planning/Implementation and Reflection Paper, due Sunday, 11:59 pm CT.

Module 4 – Topic: Consultation, Coaching, and Mentoring

Objectives and Learning Opportunities	Assessments
Describe recommended practices for effective interviews with colleagues, other professionals, and families Define the terms consultation, coaching, and mentoring as used in the school setting Apply knowledge about your own personal conflict management style to supporting effective interactions and teaming with others Read • Friend & Cook, Chapter 4, pp. 78 – 101 <i>Integrating Skills in Formal and Informal Interviews</i> • Friend & Cook, Chapter 8, pp. 184 – 206 <i>Consultation, Coaching, and Mentoring</i> • Friend & Cook, Chapter 9, pp. 78 – 101 <i>Difficult Interactions</i> Lectures/Videos • “4-Part Videos on Difficult Interactions” (Crawford, B.) Class Session • Assignment: Collaboration and Communication	• Virtual Session Participation, date and time • Take Chapter 4 & 9 Quiz by Sunday, 11:59 pm CT. • Conflict Management Style Survey and Reflection, due Sunday, 11:59 pm CT.

Module 5 – Topic: Technology

Objectives and Learning Opportunities	Assessments
Describe models for technology use in teaching and instruction Explore technology resources to enhance learning for diverse learners including culturally and linguistically diverse learners Explore resources of technology to enhance collaboration & the sharing of info Examine developmental and ethical issues and trends for technology use in schools Assess knowledge, skills, and use of technology to support instruction or collaboration to enhance professional development Read • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Communicating and collaborating with social media, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), Promoting success for all students through technology, In <i>Transforming Learning with New Technologies</i>. NY: Pearson. • Smith, P.K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippet, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. <i>Journal of Child Psychology</i>. 49:9 pp 376-385. Lectures/Videos • HLP19: Use Assistive and Instructional Technologies • SAMR Model Class Session • Technology Integration Activity	• Virtual Session Participation, date and time • Assignment: Collaboration and Communication (Part 1 and Part 2), due Sunday, 11:59 pm CT

Module 6 – Topic: Co-Teaching

Objectives and Learning Opportunities	Assessments
Understand the factors that enhance or make co-teaching more successful as well as the barriers to co-teaching Identify the different types of co-teaching according to Friend and Cook Read • Friend & Cook, Chapter 7, pp. 156 - 182, <i>Co-Teaching</i> Lectures/Videos • Friend and Cook: Co-teaching models in a diverse classroom. https://www.youtube.com/watch?v=6llQCG8QhBE • Co-Teaching at Revere High School https://www.youtube.com/watch?v=wb-ax4vyX9U&t=5s	• Take Chapter 7 Quiz by 11:59 pm CT. • Co-Teaching Assignment, due Sunday, 11:59 pm CT. • Post on the Interagency Wiki, due Sunday, 11:59 pm CT • Post Technology Integration VT Group Presentation

Module 7 – Topic: Working with Paraprofessionals

Objectives and Learning Opportunities	Assessments
Analyze two models for organizing into teams Articulate your own ways to use ideas from these models in your own situation Describe effective strategies for effective work with paraprofessionals Evaluate your experience and offer constructive anonymous feedback in the course/instructor evaluation Read • Friend & Cook, Chapter 10, pp. 238 - 260, <i>Paraeducators</i> • Casa, C. & Causton-Theoharis, J. (2008). <i>Strategies for Success: Creating Inclusive Classrooms that Work</i> Pick one of the articles to Read • Giangreco, M.F., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). “<u>Be careful what you wish for</u>”...Five reasons to be concerned about the assignment of individual paraprofessional. <i>Teaching Exceptional Children</i>, May/June, 28-34. • Goe, L., & Matlatch, L. (Sept. 2014). <u>Supercharging student success: Policy levers for helping paraprofessionals to have a positive influence in the classroom</u>. <i>Policy Great Teachers and Leaders Snapshot Newsletter</i>, 1-11. Explore One of the Web-Based Sites • Connecticut State Department of Education • National Resource Center for Paraeducators • The Early Childhood Technical Assistance Center • Paracenter • Parareducator Resource and Learning Center (PRLC) Lectures/Videos • “Organizing People into Teams” (Vandercook)	• Take Chapter 10 Quiz by 11:59 pm CT. • Planning Grid due Sunday, 11:59 pm CT.

Module 8 – Topic: Teaming with Families

Objectives and Learning Opportunities	Assessments
Identify strategies for effectively supporting families and individuals with disabilities in the IEP process Articulate strategies for effective cross-cultural communication when working with families and colleagues Read • Friend & Cook, Chapter 11, pp. 262 - 287, <i>Families</i> Lectures/Videos • “Family Panel Discussion” (UST) • “Communication and Collaboration within the IEP Process” (Shepherd, K.) • “Lost in Translation-Cross Cultural Communication Strategies” (EunMi, C.)	• Take Chapter 11 Quiz by 11:59 pm CT. • Submit Interagency Wiki Assignment, due Sunday, 11:59 pm CT • Technology Integration Professional Development Assignment • Cultural Reflection Activity Part 2 • Complete Course/Instructor Evaluation.

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with disabilities, including the following:

- Barger-Anderson, R., Isherwood, R.S., & Merhaut, J. (2013). *Strategic co-teaching in your school: Using the co-design model*. Baltimore: Paul H. Brookes Publishing.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore: Paul H. Brookes Publishing.
- Causton-Theoharis, J. (2009). *The paraprofessional's handbook for effective support in inclusive classrooms*. Baltimore: Paul H. Brookes Publishing.
- Covey, S.R. (2009). A school for leadership. *Educational Leadership*, (67(2), 61-66.
- Doyle, M.B. (2008). *The paraprofessional's guide to the inclusive classroom*. Baltimore: Paul H. Brookes Publishing.
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive group work: How to engage students, build teamwork, and promote understanding*. Alexandria, VA: ASCD.
- Friend, M. (2014). *Co-teach! Building and sustaining effective classroom partnerships in inclusive schools*. Greensboro, North Carolina: Marilyn Friend, Inc.
- Janney, R. & Snell, M.E. (2013). *Modifying schoolwork: Teachers' guide to inclusive practices*. Baltimore: Paul H. Brookes Publishing.
- Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore: Paul H. Brookes Publishing.
- Kluth, P., & Danaher, S. (2014). *From text maps to memory caps: 100 more ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore: Paul H. Brookes Publishing.
- Kluth, P., & Danaher, S. (2010). *From tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore: Paul H. Brookes Publishing.
- Kluth, P. (2010). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom* (2nd ed.). Baltimore: Paul H. Brookes Publishing.
- Magana, S. (2017). *Disruptive classroom technologies: A framework for innovation in education*. Corwin.
- Maloy, R.W., Verock, R-E., Edwards, S. A., & Woolf, B. P. (2017), *Transforming Learning with New Technologies*. NY: Pearson.
- Martin, N. (2005). *A guide to collaboration for IEP teams*. Baltimore: Paul H. Brookes Publishing.
- McLesky, J., Barringer, M-D., Billingsley, B., Brownwell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M.C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEDAR Center.
- Potts, E.A. & Howard, L.A. (2011). *How to co-teach: A guide for general and special educators*. Baltimore: Paul H. Brookes Publishing.
- Pugach, M.C., Johnson, L.J., Drame, E.R., & Williamson, P. (2012). *Collaborative practitioners: Collaborative schools*. Denver: Love Publishing Company.
- Snell, M.E., & Janney, R. (2005). *Collaborative teaming*. Baltimore: Paul H. Brookes Publishing.

- Thousand, J.S., Villa, R., & Nevin, A.I. (2002). *Creativity & collaborative learning: The practical guide to empowering students, teachers, and families*. Baltimore: Paul H. Brookes Publishing.
- Udvari-Solner, A., & Kluth, P. (2008). *Joyful learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.
- Villa, R.A., Thousand, J.S. & Nevin, A.I. (2013). *A guide to co-teaching: New lessons and strategies facilitated student learning*. Thousand Oaks, CA: Corwin Press.
- Wehman, P. (2011). *Essentials of transition planning*. Baltimore: Paul H. Brookes Publishing.

REDP 621 Fundamentals: Mild to Moderate Disabilities

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 716 / SPUG 416 Fundamentals: Mild to Moderate Disabilities

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year

Credits: 3 graduate (G) or 4 undergraduate (UG) credits

Format: In-person, online, or combination (in-person and online)

Duration: 8 or 15 weeks

Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor

Email: @stthomas.edu

Phone: (###) ###-####

Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to provide an overview educational disabilities of autism spectrum disorder, developmental disabilities including developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disorders. It covers history, definitions, eligibility criteria, characteristics, etiology, and professional organizations and resources. This course provides fundamental information about individualized education program (IEP) development, use of assistive technology, and contemporary issues in the field.

REQUIRED TEXTS & MATERIALS

Required:

Gargiulo, R.M. & Bouck, E. (2017). *Special education in contemporary society*. sixth edition. Thousand Oaks, CA: Sage. (Text used in SPED 750)

- Chapter 4 Parents, Families, and Exceptionality
- Chapter 5 Assistive Technology
- Chapter 6 Learners with Intellectual Disabilities
- Chapter 7 Learners with Learning Disabilities
- Chapter 9 Individuals with Emotional or Behavioral Disorders
- Chapter 10 Individuals with Autism Spectrum Disorders

Additional Reading are available on course site.

- Evaluation Reports

- Disability Specific Criteria Forms

Course Pre or Co-Requisites

There are no pre or co-requisites for this course. It is preferred that you have taken SPED 750 in advance of this course.

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

Cross Listing of Courses

The University of St. Thomas is institutionally accredited by the Higher Learning Commission.

Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

In order to meet these standards in graduate-undergraduate cross-listed courses, such as this course, instructors must do the following:

- (1) require students in the graduate course to complete additional work and
- (2) hold students in the graduate course to higher expectations.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

SEP	Standards of Effective Practice MN Rule 8710.2000	Learning Opportunities
SEP 1A	Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.	Read: Debate: Pros and cons of inclusion to understand the law in regards to inclusion and access to the general education curriculum and extracurricular activities.
SEP 1C	Connect disciplinary knowledge to other subject areas and to everyday life.	Lectures: ASD, DD, EBD, LD Read: Gargiulo & Bouck (2017) • Chapter 6 Learners with Intellectual Disabilities • Chapter 7 Learners with Learning Disabilities • Chapter 9 Individuals with Emotional or Behavioral Disorders • Chapter 10 Individuals with Autism Spectrum Disorders

SEP 1D	Understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing.	Lectures: Read:

Core	Core Skills Teachers Special Education MN Rule 8710.2000	Learning Opportunities
Core A9	medical terminology and educational implications of medical conditions, including the provision of medication and specialized health care in educational settings	Lecture: DD, ASD, EBD, LD Read: Gargiulo & Bouck (2017) - Chapter 6 Learners with Intellectual Disabilities - Chapter 7 Learners with Learning Disabilities - Chapter 9 Individuals with Emotional or Behavioral Disorders - Chapter 10 Individuals with Autism Spectrum Disorders Discuss: DD, ASD, EBD, LD Assessment: Disability Specific Quizzes: DD, ASD, EBD, LD
Core B15	support the selection, acquisition, and use of assistive technology in collaboration with parents and specialists	Lecture: Assistive Technology Read: - Manual: Minnesota Department of Education Assistive Technology (2003) - Article: Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala - Fact Sheet: Assistive Technology & IEP Discuss: Assistive Technology Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
Core C3	apply evidence-based methods, strategies, universal design for learning, and accommodations including assistive technologies to meet individual student needs and provide access to grade level content standards	Lecture: Assistive Technology Read: - Manual: Minnesota Department of Education Assistive Technology (2003) - Article: Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala - Fact Sheet: Assistive Technology & IEP Discuss: Assistive Technology Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
Core C8	teach in a variety of service delivery models, including the delivery of specially designed instruction in the general education classroom and collaboration with other	Read: - There is no place called inclusion by Cathy Pratt to learn to articulate that special education is a “service” NOT a “place”. - Extending inclusive opportunities Michael Giangreco to learn how to extend opportunities for inclusion.

	educational professionals and paraprofessionals	Lecture: Inclusion Discuss: Levels of support and federal education settings (I, II, III and IV) Activity: Collaborating around the IEP Assessment: Contemporary and Personal Perspectives Reflection
Core C9	apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school-wide improvement	Lecture: - Curriculum Based Measurement - Academic assessment - Progress monitoring - Rationale for progress monitoring - Charting data collection Module: - Iris: Classroom Assessment Part 1: An introduction to Monitoring Academic Achievement in the Classroom Read: - Manual: Curriculum Based Measurement Manual: Using CBM for progress monitoring by Fuchs & Fuchs pages 2-3 & 10-50 - Developing legally correct and educationally meaningful IEPs using curriculum based measurement by Yell & Stecker (2003) Discuss: Progress Monitoring Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
Core D3	assist families in identifying their resources, priorities, and concerns in relation to their children's development and education	Lecture: Individualized Education Program Plans Activity: Collaborating around the IEP & Partnering with Families - Review IEP Collaboration Tools on course site Module: IRIS Collaborating with Families Discuss: Collaboration around the IEP Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
Core D9	access services, networks, agencies, and organizations relevant to the needs of the children and youth and their families	Lecture: DD, ASD, EBD, LD disability organizations Activity: Visit website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
Core D10	access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-	Lecture: DD, ASD, EBD, LD disability organizations Activity: Visit website to become aware of professional organizations supporting individuals with disabilities Activity: Share primary research article from peer-reviewed journals

	reviewed journals, and other publications	Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography

ABS	Academic Behavioral Strategist	Learning Opportunities
ABS A3	educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities, including those from culturally and linguistically diverse backgrounds	Lecture: DD, ASD, EBD, LD Read: Gargiulo & Bouck (2017) - Chapter 6 Learners with Intellectual Disabilities - Chapter 7 Learners with Learning Disabilities - Chapter 9 Individuals with Emotional or Behavioral Disorders - Chapter 10 Individuals with Autism Spectrum Disorders Discuss: DD, ASD, EBD, LD definitions and criteria Assessment: Disability Specific Quizzes
ABS A4	etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury	Lecture: DD, ASD, EBD, LD Read: Gargiulo & Bouck (2017) - Chapter 6 Learners with Intellectual Disabilities - Chapter 7 Learners with Learning Disabilities - Chapter 9 Individuals with Emotional or Behavioral Disorders - Chapter 10 Individuals with Autism Spectrum Disorders Discuss: DD, ASD, EBD, LD etiology Assessment: Disability Specific Quizzes
ABS A6	levels of support required and a continuum of services available for students with developmental cognitive and other disabilities to succeed in a range of environments	Lecture: DD Read: Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities Discuss: Levels of support and federal education settings (I, II, III and IV) Assessment: Contemporary and Personal Perspectives Reflection
ABS A8	impact of abuse and dependency on individuals, their families, and the community	Lecture: EBD Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorder Discuss: Impact of abuse and dependency on individuals, their families, and the community. Assessment: Contemporary and Personal Perspectives Reflection
ABS A9	impact of information processing deficits on children and youth with specific learning disabilities and other disabilities	Lecture: LD Read: Gargiulo & Bouck (2017) Chapter 7 Learners with Learning Disabilities

		Discuss: Impact of factors associated with the characteristics of the disability such as information processing deficits, neurological differences, communication, social understanding, anxiety, withdrawal, and thought disorders on individuals' learning and behavior, their families, and the community Assessment: Contemporary and Personal Perspectives Reflection
ABS A11	how attributions, anxiety, withdrawal, and thought disorders affect learning and behavior	Lecture: EBD Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorder Discuss: Impact of factors associated with the characteristics of the disability such as information processing deficits, neurological differences, communication, social understanding, anxiety, withdrawal, and thought disorders on individuals' learning and behavior, their families, and the community Assessment: Contemporary and Personal Perspectives Reflection
ABS A12	the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood and the complexities of co-morbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction	Lecture: EBD Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorders Discuss: Major mental health disorders Assessment: Contemporary and Personal Perspectives Reflection
ABS C1	Utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade level content standards	Lecture: Universal Design for Learning Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ABS C3	design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities	Lecture: Individualized Education Program Plans PLAAFP, Goals & Objectives Read: • Indiana Resource Center for Autism Practical steps to writing IEP goals and writing them well by Pratt & Dubie (2003) • A seven step process to create standards-based IEPs by NASDSE (2007) • Developing legally correct and educationally meaningful IEPs using curriculum based measurement by Yell & Stecker (2003) Videos: The IEP Team Process

		• The IEP Introduction • The IEP team • What's Included in the IEP • Getting ready for the IEP • IEP Team Meeting Discuss: IEP Process Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ABS C9	collect and interpret academic progress monitoring data using a variety of assessment tools, including general outcome measures, curriculum specific measures, and grade level content measures	Lecture: Curriculum Based Measurement • Academic assessment • Progress monitoring • Rationale for progress monitoring • Charting data collection Read: Curriculum Based Measurement Manual: Using CBM for progress monitoring by Fuchs & Fuchs Module: Classroom Assessment Part 1: An introduction to Monitoring Academic Achievement in the Classroom Discuss: Curriculum Based Measurement Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ABS C11	utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression	Lecture: Assistive Technology Read: • Minnesota Department of Education Manual- Assistive Technology (2003) pages 2-22 & 34-43 • Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala • Fact Sheet: Assistive Technology & IEP Discuss: Assistive Technology Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ABS D1	access services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families	Lecture: Professional organizations Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
ABS D4	differentiate the roles and responsibilities of mental health professionals and agencies from	Lecture: Disability organizations Activity: Visit and share information from disability organizations website to become aware of professional

	those of school professionals in order to align services to children and youth with disabilities	organizations & outside professionals supporting individuals with disabilities Activity: Share information from primary research article from peer-reviewed journal Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
ABS D5	assist children and youth and families in understanding terminology and identifying concerns, priorities, and resources during the identification of a disability and at critical transition points across the lifespan	Lecture: Individualized Education Program Plan Activity: Collaborating around the IEP & Partnering with Families - Review 1 IEP Collaboration Tool on course site Module: Collaborating with Families Discuss: Collaboration around the IEP Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
ABS D9	access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions through consumer and professional organizations, peer-reviewed journals, and other publications	Lecture: Disability organizations Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Activity: Share information from primary research article from peer-reviewed journal Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography

ASD	Autism Spectrum Disorders	Learning Opportunities
ASD A1	historical and philosophical foundations, legal basis, and contemporary issues pertaining to the education of students with autism spectrum disorders	Lecture: - History of Disability - Autism Spectrum Disorder Part 1 Read: - History article (Autism) - Christmas in purgatory: Photographic essay on mental retardation. Blatt & Kaplan (1966) Documentary: Refrigerator Mothers Video: When the Moon Comes Up - Institutions & Competence Discuss: History of ASD-Refrigerator Mothers Assessment: Disability Specific Quizzes
ASD A2	educational definitions, issues related to identification, medical	Lecture: ASD Part 1 & 2 Read:

	diagnoses, and eligibility criteria pertaining to students with autism, including those from culturally and linguistically diverse backgrounds	• Federal and State Definitions of Disability Autism Spectrum Disorder • Minnesota Department of Education eligibility criteria form for special education services Autism Spectrum Disorder • Minnesota Department of Education Manual Autism Spectrum Disorders Discuss: ASD definition, identification, eligibility, and educational & medical criteria Assessment: Disability Specific Quizzes
ASD A5	etiology, early indicators, and core and associated characteristics of autism spectrum disorders, and their impact on social interaction, communication, behavior, and learning	Lecture: ASD Part 1 & 2 Read: Gargiulo & Bouck (2017) Chapter 10 Individuals with Autism Spectrum Disorders Discuss: Etiology and early red flags / indicators in the core characteristics of autism (social, communication, & behavior) Assessment: Contemporary and Personal Perspectives Reflection
ASD B4	support the selection, acquisition, and use of assistive technology to meet the communicative needs of students with autism spectrum disorders in collaboration with students, families, staff, and specialists	Lecture: Assistive Technology Read: • Minnesota Department of Education Manual- Assistive Technology (2003) pages 2-22 & 34-43 • Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala • Fact Sheet: Assistive Technology & IEP Discuss: SETT framework for selecting Assistive Technology Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ASD D3	coordinate processes that encourage collaboration for transitions between settings and connect families and professionals to educational and community resources for autism spectrum disorders with school, community, social services, networks, agencies and organizations	Lecture: Individualized Education Program Plan Activity: Collaborating around the IEP & Partnering with Families - Review 1 IEP Collaboration Tool on course site Module: Collaborating with Families Discuss: Collaborating with Families – transitions Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
ASD D4	consider the impact of core and associated characteristics of autism spectrum disorders on family dynamics and functioning and the perspectives of families and individuals with autism	Lecture: ASD Part 1 & 2 Read: Gargiulo & Bouck (2017) Chapter 10 Individuals with Autism Spectrum Disorders Discuss: perspectives - impact of factors associated with the characteristics of the autism on families and individuals with autism

	spectrum disorders when interacting and planning	Assessment: Contemporary and Personal Perspectives Reflection
ASD D6	access information, research, and emerging practices relevant to the field of autism spectrum disorders through consumer and professional organizations, peer-reviewed journals, and other publications	Lecture: Disability organizations Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Activity: Share information from primary research article from peer-reviewed journal Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography

DD	Developmental Disabilities	Learning Opportunities
DD A1	historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with a broad range of cognitive disabilities and deficits in adaptive behavior	Lecture: - History of Disability - DD Part 1 Read: - History article (DD) - Christmas in purgatory: Photographic essay on mental retardation. Blatt & Kaplan (1966) Video: When the Moon Comes Up – Institutions & Competence Discuss: Contemporary Issues – Presume Competency and Self-Determination Assessment: Disability Specific Quizzes
DD A2	etiology, characteristics, and classifications of developmental disabilities	Lecture: DD Part 1 & 2 Read: Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities Discuss: Etiology & Characteristics of DD Assessment: Disability Specific Quizzes
DD A3	educational definitions, issues related to identification, and eligibility criteria pertaining to students with developmental disabilities; including those from culturally and linguistically diverse backgrounds	Lecture: DD Part 1 & 2 Read: - Federal and State Definitions of Disability Developmental Disability - Minnesota Department of Education eligibility criteria form for special education services Developmental Disability - Minnesota Department of Education Manual Developmental Disability Assessment: Disability Specific Quizzes
DD A4	general developmental, academic, social, and functional characteristics of students with	Lectures: DD Part 1 & 2 Read: Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities

	developmental disabilities as they relate to levels of supported needed	Assessment: Contemporary and Personal Perspectives Reflection
DD D6	identify and access school, community, and social services, networks, agencies, and organizations, including day habilitation and recreational leisure programs appropriate to children and youth with developmental disabilities to enhance instruction and programming	Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Activity: Share information from primary research article from peer-reviewed journal Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
DD D7	provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies	Lecture: Individualized Education Program Plans Video: The IEP Team Process • The IEP Introduction • The IEP team • What's Included in the IEP • Getting ready for the IEP • IEP Team Meeting Read: • Indiana Resource Center for Autism Practical steps to writing IEP goals and writing them well by Pratt & Dubie (2003) • A seven step process to create standards-based IEPs by NASDSE (2007) • Developing legally correct and educationally meaningful IEPs using curriculum based measurement by Yell & Stecker (2003) Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
DD D9	access and evaluate information, research, and emerging practices relevant to the field of developmental disabilities through consumer and professional organizations, peer-reviewed journals, and other publication	Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Activity: Share information from primary research article from peer-reviewed journal Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
EBD	Emotional Behavioral Disorders	Learning Opportunities

EBD A1	historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with emotional or behavioral disorders	Read: - History article (Emotional Behavioral Disorders) - Christmas in purgatory: Photographic essay on mental retardation. Blatt & Kaplan (1966) Video: When the Moon Comes Up - Institutionization & Competence Assessment: Disability Specific Quizzes
EBD A2	differing perspectives and terminology of emotional behavioral disorders within mental health, legal, social welfare, and education systems	Lecture: Emotional Behavioral Disorders Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorders Assessment: Disability Specific Quizzes
EBD A3	educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, including those from culturally and linguistically diverse backgrounds	Read: - Federal and State Definitions of Disability Emotional Behavioral Disorder - Read MDE eligibility criteria form for special education services Emotional Behavioral Disorders Assessment: Disability Specific Quizzes
EBD A4	etiology, characteristics, and classifications of emotional behavioral disorders	Lecture: Emotional Behavioral Disorders Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorders Assessment: Disability Specific Quizzes
EBD A9	factors that build and support student resiliency	Discuss: factors that built and support resiliency in the individual you read about, watched a documentary about or interviewed. Documentary: Who Care's about Kelsey? Assessment: Contemporary and Personal Perspectives Reflection
EBD A10	impact of attributions, anxiety, withdrawal, and thought disorders on behavior	Discuss: impact of factors associated with the characteristics of the disability such as information processing deficits, neurological differences, communication, social understanding, anxiety, withdrawal, and though disorders on individuals' learning and behavior, their families, and the community Assessment: Contemporary and Personal Perspectives Reflection
EBD A11	major mental health disorders manifested at different points across the lifespan and the implications for education	Lecture: Emotional Behavioral Disorders Read: Gargiulo & Bouck (2017) Chapter 9 Individuals with Emotional or Behavioral Disorders Assessment: Contemporary and Personal Perspectives Reflection
EBD C4	provide access to grade level content standards by applying principles of universal design for learning	Lecture: Assistive Technology Read: Minnesota Department of Education Manual- Assistive Technology (2003) pages 2-22 & 34-43

	and assistive technologies and selecting, developing, monitoring, modifying, and adjusting materials and instruction for students with emotional or behavioral disorders	- Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala - Fact Sheet: Assistive Technology & IEP Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
EBD D1	collaborate with children and youth and their families in making choices and accessing community-based services and advocacy organizations that support positive outcomes for students across the lifespan	Activity: Collaborating around the IEP & Partnering with Families - Review 1 IEP Collaboration Tool on course site Module: Collaborating with Families Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
EBD D2	identify and coordinate interagency services, networks, and organizations for children and youth with emotional or behavioral disorders to support their educational programs	Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
EBD D9	access and evaluate information, research, and emerging practices relevant to the field of emotional or behavioral disorders through consumer and professional organizations, peer-reviewed journals, and other publications	Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Activity: Share information from primary research article from peer-reviewed journal Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography
SLD	Learning Disabilities	Learning Opportunities
LD A1	historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of students with mild to moderate academic, behavioral, social, emotional, communication, and functional needs	Read: - History article (Learning Disabilities) - Christmas in purgatory: Photographic essay on mental retardation. Blatt & Kaplan (1966) Video: When the Moon Comes Up - Institutionization & Competence Assessment: Disability Specific Quizzes
LD A2	educational definitions, issues related to identification, medical	Read: Federal and State Definitions of Disability Learning Disability

	diagnoses, and eligibility criteria for students with learning disabilities and related learning difficulties; including those from culturally and linguistically diverse backgrounds	• Minnesota Department of Education eligibility criteria form for special education services Learning Disability • Minnesota Department of Education Manual Learning Disability Assessment: Disability Specific Quizzes
LD A3	etiology and characteristics, including deficits in basic psychological processes, of specific learning disabilities and related learning difficulties and the implications for learning and performance across ages and grade levels	Lecture: Learning Disabilities Read: Gargiulo & Bouck (2017) Chapter 7 Learners with Learning Disabilities Assessment: Disability Specific Quizzes
LD A5	impact of learning disabilities and related learning difficulties on social or emotional development, including social skills deficits, challenging behaviors, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur in students with learning disabilities, as well as factors that build and support student resiliency	Lecture: Learning Disabilities Read: Gargiulo & Bouck (2017) Chapter 7 Learners with Learning Disabilities Discuss: factors that built and support resiliency in the individual you read about, watched a documentary about or interviewed. Assessment: Contemporary and Personal Perspectives Reflection
LD A6	Information regarding theories, research, medical terminology and implications, and legal requirements and their relationship to education	Lecture: Learning Disability Read: Gargiulo & Bouck (2017) Chapter 7 Learners with Learning Disabilities Assessment: Disability Specific Quizzes
LD D6	access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications	Activity: Visit and share information from disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Activity: Share information from primary research article from peer-reviewed journal Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography

ECSE	Learning Disabilities	Learning Opportunities
ECSE A1	historical and philosophical foundations, legal bases, and contemporary issues pertaining to the education of young children with a broad range of developmental delays or disabilities and their families;	Read: - History article (Developmental Disabilities) - Christmas in purgatory: Photographic essay on mental retardation. Blatt & Kaplan (1966) Video: When the Moon Comes Up - Institutionization & Competence Assessment: Disability Specific Quizzes
ECSE A2	etiology and characteristics of specific disabilities, disorders, and developmental delays, and the developmental and educational implications on infants, toddlers, and young children;	Lecture: Developmental Disabilities Read: Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities Assessment: Disability Specific Quizzes
ECSE A3	educational definitions, issues related to identification, and eligibility criteria pertaining to young children with a broad range of developmental delays or disabilities;	Lecture: Developmental Disabilities Read: - Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities - Federal and State Definitions of Disability Developmental Disability - Minnesota Department of Education eligibility criteria form for special education services Developmental Disability - Minnesota Department of Education Manual Developmental Disability Assessment: Disability Specific Quizzes
ECSE B1	apply screening, prevention, referral, assessment, and evaluation for eligibility determination including consideration of criteria for vision loss, hearing loss, deaf-blind, speech and language delays, developmental cognitive delays, physical or health disabilities, autism spectrum disorders, other health disorders, and traumatic brain injury	Lecture: DD, ASD, LD, EBD Read: - Gargiulo & Bouck (2017) Chapters on Disabilities - Federal and State Definitions of Disabilities: DD, ASD, LD, EBD - Minnesota Department of Education eligibility criteria form for special education services: DD, ASD, LD, EBD - Minnesota Department of Education Manual Developmental Disability includes Developmental Disabilities Assessment: Disability Specific Quizzes
ECSE C6	design, implement, monitor, and adjust instruction and supports, including the use of assistive technologies, to accelerate the rate of learning in reaching age-	Lecture: Assistive Technology Read: Minnesota Department of Education Manual- Assistive Technology (2003) pages 2-22 & 34-43

	appropriate benchmarks, attain child and family outcomes, and facilitate transition processes	- Using the SETT Framework to level playing field for students with disabilities (2005) Joy Zabala - Fact Sheet: Assistive Technology & IEP Assessment: Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring Assignment
ECSE D8	access and evaluate information, research, and emerging practices relevant to the field of early childhood special education through consumer and professional organizations, peer-reviewed journals, and other publications	Activity: Visit disability organizations website to become aware of professional organizations supporting individuals with disabilities Discuss: Accessing professional organizations relevant to the needs of students with disabilities and their families Activity: Share primary research article from peer-reviewed journals Assessment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography

ACADEMIC LANGUAGE

The academic language introduced and used in this course is the following:

- eligibility criteria
- access (general education curriculum and extracurricular activities)
- present levels of academic and functional performance
- goals
- objectives
- assistive technology
- progress monitoring
- peer reviewed
- primary research

EVIDENCE-BASED PRACTICES

This course introduces the following evidence-based practices.

- Task analysis
- Prompting
- Time delay
- Visual supports
- Social skills groups
- Social narratives
- Direct instruction
- Mnemonic instruction
- Opportunities to respond
- Specific descriptive praise

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Assess current level of performance of an individual student utilizing baseline data.

Task 2 Instructing and Engaging the Focused Learner

Task 3 Assessing Learning

- Implement a system for progress monitoring based on specific lesson objectives.
- Integrate self-evaluation and self-monitoring into progress monitoring system.
- Analyze data to determine student outcomes.
- Determine next steps for instruction based on data collection.

HIGH LEVERAGE PRACTICES

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

Assessment

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

HLP 6: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs.

Instruction

HLP 11: Identify and prioritize long- and short-term learning goals.

HLP 19: Use assistive and instructional technologies.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

Professional Responsibility

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDEA OBJECTIVES

For the purposes of evaluating this course, the objectives for your learning are for you to:

- Learn fundamental principles, generalizations or theories.
 - Demonstrate knowledge of the disability characteristics and criteria for ASD, DD, EBD, and LD by answering disability specific quiz questions.
 - Learn the perspectives of individuals with disabilities by reading a perspective book, watching a documentary, or interviewing a person with disabilities and or a family member and then summarize your learning in the perspective assignment.
- Develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course.

- Write individualized education plan (IEP) goals and objectives and design a data collection progress monitoring system for an individual student with a disability for the IEP assignment.
- Develop skill in answering questions that arise in the field by reviewing professional research peer-reviewed journals and summarize a primary research study in an annotated bibliography.
- Learn to apply course material (to improve thinking, problem solving, and decisions).
 - Problem solve and answer questions that arise in your work as a special education professional utilizing community resources and professional organizations in the research and resources assignment.
 - Select assistive technology based on a student's needs and linked to individualized education plan (IEP) goal(s) and objective(s) for the IEP assignment.

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

- Understand the criteria students must meet to be eligible for special education services.
- Write PLAAFP, educational needs, and measurable Individualized Education Plan (IEP) goals and objectives
- Choose assistive technology to help students meet their goals and/or objectives.
- Design data collection systems to measure progress on goals and objectives.
- Answer questions that arise in the field through a variety of resources including agencies and professional organizations supporting children with mild to moderate disabilities and their families and peer-reviewed journals.

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology.

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8 week course, plan to spend 15-17 hours each week on course.
- For a 15 week course, plan to spend 8-10 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>). Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email

[REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, Academic Integrity Policy and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointment at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password.
Contact 1-877-704-2127 for Canvas 24/7 help.
Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.

- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the

standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is not a signature assignment in this course.

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There is not a field experience in this course.

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Attendance, Participation, and Discussion	25
Knowledge Quizzes: Disability Characteristics and Criteria -ASD, DCD, EBD, & SLD	30
Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography and Technology	10
Contemporary and Personal Perspectives Reflection	10

Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Progress Monitoring, & Assistive Technology	25
TOTAL POINTS POSSIBLE	100

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these APA 6th edition guidelines.

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned Read: from textbook(s) and articles posted on the course site. The course instructor may provide optional Read: for those students who wish to dig deeper. All students are expected to complete required Read: related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Textbook: Gargiulo & Bouck (2017)

- Chapter 6 Learners with Intellectual Disabilities.
- Chapter 7 Learners with Learning Disabilities
- Chapter 9 Individuals with Emotional or Behavioral Disorders
- Chapter 10 Individuals with Autism Spectrum Disorders

Discussions

Purpose: The purpose of this assignment is to provide opportunities for reflection and discussion on the material presented in the course and to assess learning, understanding, and application of the content embedded in the course. Discussions will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Task: Write or verbally provide answers to reflection questions and respond to peers in class meetings or online via Discussion Board or Voice Thread. Students should seek a balance in sharing information, asking questions, and giving supportive feedback for discussions whether online or in-person.

If taking course online, posts and responses are due weekly. Points will be earned for organization, civil discourse, content specific knowledge, reflection, higher order thinking, credible resources, and number and length of posts.

- Initial posts are due Thursday at midnight
- Additional responses due Sunday at midnight

Lectures

- Developmental Cognitive Disabilities (DCD) & Developmental Disabilities (DD) definitions, etiology, eligibility criteria, characteristics & evidence based practices

- Autism Spectrum Disorders (ASD) definitions, etiology, eligibility criteria, characteristics & evidence based practices
- Learning Disabilities (LD) definitions, etiology, eligibility criteria, characteristics & evidence based practices
- Emotional Behavioral Disorders definitions, etiology, eligibility criteria, characteristics & evidence based practices
- Assistive Technology
- Progress Monitoring
- Curriculum Based Measurement
- Individualized Education Program Plans – PLAAFP, Goals and Objectives

Attendance Participation

Purpose: The purpose of this assignment is provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Complete the following steps if going to be absent, late, or leave class early.

- (1) Notify course instructor of date and reason for absence or late arrival/early departure.
- (2) View available course materials on course site.
- (3) Write a 1-2 page summary of your learning and submit to your instructor within a week after the missed class session.
- (4) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the course site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

Knowledge Quizzes: Disability Characteristics and Criteria

Purpose: The purpose of this assignment, focused on material discussed in course materials and in the assigned reading, is to assess your understanding of disability characteristics and educational criteria for Autism Spectrum Disorder (ASD), Developmental Disabilities (DD), Emotional Behavioral Disorders (EBD), and Learning Disabilities (LD). These exams will help prepare you for the state required Special Education Content Exams.

Task: To complete this assignment, go to the course learning management system. Complete the quizzes to demonstrate competency in each of the disability areas. They are multiple choice questions or short answers. This is an individual assignment and students are not to complete this in pairs or with groups. Please wait until the class or module on the disability area is finished to complete a quiz. There are no opportunities to retake a quiz so do not submit until you have completed the assessment. You may not ask to redo these quizzes for any reasons. The answers are provided when the quiz is completed. The questions can be reviewed before the Read: and these are open book quizzes.

Criteria: The points associated with each question is available within the quiz.

Standards: Core A9, ABS A3, ABS A4, ASD A1, ASD A2, DD A1, DD A2, DD A3, EBD A1, EBD A2, EBD A3, EBD A4, LD A1, LD A2, LD A3, LD A6, ECSE A1, ECSE A2, ECSE A3, ECSE B1

Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography and Technology

Purpose: The purpose of this assignment is to give you an opportunity to learn how to find answers to important questions that will arise during your role as a special education teacher as it is important to enter the field with resources and research skills. It is important to know where to locate information so you can provide accurate answers to questions about disability related topics.

Task:

There are 5 parts to this assignment.

- Part 1 Question: Clearly frame a question you would like to answer to assist in the learning or support of individuals with disabilities, their families, or professionals with ASD, DD, EBD, LD or OHI. The question should include information you would want to answer to assist in the learning or support of a person with a disability. Topics might include interventions for specific disabilities, disability specific scientifically-based practices in special education, program planning, placement decisions, or progress monitoring.
- Part 2 Organizational Resources: Search professional disability organizations and/or advocacy groups for individuals with disabilities, their families, and professionals to find an answer to the question. Access these professional resources to become knowledgeable about professional disability organizations and the services they provide and learn how to access these organizations to provide resources to assist individuals, families and professionals in meeting the needs of individuals with disabilities. Contact or visit the website of one professional resource organization to seek the answer to your question.
- Part 3 Research Resources: Search a recently published peer reviewed professional journal to find a primary research study to seek an answer to your question. Access this professional journal to become knowledge and learn how to access and provide resources to assist individuals, families and professionals.
- Part 4 Share: Share information on your professional organization and summarize the information from your primary research article in a written annotated bibliography.
- Part 5 Technology: Summarize your learning online using technology.

Criteria: This assignment includes a detailed rubric with specific details.

Standards: Core D3, Core D9, Core D10, ABS D1, ABS D4, ABS D5, ABS D9, ASD D3, ASD D6, DD D6, DD D9, EBD D1, EBD D2, EBD D9, LD D6, ECSE D8

Contemporary and Personal Perspectives Reflection

Purpose: The purpose of this assignment to learn fundamental principles about disabilities and the delivery of specially designed instruction from the perspectives of individuals with disabilities whose needs are served in a variety of service models and their families as you practice personal first language and widen your perspectives about contemporary and personal issues related to individuals with disabilities and their families.

Task:

There are three parts to this assignment.

- Part 1: Share a story about a positive experience you have had with an individual with a disability utilizing person first language and a strengths-based approach. Tell us about what the individual can do and how the individual has have had a positive influence on your life.

- Part 2: Read a book, watch 4 documentaries or interview an individual with a disability or their family to learn more about the contemporary perspective of having a disability and receive a personal account of an individual with disabilities and/or his/her family members. See course site under assignment for the list of book/documentary options.
- Part 3: To demonstrate the knowledge you gain from this assignment, complete one of these two options.
 - Option 1. Technology: Share via technology in a book club style of interaction, a reflection about what have learned about the perspectives of individuals with disabilities and their families following specific prompts.
 - Option 2. Paper: Write an approximately 5 page reaction paper about the book following the same specific prompts as option 1.

Criteria: This assignment includes a detailed rubric with specific details.

Standards: Core A8, ABS A6, ABS A8, ABS A9, ABS A11 ABS A12, ASD A4, ASD A5, ASD D4, DD A4, EBD A9, EBD A10, EBD A11, LD A5

Choose one of the following perspective books to read.

Autism	Robinson, J.E. (2007). <i>Look me in the eye: My life with Aspergers</i> . New York: Crown Publishers or Three Rivers Press.
	Jackson, L. (1998). <i>Freaks, geeks and Aspergers syndrome: A user guide to adolescence</i> . London, New York: Jessica Kingsley Publishers.
	Colson, E., (2010). <i>Dancing with Max: A mother and son who broke free</i> . Grand Rapids: Zondervan.
Developmental Cognitive Disabilities	Palmer, G. (2005). <i>Adventures in the mainstream: Coming of age with Down syndrome</i> . Bethesda: Woodbine House.
	Graf Groneberg, J. (2008). <i>Road Map to Holland: How I Found My Way Through My Son's First Two Years With Down Syndrome</i> . New York: New American Library.
Emotional Behavioral Disorders	Jones, L., Newman, L. & Isay, D. (1999). <i>Our America: Life and Death on the South Side of Chicago</i> . New York: Scribner.
	Sheffe, N. (2009). <i>Tweak: Growing up on Methamphetamines</i> . Atheneum Books for Young Readers.
	Sheff, D (2008). <i>Beautiful Boy: A Father's Journey through His Son's Meth Addiction</i> . Houghton Mifflin Co.
Learning Disabilities	Abeel, S. (2003). <i>My thirteenth winter: A memoir</i> . New York: Orchard Books.
	Lelewer, N. (1994). <i>Something's not right: One family's struggle with learning disabilities: An autobiography</i> . Acton: VanderWyk & Burnham
	Ford, A. & Thompson, J. R. (2004). <i>Laughing Allegra: The inspiring story of a mother's struggle and triumph raising a daughter with learning disabilities</i> . New York: Newmarket Press.

Documentaries

Autism	Refrigerator Mothers (53 minutes)
Developmental Cognitive Disabilities	Educating Peter (30 minutes)
Emotional Behavioral Disorders	Who cares about Kelsie? (1 hour 16 minutes)
	Paper Tigers
Learning Disabilities	How difficult can this be? The F.A.T. City Workshop (1 hour 10 minutes)

Case Study: PLAAFP, Educational Needs, IEP Goals, Objectives, Assistive Technology & Progress Monitoring

Purpose: The purpose of this key assessment to develop specific skills and competencies in special education evaluation, planning, and monitoring progress.

Task:

- Utilize a disability specific case study and determine if student meets eligibility criteria for special education services. Write an eligibility statement.
- Based on assessment data, write present levels of academic and functional performance (PLAAFP) in an academic and/or social-emotional/behavioral area.
- Identify education needs statements based on PLAAFP.
- Write a goal based on educational needs.
- Write two objectives based on goal.
- Design a progress monitoring system for the goal or objective and provide a data collection form with directions for the use of the system. If possible, integrate self-evaluation and self-monitoring into system.
- Graph both baseline and post-intervention data. Evaluate the data and provide an interpretation. Provide next steps for instruction based on data collection.
- Utilize a framework to determine assistive technology (AT) needs.
- Choose AT that exists for students with mild to moderate disabilities linked to goal and/or objectives and write an IEP AT narrative statement.
- Present case study and simulate three educational meetings to learn how to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth (InTASC standard).
 - Eligibility meeting – Discuss how child has qualified for special education services with parents.
 - IEP meetings - Determine a goal and 2 objectives for student based on evaluation data with IEP team and discuss AT chosen for student.
 - Data review - Meeting with team to monitor student's progress on goals and/or objectives.

Criteria: This assignment includes a detailed rubric with specific details.

Standards: Core B15, Core C3, Core C9, ABS C3, ABS C9, ABS C11, ASD B4, DD D7, EBD C4, ECSE C

Course Schedule and Assignments Due

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started

Objectives & Learning Activities	Learning Assessments
First...read the module objectives. Then...complete learning activities and assessments Objectives • Meet your instructor and classmates to build learning community. • Read syllabus to learn course requirements. • Utilize technology to prepare for course. • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete pre-assessment to assess current knowledge on topics. • Set personal learning expectations to guide learning for course. • Contribute to community expectations to ensure a safe learning environment. • Read <u>CEC Code of Ethics</u> and demonstrate an understanding of the professional ethical principles. • Read INTASC standards to learn these standards. • Review <u>NICHY Basic steps of special education process</u> article and complete assessment to demonstrate knowledge of the special education process. • Watch “The Power of Words” video. • Review <u>PACER Person First Language</u> and use “person first language” to demonstrate ability to talk positively about disability. • Watch optional video: “No Arms No Legs No Worries” (4 minutes) to learn more about contemporary issue of “presume competence”. • Watch optional video: “Danger of a Single Story” (20 minutes) to learn more about telling second hand stories.	Complete (1) Download, complete, and upload pre-assessment (2) Introduce yourself, share a disability story (see “Perspectives” assignment guidelines), meet classmates, and contribute to community expectations on course site (Voice Thread) (3) Post personal course learning expectations on course site (Discussion Board) (4) Complete Read:, videos, and online Quiz (CEC, INTASC, steps of special education process, and person-first language)

Module 1 – Topic: Historical to Current Context of Disability

Objectives & Learning Activities	Learning Assessment
First...read the module objectives. Then...complete learning activities and assessments. Objectives • Comprehend historical perspective of disability and how perspective guides intervention. • Comprehend contemporary issues of understanding what it is like to have a disability. Activities • Read assigned history article(s) (ASD, DD, EBD &/or LD) to understand the historical context of disability.	• Discuss • History of Disability (Take notes on optional worksheet) • Contemporary Context of Disability

• Read <u>There is no place called inclusion</u> by Cathy Pratt (2 pages) to learn to articulate that special education is a “service” NOT a “place”. • Discuss levels of support and federal education settings (I, II, III and IV). • Read <u>Extending inclusive opportunities</u> Michael Giangreco (3 pages) to learn how to extend opportunities for inclusion. • Debate pros and cons of inclusion to understand the law in regards to inclusion and access to the general education curriculum and extracurricular activities. • Complete online module <u>PACER Universally Designed Technology in Schools</u> (optional universal design case study) to learn about UDL.	

Module 2 – Topic: Developmental Cognitive & Developmental Disabilities

Objectives & Learning Activities	Learning Assessment
Directions First...read the module objectives and directions. Then...complete learning activities and assignments. Objectives • Define disability area educationally. • Explain state eligibility criteria for special education services. • Describe characteristics of specific disability area. • Articulate evidence based practices in the disability area. • Name professional organizations that support individuals with disabilities. History • Watch video: <u>When the Moon Comes Up - Institutionization & Competence</u> (6 minutes) to gain historical perspective of DD/DCD/ID. • Skim <u>Christmas in purgatory: Photographic essay on mental retardation</u>. by Blatt & Kaplan (1966) to gain historical perspective of DD. • Review article: History of DD. Contemporary Perspectives • Watch video: <u>Self-advocacy</u> (4 minutes) to learn about self-determination. • Watch documentary: <u>Educating Peter</u> (30 minutes) to see impact of inclusion and least restrictive environment. Definitions, Characteristics, and Criteria • Lecture: Developmental Cognitive Disabilities (DCD) & Developmental Disabilities (DD) definitions, etiology, eligibility criteria & characteristics. • Read text: Gargiulo & Bouck (2017) Chapter 6 Learners with Intellectual Disabilities. • Read and define DCD & DD using <u>Federal</u> and <u>State</u> Definition.	• Discuss • Presume competence • Self-determination • Disability specific definitions, etiology, characteristics, and eligibility criteria • Disability specific evidence based practices • Disability specific organizations • Complete Disability specific quiz

- Explain how a student meets eligibility for special education services using MDE <u>DCD criteria form</u>. - Read MDE DCD <u>Promising Practices Manual</u> (2004) pages 26-38, 44-47, 57-61, 71, and case study 74-88. Evidence-Based Practices - Lecture: Evidence based practices DD - Choose 1 of 3 practices, complete module (<u>AFIRM</u>) and articulate evidence based practices in the disability area - Task Analysis - Prompting - Time Delay Organizations - Choose 1 of 3 DD organizations and visit selected website to become aware of professional organizations supporting individuals with disabilities. <u>DADD</u> <u>TASH</u> <u>The Arc</u> Optional: <u>Special Olympics</u> &/or <u>PACER</u>	

Module 3 – Topic: Autism Spectrum Disorder

Objectives & Learning Activities	Learning Assessment
Directions First...read the module objectives. Then...complete learning activities and assessments. Objectives - Define disability area educationally. - Explain state eligibility criteria for special education services. - Describe characteristics of specific disability area. - Articulate evidence based practices in the disability area. - Name professional organizations that support individuals with disabilities. History - Watch documentary: Refrigerator Mothers (53 minutes) - Review article: History of ASD Contemporary Perspectives - Test your knowledge of etiology of ASD with video: Autism Speaks "<u>Time to listen</u>". Definitions, Characteristics, and Criteria - Lecture: ASD Definitions, Etiology, Eligibility Criteria & Characteristics - Read Gargiulo & Bouck (2017) Chapter 10 Learners with autism spectrum disorders - Read and define ASD using <u>Federal</u> and <u>State</u> Definition	- Discuss - Disability specific definitions, characteristics, and eligibility criteria - Disability specific evidence based practices - Disability specific organizations - Complete disability specific quiz

- Explain how a student meets eligibility for special education services using MDE ASD criteria form - Read MDE ASD Promising Practices(2000) pages (Optional 7-23) 24-42 - Read Case Study Evidence-Based Practices - Lecture: ASD Evidence Based Practices - Choose 1 of 3 practices, complete module (AFIRM), and articulate evidence based practices in the disability area - Social Skills Groups - Visual Supports - Social Narratives Overview Organizations - Choose 1 of 3 ASD organizations and visit selected website to become aware of professional organizations supporting individuals with disabilities Autism Society of America Autism Speaks Autism Society of Minnesota	

Module 4 – Topic: Emotional Behavioral Disorders

Objectives & Learning Activities	Learning Assessment
Directions First...read the module objectives. Then...complete learning activities and assessments. Objectives - Define disability area educationally. - Explain state eligibility criteria for special education services. - Describe characteristics of specific disability area. - Articulate evidence based practices in the disability area. - Name professional organizations that support individuals with disabilities. History - Review article: History of EBD Contemporary Perspectives - Watch Documentary: Who Cares about Kelsey? (1 hour & 16 minutes) Definitions, Characteristics, and Criteria - Lecture: EBD Definitions, Etiology, Eligibility Criteria & Characteristics - Read text: Gargiulo & Bouck (2017) Chapter 9 Learners with Emotional or Behavioral Disorders - Read and define EBD using Federal and State Definition - Explain how a student meets eligibility for special education services using MDE EBD criteria form - Read Case Study	- Discuss - Disability specific definitions, characteristics, and eligibility criteria - Disability specific evidence based practices - Disability specific organizations - Complete disability specific quiz

- Read CCBD Position Statements on Seclusion and Physical Restraints
- Read optional PACER article: What is an emotional or behavioral disorder?
- Read optional Minnesota Association of Children’s Mental Health Fact Sheets

Evidence-Based Practices

- Lecture: EBD Evidence Based Practices
- Choose 1 of 3 practices, complete module, and articulate evidence based practices in the disability area
 - 1) AFIRM Positive Reinforcement
 - 2) Providing Specific Praise
 - 3) Providing Direct Instruction & Opportunities to Respond
- Read optional article: Evidence Based Teaching Strategies EBD Ryan, Pierce & Mooney (2008)

Organizations

- Choose 1 of 3 EBD organizations and visit selected website to become aware of professional organizations supporting individuals with disabilities
 - 1) Council for Children with Behavioral Disorders (CCBD)
 - 2) Minnesota Association for Children’s Mental Health (MACMH)
 - 3) Positive Behavioral Interventions and Supports (PBIS)

Module 5 – Topic: Learning Disabilities

Objectives & Learning Activities

Directions

First...read the module objectives.

Then...complete **learning activities and assessments**.

Objectives

- Define disability area educationally.
- Explain state eligibility criteria for special education services.
- Describe characteristics of specific disability area.
- Articulate evidence based practices in the disability area.
- Name professional organizations that support individuals with disabilities

History

- Review article: History of LD
- Read optional Hallahan & Mercer Learning Disabilities: Historical Perspective

Contemporary Perspectives

- Watch Documentary: How Difficult Can This Be: The FAT (Frustration, Anxiety, & Tension) City Workshop –Understanding Learning Disabilities Richard Lavoie (1 hour & 10 minutes)
- Experience optional simulations: Misunderstood Minds

Definitions, Characteristics, and Criteria

Learning Assessment

- Discuss
 - Disability specific definitions, characteristics, and eligibility criteria
 - Disability specific evidence based practices
 - Disability specific organizations
- Complete disability specific quiz

• Lecture: LD Definitions, Etiology, Eligibility Criteria & Characteristics • Read Gargiulo & Bouck (2017) Chapter 7 Learners with Learning Disabilities • Read <u>Federal</u> and <u>State</u> Definition • Read Case Study • Read optional Minnesota Department of Education Determining Eligibility of Students Specific Learning Disabilities <u>Technical Manual</u> Chapter 10 - Weinberg (2010). • Read optional article: Underlying message in LD intervention research: research synthesis. Vaughan, Gersten, & Chard, (2000). Exceptional Children 67 (1) p. 99-114. Evidence-Based Practices • Lecture: LD Evidence Based Practices • Read <u>The Alert Series Alert 1 Introduction</u>. Choose 1 of 3 <u>Current Practice Alerts</u> “Instructional Practices” and articulate evidence based practices in the disability area 1) <u>Direct Instruction</u> Alert 2 2) <u>Mnemonic Instruction</u> Alert 5 3) <u>Coteaching</u> Alert 6 Organizations • Choose 1 of 3 LD organizations and visit selected website to become aware of professional organizations supporting individuals with disabilities 1) Learning Disabilities Online (<u>LDonline</u>) 2) National Center for Learning Disabilities (<u>NCLB</u>) 3) Council for Learning Disabilities (<u>CLD</u>) • Optional: <u>Council for Exceptional Children – Division for Learning Disability</u>, <u>International Dyslexia Association</u> & <u>Learning Disabilities Association Minnesota</u>	

Module 6 – Topic: Individualized Education Program (IEP) Plan Goals and Objectives	
Objectives & Learning Activities	Learning Assessment
Objectives • Outline process of educational planning to meet individual needs of students with disabilities. • Name components of individualized education program (IEP) plans • Explain different type of education plans for students with disabilities: IEP, IFSP and IIP • Articulate the federal law in regards to individualized education program (IEP) plans • Create an IEP as part of the special education process • Write a present level of academic achievement & functional performance statement (PLAAPF) based on assessment data. • Determine educational needs based on PLAAPF • Write measurable goals based on educational needs	• Discuss • Individualized Education Program Planning • Accessing services, networks, agencies, and organizations relevant to the needs of the children and youth and their families • Complete assignment: Professional Resources and Primary Peer-Reviewed Research Annotated Bibliography and Technology

- Write measurable objectives based on goals.
- Understand the importance of partnering with families, educators, and others on the IEP
- Articulate a process to create standards-based IEPs
- Articulate the importance of professional partnerships for students with special needs to meet their IEP goals and objectives.
- Identify strategies, systems, and forms the IEP team can do to ensure that the communication about the goals and objectives take place on a regular basis with teachers, families, and paraprofessionals.
- Identify strategies for developing positive professional relationships.

Activities

- Lectures: Individualized Education Program Plans
 - 1) PLAAFP
 - 2) Goals
 - 3) Objectives
- Watch The IEP Team Process Videos
 - 1) The IEP Introduction (3 minutes)
 - 2) The IEP team (4 minutes)
 - 3) What's Included in the IEP (7 minutes)
 - 4) Getting ready for the IEP (6 minutes)
 - 5) IEP Team Meeting (11 minutes)
- Read article: Indiana Resource Center for Autism Practical steps to writing IEP goals and writing them well by Pratt & Dubie (2003)
- Read article: A seven step process to create standards-based IEPS by NASDSE (2007)
- Read optional article: Yell & Stecker (2003) Developing legally correct and educationally meaningful IEPs using curriculum based measurement, *Assessment for Effective Intervention*, 28, 73-88
 - 1) Activity: Collaborating around the IEP & Partnering with Families
 - Review 1 IEP Collaboration Tool on course site
 - 2) Complete IRIS Module: Collaborating with Families
 - 3) Read optional article: McGill Action Planning System (MAPS) – person centered planning
 - 4) Activity Adaptions (accommodations & modifications) Case Study – Dan & Adaptations

Module 7 – Topic: Assistive Technology

Objectives & Learning Activities

Objectives

- Define assistive technology.
- Articulate what an augmentative alternative communication (AAC) system is.
- Distinguish between low and high tech assistive technology.
- Articulate areas AT can provide students access so they can participate in general education curriculum and classrooms.

Learning Assessment

- Discuss assistive technology
- Complete assignment: Perspectives

• Explain the SETT framework for making selections of assistive technology for individual students. • Write up assistive technology for the adaptations section of the IEP. • Describe the impact of children with special needs on family quality of life. • Describe the impact of having special needs on an individual's quality of life. Activities • Lectures 1) AT Overview 2) Low, Medium & High Tech 3) Access ‘ 4) AAC 5) IEP 6) SETT • Read Minnesota Department of Education Manual- <u>Assistive Technology</u> (2003) pages 2-22 & 34-43 • Read article: <u>Using the SETT Framework to level playing field for students with disabilities</u> (2005) Joy Zabala • Skim Fact Sheet: <u>Assistive Technology & IEP</u> • Read optional article: ASHA <u>Augmentative and Alternative Communication System</u> • Read optional article: <u>Help for young learners: How to choose AT</u> • Complete module: IRIS <u>Assistive Technology; An overview</u> • Complete optional module: OCALI Assistive Technology Internet Modules (ATIM) <u>AT Assessment Process School Environment</u>	

Module 8 – Topic: Response to Intervention, Curriculum Based Measurement, and Progress Monitoring	
Objectives & Learning Activities	Learning Assessment
Objectives • Understand how to collect & measure different types of data. • Define Progress Monitoring and a General Outcome Measure and how a GOM differs from Mastery Monitoring. • State what General Outcome Measures can be used to assess academic progress in basic skills areas. • Utilize Curriculum Based Measurement (CBM) assessments. • Graph and assess student data in terms of academic progress. • Describe data-decision rules that can be used to ensure intervention is effective for student progress. • State the advantages of formative versus summative assessment. Activities • Lecture: RTI	• Discuss response to intervention • Complete assignment: Case Study & Presentations 1) Evaluation Criteria & Eligibility 2) PLAAFP-Goals & Objectives including Assistive Technology - <i>Bring visual or actual AT to share</i> 3) Progress Monitoring • Review pre-assessment • Course Evaluation

- Complete IRIS module: The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns
- Watch Webinar Response To Intervention RTI (26.30 minutes) or What is RTI? (35 minutes)
- Recommended Watch Video Response to Intervention (17 minutes)
- Lectures: CBM
 - 1) Academic assessment
 - 2) Progress monitoring
 - 3) Rationale for progress monitoring
 - 4) Charting data collection
- Iris Module: Classroom Assessment Part 1: An introduction to Monitoring Academic Achievement in the Classroom
- Read Curriculum Based Measurement Manual: Using CBM for progress monitoring by Fuchs & Fuchs pages 2-3 & 10-50
- Skim Intervention Central “CBM/Downloads”
- Read optional article: Monitoring student progress in IEP programs using CBM by Stecker
- Read optional article: How Progress Monitoring assists decision making in a RTI framework by Speece

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with mild to moderate disabilities, including the following:

- Janzen, J. (2003). *Understanding the nature of Autism: A guide to the ASD (2nd ed.)*. San Antonio: Therapy Skill Builders.
- Kauffman, J.M. & Landrum, T. (2009). *Characteristics of emotional and behavioral disorders of children and youth*, 9th ed. Upper Saddle River, NJ: Merrill Prentice Hall.
- Lerner, J.W. & Johns, B. (2009). *Learning Disabilities and Related Mild Disabilities*. New York: Houghton Mifflin.
- Lewis, T.J., Hudson, S., Richter, M., Johnson, N. (2004). Scientifically supported practice in EBD: A proposed approach and brief review of current practices. *Behavioral Disorders*, 29, 247-259.
- Minnesota Department of Children, Families, and Learning. (2000). Promising practices for the identification of individuals with ASD.
- Neel, R., Cessna, K., Borock, J., & Bechard, S. (2003). Quality indicators for children with emotional and behavioral disorders. *Beyond Behavior*, 12, 3-9.
- Odom, S.L, Horner, R. H., Snell, M. E., & Blacher, J. (Eds.) (2007). *Handbook of developmental disabilities*. New York, NY: The Guilford Press.
- PACER Center Action Information Sheets (2006). *What is an Emotional or Behavioral Disorder?* (Action Sheet: PHP-c 81). Minneapolis, MN: Author.
- Quill, K., & Stansberry Brusnahan. (2017). *Do-watch-listen-say: Social and communication intervention for autism. Second edition* Baltimore: Paul H. Brooks Publishing
- Saxhaug, D., & Giguere, N. (2002). *An educators guide to children's mental health*. Minnesota Association for Children's Mental Health. St. Paul, MN.
- Smith, T.E.C., Polloway, E.A., Patton, J.R., and Dowdy, C.A. (2012). *Teaching students with special needs in inclusive settings*. Upper Saddle River, NJ: Pearson Education Inc.
- Yell, M. (2009). Legal issues in educating students with EBD. In Y. Yell, N. Meadows, E. Drasgow, & J. Shriner (Eds.), *Evidence-based practices for educating students with EBD*. (pp. 31-44). Upper Saddle River, NJ: Merrill Prentice hall.

REDP 622 & 623 Educational Assessment, Evaluation and Individualized Planning for Diverse Learners

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus SPED 645/ SPUG 445 / REDP 622 & 623

Educational Assessment, Evaluation and Individualized Planning for Diverse Learners

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year
Credits: 3 graduate (G) or 4 undergraduate (UG) credits
Format: In-person, online, or combination (in-person and online)
Duration: 8 or 15 weeks
Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor
Email: @stthomas.edu
Phone: (###) ###-####
Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to provide the opportunity to examine the technical adequacy and educational viability of assessment instruments in determining screening, evaluation, eligibility, student progress monitoring and databased instructional planning, and individualized education program (IEP) planning practices for students with educational disabilities. This course provides practice with a variety of measures, including standardized instruments in test administration, scoring and interpretation, and informal and observational assessment data collection and reporting.

Course Pre or Co-Requisites

The prerequisite for this course is SPED 716 Fundamentals: Mild to Moderate Disabilities

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

CROSS LISTING OF COURSES

The University of St. Thomas is institutionally accredited by the Higher Learning Commission. Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

In order to meet these standards in graduate-undergraduate cross-listed courses, such as this course, instructors must do the following:

- (1) require students in the graduate course to complete additional work and
- (2) hold students in the graduate course to higher expectations.

REQUIRED TEXTS & MATERIALS

Required:

Salvia, J., Ysseldyke, J., & Bolt, S. (2012). *Assessment in special and inclusive education* (12th ed.). Belmont, CA: Wadsworth.

Supplemental Readings:

Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. *Choosing outcomes and accommodations for children: A guide to educational planning for students with disabilities* (2nd ed.). Baltimore, MD: Brookes.

Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34 (1), 52-58.

National Center on Intensive Intervention (2010). *Essential components of RTI- A closer look at response to intervention*. Retrieved from NCII website.

Walsh, J. (2001). "Big picture" of IEPs to state standards. *Teaching Exceptional Children*, 33 (5), 18-26.

Additional readings are available on course site.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

SEP	Standards of Effective Practice MN 8710.2000	Learning Opportunities
7D	Create short-range and long-range plans that are linked to students' needs and performance.	Read: • Read: Salvia, Ysseldyke & Bolt Chapter 20: Making Instructional Decisions • Read: Salvia, Ysseldyke & Bolt Chapter 22: Making Decisions about Participation in Accountability Programs • Read: "Big picture" of IEPs to state standards • Read: Writing better goals and short-term objectives or benchmarks.

		• Read: SPED Forms Due Process Procedures Manual – Developing IEP Goals • Read: Prior-Written Notice and IEP Development Lectures: • Individualized Education Program (IEPs) Development - Goals and Objectives Assessment: • Evaluation Report • IEP Project
8E	Select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes	Read: • Overview of MTSS- National Center for Intensive Intervention • Woodcock Johnson Tests of Academic Achievement – Examiners Manual • Salvia, Ysseldyke & Bolt • Chapter 8: Teacher-Made Tests of Achievement • Chapter 10: Response to Intervention (RtI) and MTSS • Chapter 11: Managing Classroom Assessment • Chapter 12: Monitoring Student Progress Toward Instructional Goals IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> Lectures: • Using Standardized assessments to develop academic interventions • Introduction to CBM • Administration of CBM • Using CBM data to inform instructional decisions Assessment: • Simulated Standardized Test Administration • RTI (MTSS) Case Studies
8F	Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> Videos: • Aims Web training site and review of their different CBM training videos Assessment: • RTI (MTSS) Case Studies

		• Evaluation Report • IEP Project • Simulated Standardized Test Administration
8G	Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized tests.	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Videos: • Aims Web training site and review of their different CBM training videos • Adaptive Behavior and Transition Assessment: • RTI (MTSS) Case Studies • Pre-referral Intervention Assignment • Evaluation Report • IEP Project

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
B4	integrate multiple sources of student data relative to progress toward grade-level content standards from prior prevention and alternate instruction efforts into the referral process	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • Pre-referral Intervention Assignment

		• IEP Project
B5	implement required pre-referral intervention procedures	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process Lectures: • Pre-referral Process Using pre-referral data to make assessment decisions Assessment: • Pre-referral Intervention Assignment • Evaluation Report
B6	design, facilitate, and support a comprehensive, multidisciplinary evaluation process using unbiased assessment measures;	Read: • The Special Education Referral Process Lecture: • Developing the Evaluation Report • Prior-Written Notice and IEP Development Assessment: • Evaluation Report
B7	select and use assessment measures and procedures that are technically adequate and appropriate for the student and specific assessment purpose, including assistive technology supports where appropriate	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Videos: • Aims Web training site and review of their different CBM training videos • Adaptive Behavior and Transition Assessment: • RTI (MTSS) Case Studies • Simulated Standardized Test Administration

		• Standardized Test Evaluation
B8	communicate the results of assessments and the evaluation process to students, families, teachers, and other professionals	Read: • Salvia, Ysseldyke & Bolt • Chapter 4: What test scores mean • Chapter 5: Technical requirements Lectures: • Interpreting Standardized Test Scores • Using CBM data to inform instructional decisions • IEP meeting – In-class exercise Assessment: • Simulated Standardized Test Administration • Evaluation Report • IEP Project
B13	integrate multiple sources of data to develop individualized educational plans and programs	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). “Big picture” of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Videos: • Aims Web training site and review of their different CBM training videos • Adaptive Behavior and Transition Assessment: • Evaluation Report • IEP Project

B14 Primary Clinical Practice	produce and maintain the reports, plans, and student assessment and performance data that are required by due process procedures and the school system according to the timelines for each	Read: • Right to Receive Prior Written Notice (Center for Parent Information and Resources) • Evaluation: What does it mean for your child? (PACER) • Special Education: Evaluation (2007, Alliance ACTION) • MN Department of Education’s page that contains examples of critical “due process” forms • SPED Forms Special Education Due Process Procedures Manual: Developing IEP Goals Videos: • Pacer Center’s video on Prior Written Notice Assessment: • IEP Project
C2	lead individual education plan teams through statewide assessment options and make appropriate decisions for a learner’s participation within the statewide assessment system	Read: • SPED Forms Special Education Due Process Procedures • Salvia, Ysseldyke & Bolt, Chapter 22: Making Decisions about Participation in Accountability Programs Assessment: • IEP Project
D3 Primary SPED 716	assist families in identifying their resources, priorities, and concerns in relation to their children’s development and education	Read: • Salvia, Ysseldyke & Bolt • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Communication in the special education process (Pacer publication) Videos: • Parent Homework Sheet (Pacer video series) Class Activity • IEP meeting exercise Assessment: • Evaluation Report • IEP Project
D4	work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs	Read: • Salvia, Ysseldyke & Bolt • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Communication in the special education process (Pacer publication) Videos: • Parent Homework Sheet (Pacer video series) Class Activity • IEP meeting exercise

		Assessment: • Evaluation Report • IEP Project

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
B1	select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • Pre-Referral Intervention Assignment • Evaluation Report • IEP Project
B2	design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and pre-referral interventions	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • RTI (MTSS) Case Studies • Pre-referral Intervention Assignment
B4	apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions • Introduction to CBM • Administration of CBM • Using CBM data to inform instructional decisions Assessment:

		• RTI (MTSS) Case Study • Pre-referral Intervention Assignment • Evaluation Report
B5	evaluate one's own knowledge, strengths, and limitations in evaluation planning, administration, and interpretation of results to assemble a comprehensive team with the capacity to assess all known and suspected areas of student needs, disability, and level of severity, in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and other related disabilities	Lecture: • Developing the Evaluation Report –Who's on the Team? Activity: • Identifying team members based on student needs Assessment: • Evaluation Report • IEP Project
B6	select, administer, and interpret a variety of informal and formal assessments, including rating scales, interviews, observation checklists, direct observations, formative assessments, assistive technology considerations, and academic achievement assessments, accounting for technical adequacy, limitations, and ethical concerns	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording

		• Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Videos: • Aims Web training site and review of their different CBM training videos (Links to an external site.) • Adaptive Behavior and Transition Assessment: • Evaluation Report • IEP Project • Simulated Standardized Test Administration • Standardized Test Evaluation • RTI (MTSS) Case Study • Quiz 1 (technical adequacy questions)
B8	integrate assessment results and information available from family, school personnel, legal system, medical and mental health providers into the evaluation, planning, and programming process	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Developing the PWN • Evaluation Report- Eligibility Requirements • Gap-Analysis Assessment: • Evaluation Report • IEP Project
B9	communicate the purpose, procedures, and results of interventions,	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test

	assessments, and the evaluation process to students, families, educators, and other professionals	• Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lecture: • Evaluation Report- Eligibility Requirements • Gap-Analysis Activity: • Eligibility meeting Assessment: • Evaluation Report
B11	address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities	Read: • Salvia, Ysseldyke & Bolt • Chapter 6: Cultural and Linguistic Considerations • Chapter 7: Using Test Adaptations and Accommodations • Chapter 18: Using Measures of Intelligence • Chapter 21: Making Special Education Eligibility Decisions • Reducing Bias in Education Manual (UW River Falls) Activities: • Using Forms from Reducing Bias Manual in Evaluation Process Lecture: • Issues in assessment Assessment: • Evaluation Report
B12	design and implement individualized education program plans, considering a range of educational	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures

	placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals	• Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). “Big picture” of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Activities: • PLAAFPs , Goals and STO worksheet Assessment: • IEP Project

ASD	Autism Spectrum Disorders MN 8710.5850 (birth-21)	Learning Opportunities
C11	make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations	Read: • Salvia, Ysseldyke & Bolt Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). “Big picture” of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. Lectures: • District and State Accountability Tests • Accommodations and Modifications Assessment: • Evaluation Report • IEP Project

DD	Developmental Disabilities MN 8710.5400 (K-21)	Learning Opportunities
B1	collect and interpret data and information specific to research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Module: • The Pre-Referral Intervention Process Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • Pre-referral Intervention Assignment
B2	select, administer, and interpret assessments for students with developmental disabilities, accounting for technical adequacy, ethical concerns, and expressive and receptive communication needs and communicate the results to students, families, educators, and other professionals	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs Activity: • Eligibility meeting Assessment: • Simulated Standardized Test Administration • Standardized Test Evaluation • Quiz 1 (technical adequacy questions)
B3	integrate multiple methods of collecting data from students, parents, families, teachers, and other professionals for the purpose of evaluation and planning, developing, implementing, and evaluating	Read: • Salvia, Ysseldyke & Bolt • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u>

	individualized education programs	• <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Evaluation Report- Eligibility Requirements • Gap-Analysis Activity: • Eligibility meeting Assessment: • Evaluation Report • IEP Project
B4	adapt and modify data collection procedures to accommodate the abilities and needs of students with developmental disabilities	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Woodcock-Johnson 4/Brigance Examiners Manual Assessment: • Simulated Standardized Test Administration • Evaluation Report
B8	design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). "Big picture" of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. Lectures:

		• Developing the IEP • Writing Goals and STO's • LRE • Accommodations and Modifications Activities: • PLAAFPs , Goals and STO worksheet Assessment: • Evaluation Report • IEP Project
B9	address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with developmental disabilities	Read: • Salvia, Ysseldyke & Bolt • Chapter 6: Cultural and Linguistic Considerations • Chapter 7: Using Test Adaptations and Accommodations • Chapter 18: Using Measures of Intelligence • Chapter 21: Making Special Education Eligibility Decisions • Reducing Bias in Education Manual (UW River Falls) • Activities: • Using Forms from Reducing Bias Manual in Evaluation Process Lecture: • Issues in assessment Assessment: • Evaluation Report
C8	make decisions about the participation of students with disabilities in the full range of state assessment options including necessary accommodations	Read: • Salvia, Ysseldyke & Bolt, Chapter 22: Making Decisions about Participation in Accountability Programs Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Assessment: • Evaluation Report • IEP Project

EBD	Emotional Behavioral Disorders MN 8710.5600 (K-21)	Learning Opportunities
B1	collect and interpret data and information specific to research-based interventions and supports	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Modules: • The Pre-Referral Intervention Process

	provided prior to referral and integrate into the special education evaluation processes	• <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • Pre-referral Intervention Assignment • Evaluation Report
B2	select, administer, and interpret formal and informal assessments for students with emotional or behavioral disorders, accounting for technical adequacy and ethical concerns and communicate the results to students, families, teachers, and other professionals;	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs Activity: • Eligibility meeting Assessment: • Simulated Standardized Test Administration • Standardized Test Evaluation Report
B3	adapt and modify assessment tools and methods to determine the skills, abilities, and needs of students with emotional or behavioral disorders	• Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation Assessment: • Simulated Standardized Test Administration • Standardized Test Evaluation Report
B4	interview, conduct structured observations, and document behavior in school and non-	Read: • Salvia, Ysseldyke & Bolt, Chapter 19: Assessing Behavior Through Observation Iris Modules: • Behavior Assessment: Frequency and Interval Recording

	school settings for the purposes of evaluating for eligibility and planning, developing, and implementing individualized education programs	• Behavior Assessment: Duration and Latency Recording Activities: • Summarizing behavioral data and determining discrepancy Lectures: • Evaluation Report- Eligibility Requirements • Gap-Analysis Activity: • Eligibility meeting Assessment: • Evaluation Report
B6	integrate multiple sources of data, including information available from students, families, school personnel, the community, and mental health, legal, and social welfare systems in developing individualized education program plans	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). "Big picture" of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Activities: • PLAAFPs , Goals and STO worksheet Assessment: • IEP Project

B8	Design individualized program plans, considering a range of educational placement options and required level of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Assessment: • IEP Project

ECSE	Early Childhood Special Education MN 8710.5500 (birth-6)	Learning Opportunities
A4	definitions and distinctions between and among screening, evaluation, assessment, and progress monitoring related to legal standards and practice	Lecture: • Intro to Assessment Activities: • Assessment Graphic Organizer that demonstrates differences Assessment: • Graphic Organizer –Visual to illustrate Differences • Quiz 1 • IEP Project • Pre-Referral Intervention Assignment
A5	rationale and application of due process and procedural safeguards	Read: • Salvia, Ysseldyke & Bolt, Chapter 3: Laws, ethical codes and professional standards • Minnesota Rule 3525.2710 Evaluations and Reevaluation

	for young children with a broad range of developmental delays or disabilities and their families	Lecture: • Assessment Ethics Assessment: • Quiz 1 • IEP Project

SLD	Learning Disabilities MN 8710.5700 (K-21)	Learning Opportunities
A7	factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities	Read: • Salvia, Ysseldyke & Bolt • Chapter 6: Cultural and Linguistic Considerations • Chapter 7: Using Test Adaptations and Accommodations • Chapter 18: Using Measures of Intelligence • Chapter 21: Making Special Education Eligibility Decisions • Reducing Bias in Education Manual (UW River Falls) Activities: • Using Forms from Reducing Bias Manual in Evaluation Process • Woodcock-Johnson 4 Tests of Achievement – Examiners Manual Lecture: • Issues in assessment Assessment: • Simulated Standardized Test Administration • Standardized Test Evaluation
B1	apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals	Read: • Salvia, Ysseldyke & Bolt • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs Activity: • Eligibility meeting Assessment: • Simulated Standardized Test Administration • Standardized Test Evaluation • RTI (MTSS) Case Studies • Evaluation Report

B2	collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes	Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013). IRIS Modules: • The Pre-Referral Intervention Process • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording Lectures: • Pre-referral Process • Using pre-referral data to make assessment decisions Assessment: • Pre-referral Intervention Assignment
B5	select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan Lectures: • Gap-Analysis Activity: • Eligibility meeting Assessment: • Evaluation Report
B8	design individualized education program plans, considering a range of educational placement options	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures

	and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals	• Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). "Big picture" of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. IRIS Modules: • <u>RtI (part 2): Assessment</u> Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Assessment: • Evaluation Report • IEP Project
C2 Primary SPED 788	use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments	Read: • Salvia, Ysseldyke & Bolt • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: using diagnostic measures of written language • Chapter 19: Assessing Behavior Through Observation • Chapter 20: Making Instructional Decisions • Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). "Big picture" of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. IRIS Modules: • <u>RtI (Part 1): An Overview</u> • <u>RtI (part 2): Assessment</u> • Behavior Assessment: Frequency and Interval Recording • Behavior Assessment: Duration and Latency Recording • Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Plan

		Lectures: • Developing the IEP • Writing Goals and STO's • LRE • District and State Accountability Tests • Accommodations and Modifications Assessment: • Evaluation Report • IEP Project

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms.

Technical adequacy, criterion-related validity, content validity, alternate-forms reliability, split-half reliability, test-retest reliability, measures of central tendency, mean, median, mode, basal, ceiling, subtest, test battery, standard deviation, age-/grade-equivalent scores, percentile ranks, assessment, testing, evaluation, screening, curriculum-based measurement/assessment, formal assessments, informal assessments, norm-referenced, criterion-referenced, least-restrictive environment.

EVIDENCE-BASED PRACTICES

This course introduces the following evidence-based practices.

- Developing observable, measurable goals and STOs based on multiple sources of student data
- Aligning IEP goals to research-based instructional practices

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Align instruction to IEP goal and/or objectives.
- Assess current level of performance of an individual student utilizing baseline data.

Task 2 Instructing and Engaging the Focused Learner

- Analyze teaching segment and determine how instruction could be modified to better meet of students using evidence based practice, research, and theory .

Task 3 Assessing Learning

- Implement a system for progress monitoring based on specific lesson objectives.
- Analyze data to determine student outcomes.
- Determine next steps for instruction based on data collection.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Collaboration

HLP 2: Organize and facilitate effective meetings with professionals and families.

Assessment

- HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
- HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
- HLP 6: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

Instructional Practice

6. Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

IDEA OBJECTIVES

For the purposes of evaluation, this course targets the following IDEA objectives for learning.

- Learning to apply course material (to improve thinking, problem solving, and decisions). To do this you will:
 - Administer a minimum of one standardized assessment tool designed to measure a student's academic achievement.
 - Interpret adaptive, behavioral and ASD standardized assessment results
 - Interpret assessment data for the purposes of qualifying students in the areas of ASD, EBD, DCD and SLD.
 - Interpret and synthesize evaluation data into an Evaluation Report and Individualized Education Plan that facilitates instruction designed to meet students' individual needs.
- Gaining factual knowledge (terminology, classifications, methods, trends). To do this you will:
 - Read your primary textbook and scholarly articles
 - Participate in class discussions and activities
- Learning Fundamental principles, generalizations, or theories. To do this you will:
 - calculate and interpret descriptive statistics and reliability indicators
 - complete an evaluation of an assessment instrument focusing on the areas of reliability, validity, and representativeness of the norm sample

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

Students will be able to...

- Determine the technical adequacy of a standardized test, screener, or progress monitoring system

- Administer a standardized test and determine appropriate accommodations necessary to gather reliable and valid student data
- Interpret scores obtained from social, emotional, behavioral, academic, ASD, and adaptive assessments
- Develop pre-referral interventions and data collection systems to determine their effectiveness
- Summarize and synthesize student data to determine eligibility and generate a concise, thorough Evaluation Report
- Use an Evaluation Report to develop a legally compliant IEP and data collection system to monitor goals and objectives

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology. This course uses direct instruction, modeling and guided practice to ensure all students are given the opportunity to meet the learning goals and standards. Students are given opportunities to revise their work on the Evaluation Report and IEP to ensure mastery of the content.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, Academic Integrity Policy and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointments at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password. Contact 1-877-704-2127 for Canvas 24/7 help. Contact techdesk@stthomas.edu or call TechDesk at (651) 962-6230 for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.

- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and the instructor evaluates the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is a signature assignment in this course. The signature assignment is the IEP Project.

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There is not a field experience in this course.

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is / is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Attendance and Participation	Students that do not participate or do not work cooperatively with their groups will be deducted 10 participation points per week.
RTI (MTSS) Online IRIS Module and Case Studies	50
Simulated Standardized Test Administration	50
Standardized Test Evaluation	25
Pre-referral Intervention Assignment	25
Evaluation Report	100
Signature Assignment Individual Education Plan (IEP) – TK20 Assignment	100
Quiz 1	25
Quiz 2	25
TOTAL POINTS POSSIBLE	400

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these APA 6th edition guidelines.

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of the readings is for you to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are

expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Discussions

Purpose: The purpose of class discussions is to provide you opportunities for reflection and discussion on the material presented in the course and to assess learning, understanding, and application of the content embedded in the course.

Task: Write or verbally provide answers to reflection questions and respond to peers in class meetings or online via Discussion Board or Voice Thread. Students should seek a balance in sharing information, asking questions, and giving supportive feedback for discussions whether online or in-person.

If taking course online, posts and responses are due weekly. Points will be earned for organization, civil discourse, content specific knowledge, reflection, higher order thinking, credible resources, and number and length of posts.

- Initial posts are due Thursday at midnight
- Additional responses due Sunday at midnight

Attendance Participation

Purpose: The purpose of requiring attendance is to provide you opportunities to engage and participate with the course instructor and peers in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Complete the following steps if going to be absent, late, or leave class early.

- (1) Notify course instructor of date and reason for absence or late arrival/early departure.
- (2) View course materials on class site.
- (3) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the class site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

- Participate in activities in class and on-line.
- Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Quizzes

Purpose: The purpose of this assignment is to ensure basic understanding of key concepts in the course as they relate to technical adequacy and eligibility criteria.

Tasks: Complete quizzes on learning management system

Standards Addressed: Core B-5; ABS B-1, B-2, B-4; DD B-1, B-9; EBD B-1; SLD A-7, B-2, ECSE A-4

Pre-referral Intervention Assignment

Purpose: The purpose of this assignment is to give students experience developing interventions, data-collection systems as well as reviewing data prior as a precursor to a possible educational evaluation.

Tasks: Learners will either review an online learning module or complete a case-study during class regarding a student who is struggling in school. Learners will develop interventions that specifically target the skill deficits exhibited by the student and create data collection systems to support their use.
Standards Addressed: SEP: 8-G; Core: B-4, B-5; ABS: B-1, B-2, B-4; DD: B-1; B-9; EBD: B-1; SLD: A-7; B-2

Evaluation Review: Standardized Test

Purpose: Students will apply knowledge about the technical adequacy of tests and apply it to a test commonly used for special education qualification. Students will learn how to evaluate the merits of a standardized test given specific students referred for a special education evaluation.

Tasks: Learners will evaluate a test manual and a test's accompanying materials and summarize the information in a presentation format (to be submitted, not presented) regarding the test's technical characteristics and administration procedures. See assignment rubric for specific instructions.

Standards Addressed: Core: B-7; ABS: B-6; DD: B-2; EBD: B-2, B-3; SLD: A-7, B-1;

Administration: Standardized Test

Purpose: The purpose of this assignment is to ensure that all learners having experiencing administering, scoring and interpreting an individually-administered standardized test.

Task: Learners in the class will practice administering the test to each other while administrative feedback is given by the instructor. All learners will give subtests that will culminate in broad or composite scores in the areas of reading, math and written expression. Learners will input the scores into the computer scoring program to generate converted scores. Based on the scores, learners will write a brief report identifying the academic strengths and weaknesses of the student who was administered the test. Cultural and economic factors related to the reliability and validity of the testing results will be discussed in class. This is a mastery assignment. Any learner that does not get full points on each of the assignment criteria will be required to repeat the assignment until full credit is received.

Standards Addressed: SEP 8-E, 8-F; Core: B-7, B-8; ABS: B-6; DD: B-2; B-4; EBD: B-2; B-3; SLD: A-7, B-1

Evaluation Report

Purpose: Learners will learn to integrate assessment data through the development of the ESR, and apply disability criteria to determine in which category(ies) a student qualifies.

Task: See attached rubric for specific steps to complete this assignment.

Standards: SEP: 7-D, 8-F, 8-G; Core: B-4, B-6, B-7, B-8, B-13, B-14, D-3, D-4; ABS: B-1, B-4, B-5, B-6, B-8, B-9, B-11; ASD: C-11; DD: B-1, B-3, B-4, B-8, B-9, C-8; EBD: B-1, B-2; B-3, B-4; SLD: B-1, B-5, B-8, C-2

Signature Assessment: IEP Project

Purpose: The purpose of this key assessment to develop specific skills and competencies in developing Individualized Education Plans for students.

Task: See attached rubric for specific steps for completing this assignment.

Standards Addressed: SEP: 7-D, 8-F, 8-G; Core: B-4, B-8, B-13, B-14, C-2, D-3, D-4; ABS: B-6, B-12; ASD: C-11; DD: B-3, B-8, C-8; EBD: B-6, ECSE: A-4, A-5; SLD: B-8 C-2

COURSE SCHEDULE AND ASSIGNMENTS DUE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started

Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete pre-assessment to assess current knowledge on topics • Contribute to community expectations to ensure a safe learning environment • Set personal learning expectations to guide learning for course	(5) Introduce yourself (6) Download, complete, and upload pre-assessment (7) Contribute to community expectations (8) Post personal course learning expectations

Module 1 – Topic: Introduction to Assessment & CBM, RTI & MTSS

Objectives and Learning Opportunities	Assessments
• Syllabus review • Course Overview • Community Expectations • Principles of Assessment – Lecture/Discussion • Ethics in Assessment – Lecture/Discussion • Special Education Referral Process and Timelines • Curriculum-Based Measurement, RTI, MTSS Lectures: • Administering and Scoring CBM measures • Using Data Decision rules to Inform Instruction Read • Salvia, Ysseldyke & Bolt: • Chapter 10: Response to Intervention • Chapter 12: Monitoring Student Progress Toward Instructional Goals	• Pre-test Quantitative Concepts • Iris Modules – Responses to module questions RTI: Introduction RTI: Assessment • Probe scoring and data decision rule graphs in class

Module 2 – Topic: Basic Quantitative Concepts & Technical Adequacy

Objectives and Learning Opportunities	Assessments

Lectures and Videos: • Measures of Central Tendency and Dispersion • Reliability and Validity • Technical Adequacy of Standardized Assessments • Interpretation of Standardized Test Scores Read • Salvia, Ysseldyke & Bolt: • Chapter 4: What test scores mean • Chapter 5: Technical requirements • Chapter 13: How to evaluate a test • Review: Woodcock-Johnson 4 or Brigance Inventory of Early Development Examiner and Technical Manuals • Interpretation Problems with Age and Grade- Equivalent Scores (Pearson)	• Measures of Central Tendency and Dispersion Worksheet • Standardized Score interpretation Practice • Standardized Test Evaluation Assignment • Quiz 1

Module 3 – Topic: Standardized Test Administration/Academic Skills Assessment

Objectives and Learning Opportunities	Assessments
Lectures and Videos: • Standardized Test Construction • Administering Standardized Tests(basal/ceiling; item blocks; fluency) • Allowed Testing Modifications • Review of SLD Criteria Read • Salvia, Ysseldyke & Bolt: • Chapter 14: Assessment of Academic Achievement with multi-skill devices • Chapter 15: Using diagnostic reading measures • Chapter 16: Using diagnostic math measures • Chapter 17: Using diagnostic measures of written language • Right to Receive Prior Written Notice – (Center for Parent Information and Resources) • Special Education: Evaluation (2007, Alliance ACTION) • Review Eligibility Criteria for the following: • Autism Spectrum Disorders (3525.1325) • Emotional or Behavioral Disorders (3525.1329) • Developmental Cognitive Disability (3525.1333) • Other Health Disabilities (3525.1335) • Specific Learning Disability (3525.1341) • Team Override on Eligibility Decisions (3525.1354)	• Simulated Standardized Test Administration Assignment • Instructor feedback on subtest administration • Diagnostic Test Review activity (WE, Math, Reading)

Module 4 – Topic: Intelligence & IQ, Bias in Assessment, Behavioral Assessment

Objectives and Learning Opportunities	Assessments
Lectures and Videos:	• Iris Modules:

• Intelligence and IQ • Bias in Assessment • Assessing Behavior • Review of EBD Read • Salvia, Ysseldyke & Bolt: • Chapter 6: Cultural and Linguistic Considerations • Chapter 7: Using Test Adaptations and Accommodations • Chapter 18: Using Measures of Intelligence • Chapter 19: Assessing Behavior Through Observation • Chapter 21: Making Special Education Eligibility Decisions • Intelligence Across Cultures (APA, 2003) • Reducing Bias in Education Manual (UW River Falls)	Behavior Assessment: Frequency and Interval Recording Behavior Assessment: Duration and Latency Recording (complete activities on pg 3 of both modules) • Classroom discussion on assessment bias and protocols to reduce using forms from reducing bias manual • Criteria Review activity

Module 5 – Topic: Assessing Adaptive Behavior, Due Process Timelines and Forms

Objectives and Learning Opportunities	Assessments
Lectures: • Assessing Adaptive Behavior • Areas Assessed • Review DD Criteria • ASD Assessment and Considerations • Due process Forms and Timelines Read • Salvia, Ysseldyke & Bolt, Chapter 19: Using Measures of Social and Emotional Behavior • Review • MDE DCD Manual • MDE ASD page	• Assignment: Standardized Test Evaluation • Practice Interpretation of Vineland-3 results • Review case study due process for timeline compliance • Iris Module: Autism spectrum disorder: An overview for educators • Quiz 2

Module 6 – Topic: Pre-referral Interventions and The Evaluation Report

Objectives and Learning Opportunities	Assessments
Lecture: • Pre-referral Interventions • Review of RTI/MTSS • Parts of the Evaluation Report	• Assignment: Pre-referral Intervention Case Study

• Mock Interview: Developing questions for general educators to determine appropriate pre-referral interventions and data collection Read: • The Special Education Referral Process (Project IDEAL, TX Council for Developmental Disabilities, 2013) • Review: Pre-referral Interventions Manual -2 (handed out in class) • MDE Critical Due Process Forms	• Iris Module: The Pre-Referral Intervention Process

Module 7 – Topic: Evaluation Report

Objectives and Learning Opportunities	Assessments
Lectures • Review: Parts of the Evaluation Report • Introduction to the Acronym SEE for developing narratives • Readings: • SPED process: from pre-referral to reevaluation (from TX)	• Evaluation Report

Module 8- IEP Development

Objectives and Learning Opportunities	Assessments
Lectures: • Writing PLAAFP Statements • Writing Goals and Objectives • Determining LRE and Federal Setting • Accommodations and Modifications • Participation in State and District Assessments Read: • Salvia, Ysseldyke, Bolt, Chapter 22: Making Decisions about Participation in Accountability Programs • Walsh, J. (2001). “Big picture” of IEPs to state standards. Teaching Exceptional Children, 33 (5), 18-26. • Lignugaris-Kraft, B., Marchand-Martella, N., & Martella, R. (2001). Writing better goals and short-term objectives or benchmarks. Teaching Exceptional Children, 34 (1), 52-58. • Arc Guide to Least Restrictive Environment in Special Education and Federal Setting (Links to an external site.) • Difference between accommodations and modifications (Links to an external site.)	• IEP Project

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with disabilities, including the following:

- American Educational Research Association, American Psychological Association & National Council on Measurement in Education (2014). Standards for educational and psychological testing. American Educational research association: Washington, DC.
- Gresham, F. M. (2009). Using response to intervention for identification of specific learning disabilities. In A. Akin-Little, S. G. Little, M. A. Bray & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies; behavioral interventions in schools: Evidence-based positive strategies*. (pp. 205-220, Chapter xi, 350 Pages). Washington: American Psychological Association, American Psychological Association, Washington, DC.
- Gresham, F. M. (2011). Response to intervention: Conceptual foundations and evidence-based practices. In M. A. Bray, & T. J. Kehle (Eds.), *The oxford handbook of school psychology; the oxford handbook of school psychology* (pp. 607-618, Chapter xx, 894 Pages) Oxford University Press, New York, NY.
- Marston, D., Mirkin, P., & Deno, S. L. (1984). Curriculum-based measurement: An alternative to traditional screening, referral, and identification. *The Journal of Special Education*, 18(2), 109-117.
- Rhodes, R.L., Ochoa, S. H., & Ortiz, S. O. (2005). Assessing culturally and linguistically diverse students. Guilford: New York.
- Sattler, J, M. (2002). Assessment of Children- Behavioral and Clinical Applications (4th ed.) Sattler: La Mesa, CA.
- Wallace, T., Espin, C. A., McMaster, K., Deno, S. L., & Foegen, A. (2007). CBM progress monitoring within a standards-based system. *The Journal of Special Education*, 41(2), 66-67.
- Yell, M. L. (2012). The law and special education. Pearson: Upper Saddle River, NJ.

REDP 627 & 628 Elementary Academic Interventions and Literacy

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 717/SPUG 417 / REDP 627 & 628 Elementary Academic Interventions and Literacy

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year
Credits: 3 graduate (G)
Format: In-person, online, or combination (in-person and online)
Duration: 8 weeks
Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor
Email: @stthomas.edu
Phone: (###) ###-####
Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to provide a comprehensive overview of major models and instructional approaches related to:

- validated teaching practices/evidence-based instruction,
- teaching reading and writing to students with mild disabilities in inclusive elementary classrooms,
- teaching mathematics to students with mild disabilities in inclusive elementary classrooms.

This course provides students the opportunity to critically examine and reflect on ways in which teachers can develop systematic instructional programs to support a diverse population of students in an era of inclusion and standards utilizing research-based interventions.

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

Cross Listing of Courses

The University of St. Thomas is institutionally accredited by the Higher Learning Commission.

Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

In order to meet these standards in graduate-undergraduate cross-listed courses, such as this course, instructors must do the following:

- (1) require students in the graduate course to complete additional work and
- (2) hold students in the graduate course to higher expectations.

REQUIRED TEXTS & MATERIALS

Required:

Reutzel, D.R. & Cooter, Jr., R. B. (2016). *Strategies for reading assessment and instruction in an era of common standards*, Fifth Edition. Upper Saddle River, NJ: Pearson Merrill Prentice Hall

Wendling, B. & Mather, N. (2009). *Essentials of evidence-based academic interventions*. Alan S. Kaufman & Nadeen L. Kaufman Series Editors. New York: John Wiley and Sons. Inc.

Additional readings are available on course site.

Course Pre or Co-Requisites

Prerequisite Course: TEGR 550: Language Development, Literacy and Literature I.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
Core C1	Adapt and modify curriculum and deliver evidence-based instruction, including SRBI when available, aligned with state and local grade-level content standards to meet individual learner	Read: -Wendling & Mather, Chapter 1, <i>General Principles of Evidence- Based Instruction</i> - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text -Vertical Standards: Writing Activities/Lectures: - Using the Standards, - Writing Standards and Case Studies, - Essential Math Instruction and the Standards

		Assessment: Binder Assignments (Reading, Writing, and Math) Individualized Instructional Reading Segment/Field Experience
Core C4	Use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text -Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, -Activity: HLP #16 Explicit Instruction, -IEP Alignment and Instruction, - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment: Binder Assignments (Reading, Writing, and Math) Individual Instructional Reading Segment/Field Experience
Core C10	Apply knowledge of comprehensive scientifically-based reading instruction including phonemic awareness, phonics, fluency, vocabulary development and	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>

	reading comprehension as required in subpart 1B	-Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> Activities/Lectures: -Intervention Spotlight: Shared Reading, - Intervention Spotlight: Error Correction and Word Drill, -Intervention Spotlight: Timed Repeated Readings, - Intervention Spotlight: DRTA & Crack the Case, - Intervention Spotlight: Inquiry and Informational Text Assessment: Binder Activity: Oral Language and Emergent Reading Binder Activity: Foundational Skills and Fluency Binder Activity: Comprehension and Vocabulary Binder Activity: Written Expression Individual Instructional Reading Segment/Field Experience

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
ABS C7	Modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, (including “Implementing Effective Tier 1 Literacy Instruction (e.g., managing a classroom effectively, grouping students flexibly, establishing classroom routines, systematic instruction, explicit instruction),

		Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, -Activity: HLP #16 Explicit Instruction, - Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks and Materials & HLP #15 Provide Scaffolded Supports), - Reading Intervention Decision Making, - Planning the Learning Segment, - Lesson Planning and Progress Monitoring, - Enhancing Instruction Assessment: Binder Assignments (Reading, Writing, and Math) Individual Instructional Reading Segment/Field Experience

ASD	Autism Spectrum Disorders MN 8710.5850 (birth-21)	Learning Opportunities
ASD C1	Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i>, - Wendling & Mather, Chapter 3, pp. 33 - 51 <i>Phonics and Sight Word Instruction</i>, - Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary and Comprehension</i>, - Wendling & Mather, Chapter 8, pp. 167 - 192 <i>Basic Math Skills</i> , - Wendling & Mather, Chapter 9, pp. 193 – 219 <i>Math Problem Solving</i>,

		- Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text - Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, - Activity: Spotlight on Technology (HLP# 19 Use assistive and instructional technology), -Activity: HLP #16 Explicit Instruction, -IEP Alignment and Instruction, -Using the Standards, -Reading Intervention Decision Making - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment: Binder Assignments (Reading, Writing, and Math) Individual Instructional Reading Segment/Field Experience

EBD	Emotional Behavioral Disorders MN 8710.5600	Learning Opportunities
C1	Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of emotional or behavioral disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i>, - Wendling & Mather, Chapter 3, pp. 33 - 51 <i>Phonics and Sight Word Instruction</i>, - Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166

		<i>Handwriting and Written Expression</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary and Comprehension</i>, - Wendling & Mather, Chapter 8, pp. 167 - 192 <i>Basic Math Skills</i> , - Wendling & Mather, Chapter 9, pp. 193 – 219 <i>Math Problem Solving</i>, - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text - Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, - Activity: Spotlight on Technology (HLP# 19 Use assistive and instructional technology), -Activity: HLP #16 Explicit Instruction, -IEP Alignment and Instruction, -Using the Standards, -Reading Intervention Decision Making - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment: Binder Assignments (Reading, Writing, and Math) Individual Instructional Reading Segment/Field Experience

SEP	Standards of Effective Practice MN 8710.2000	Learning Opportunities
3C	Know about the processes of second language acquisition and about strategies to support the learning of students whose first language is not English.	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 3, pp. 49-87 <i>Speaking and Listening</i> , -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i>

		-Web-based Resources (e.g., Reading Rockets and “Improving Second Language Education: Four Skills for a Language Rich Classroom”, Activities/Lectures: - Assessment Activity: Oral Language (ELL included), -Activity: Four Skills for a Language Rich Classroom, -Activity: Lesson Exploration and Language Structures, -Speaking and Listening Skills for ELL’s, -Language Development, -Attending to Language and Communication Demands within Instruction (Academic Language/Vocabulary), -Oral Language Assessment, -Intervention Spotlight: Shared Reading, -The Reading - Writing Connection, -Writing Standards, -Teaching Written Expression Assessment: Module 2: Oral Language and ELL Self Directed Activities/Guided Notes Focus Learner Oral Language and/or Communication Assessment Binder Activity: Oral Language and Emergent Reading Binder Activity: Foundational Skills and Fluency Binder Activity: Written Expression
4F	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests	Readings: -Wendling & Mather, Chapter 1, <i>General Principles of Evidence- Based Instruction</i> -Wendling & Mather, Chapter 10, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> -William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners.</i> ASCD, Activities/Lectures:

		-Knowledge of the Learner and Assets, -Planning the Learning Segment Assessment: Knowledge of the Learner and Assets Assignment Individualized Instructional Reading Segment/Field Experience
4I	Vary the instructional process to address the content and purposes of instruction and the needs of students;	Readings: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, <i>General Principles of Evidence- Based Instruction</i> -Wendling & Mather, Chapter 10, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> Activities/Lectures: - Classroom Assessment and Current Level of Functioning, - Using the Standards, -Planning the Learning Segment, -Lesson Planning and Progress Monitoring, -Planned Supports, -Reading Intervention Decision Making Assessment: Individualized Instructional Reading Segment/Field Experience

Elem	Elementary Content Standards: MN 8710.3200	Learning Opportunities
C 1 (a)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including oral and written language development, including: (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 3, pp. 49-87 <i>Speaking and Listening</i> , -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 4, pp. 89-111 <i>Children's Concepts about Print</i> -Wendling & Mather Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> , -Wendling & Mather Chapter 5, pp. 77 – 96 <i>Vocabulary (this section only)</i> ,

		-Wendling & Mather Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> Activities/Lectures: -Activity: Four Skills for a Language Rich Classroom, -Language Development (language structure, speaking vocabulary, including ELL), -Attending to Language and Communication Demands within Instruction, -Oral Language Assessment, -Assessment Activity: Emergent Reading, -Activity: Phonological and Phonemic Awareness, - Intervention Spotlight: - Shared Reading, -The Reading/Writing Connection Assessment: Module 2: Oral Language and ELL Self Directed Activities/Guided Notes Module 3: Emergent Reading and Read Aloud Self Directed Activities/Guided Notes Module 4: Foundational Reading Skills and Fluency Self Directed Activities/Guided Notes Module7: Written Expression Self Directed Activities/Guided Notes Binder Activity: Oral Language and Emergent Literacy Binder Activity: Foundational Skills and Fluency Binder Activity: Written Expression
C 4 (e)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including phonics and other word identification strategies and fluency, including	Read: -Reutzel & Cooter Chapter 1, pp. 9-24 <i>Reading Assessment in the Classroom</i>, -Reutzel & Cooter Chapter 7, pp. 170-207 <i>Phonics and Decoding Skills</i>, -Reutzel & Cooter Chapter 8, pp. 226-253 <i>Reading Fluency</i>;

	(e) the development of reading fluency	-Wendling & Mather Chapter 3, pp. 33 – 51 <i>Phonics and Sight Word Recognition</i>, -Wendling & Mather Chapter 4, pp. 52 – 76 <i>Reading Fluency</i>; -Allington, R.L., Chapter 3, pp. 45 – 58 <i>Matching Reader and Text Level</i> Activities/Lectures: -Activity: Basic Reading Skills, -Assessment Activity: Foundational Skills, -Intervention Spotlight: Error Correction and Word Drill, - Intervention Spotlight: Timed Repeated Readings, -Oral Reading Assessment, -Teaching Fluency Assessment: Module 4: Foundational Reading Skills and Fluency Self Directed Activities/Guided Notes Binder Activity: Foundational Skills and Fluency
C 5 (a) (b) (c)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including knowledge of how to develop vocabulary knowledge, including: (a) understanding the critical role vocabulary knowledge plays in reading (b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading (c) How to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words	Read: -Reutzel & Cooter, Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i> -Wendling & Mather Chapter 5, pp. 77 – 96 <i>Vocabulary and Reading Comprehension</i> Activities/Lectures: -Activity: Vocabulary Instruction, -Activity: Four Skills for a Language Rich Classroom, -Attending to Language and Communication Demands within Instruction, -Words, Words, Words (Vocabulary Tiers), -Intervention Spotlight: Shared Reading Assessment: Module 5: Comprehension and Vocabulary Instruction Self Directed Activities/Guided Notes Binder Activity: Oral Language and Emergent Literacy

		Binder Activity: Comprehension and Vocabulary
C 6 (a) (b) (c)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including comprehension processes related to reading, including: (a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material; (b) The levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies (c) How to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading	Read: -Reutzel & Cooter, Chapter 3, pp. 49-87 <i>Speaking and Listening</i>, Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i>, -Reutzel & Cooter, Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i>; -Allington, R.L., Chapter 3, pp. 45 – 58 <i>Matching Reader and Text Level</i> -Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of "Single Stories" Through Children's Literature</i> Activities/Lectures: -Intervention Spotlight: Shared Reading, -Intervention Spotlight: DRTA and Crack the Case, -Assessment Activity: Comprehension, -Activity: Comprehension Strategies , -Meta Cognition, Discussion, and Comprehension, -Anchor, Read, Apply -Activity: HLP #16 Explicit Instruction, -Leveled Text Exploration, -Genre Study and Equity, -Activity: Comprehension Strategies, -Activity: Books that Disrupt the Single Story Assessment: Binder Activity: Comprehension and Vocabulary Genre Study and Equity Assignment Individual Instructional Reading Segment/Field Experience
C 7 (a) (b)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including content-area literacy, including: (a) knowledge of reading comprehension processes necessary to comprehend	Read: -Reutzel & Cooter, Chapter 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i>, -Reutzel & Cooter, Chapter 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i> Activities/Lectures:

	different types of informational materials and content-area texts (b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading	-Activity: Comprehension and Content Reading, -Activity: Books that Interrupt the Single Story (Equity and Literacy), -Intervention Spotlight: Inquiry and Informational Text, -Text Structures in Nonfiction or Content Area Reading Assessment: Binder Activity: Comprehension and Vocabulary Genre Study and Equity Assignment Individual Instructional Reading Segment/Field Experience
C 8 (a) (b) (c)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including literacy responses and analysis, including: (a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes (b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures (c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests	Read: -Reutzel & Cooter, Chapter 3, pp. 49-87 <i>Speaking and Listening</i>, -Reutzel & Cooter, Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i>, -Reutzel & Cooter, Chapter 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i>; -Allington, R. L. Chapter 3, pp. 45 -58 <i>Matching Reader and Text Level</i> -Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of "Single Stories" Through Children's Literature</i>; - Web-based Resources: Collaborative for Equity and Literacy Learning, Unite for Literacy (audible books across languages) Activities/Lectures: - Purposeful Book Selection and Equity -Intervention Spotlight: Shared Reading, -Readers and Text, -Meta Cognition, Discussion, and Comprehension -Literature Circles Assessment: Binder Activity: Oral Language and Emergent Reading

		Module 5: Comprehension and Vocabulary Self Directed Activities/Guided Notes Binder Activity: Comprehension and Vocabulary Genre Study and Equity Assignment
C9 (c) (d)	A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including literacy responses and analysis, including: Structure of the English language including: (c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 3, pp. 49-87 <i>Speaking and Listening</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> -Web-based Resources (e.g., Reading Rockets and “Improving Second Language Education: Four Skills for a Language Rich Classroom”, Activities/Lectures: - Assessment Activity: Oral Language (ELL included), -Activity: Four Skills for a Language Rich Classroom, -Activity: Lesson Exploration and Language Structures, -Speaking and Listening Skills for ELL’s, -Language Development, -Attending to Language and Communication Demands within Instruction (Academic Language/Vocabulary), -Oral Language Assessment, -Intervention Spotlight: Shared Reading, -The Reading - Writing Connection, -Writing Standards, -Teaching Written Expression Assessment: Module 2: Oral Language and ELL Self Directed Activities/Guided Notes Focus Learner Oral Language and/or Communication Assessment Binder Activity: Oral Language and Emergent Reading

		Binder Activity: Foundational Skills and Fluency Binder Activity: Written Expression
	(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 8, pp. 226-253 <i>Reading Fluency</i>, -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i>, -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i> Activities/Lectures: -Activity: Four Skills for a Language Rich Classroom, -Activity: Lesson Exploration and Language Structures, -Teaching Fluency, -Meta-Cognition, Discussion, and Comprehension, -Intervention Spotlight: Shared Reading, - Intervention Spotlight: Timed Readings, -Literature Circles Assessment: Module 2: Oral Language and ELL Self Directed Activities/Guided Notes Focus Learner Oral Language and/or Communication Assessment Binder Activity: Oral Language and Emergent Reading Binder Activity: Foundational Skills and Fluency Binder Activity: Comprehension and Vocabulary Binder Activity: Written Expression
D 1 (c) (d)	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of	Read: -Reutzel & Cooter Chapter 7, pp. 170-207 <i>Phonics and Decoding Skills</i>,

	instructional practices, approaches, methods, and curriculum materials to support reading instruction, including appropriate, motivating instruction, both explicit and implicit: (c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities and (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts	-Reutzel & Cooter Chapter 8, pp. 226-253 <i>Reading Fluency</i>; -Reutzel & Cooter, Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i>; -Reutzel & Cooter, Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i>; -Reutzel & Cooter, Chapter 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i>; -Reutzel & Cooter, Chapter 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i>; -Wendling & Mather Chapter 3, pp. 33 – 51 <i>Phonics and Sight Word Recognition</i>; -Wendling & Mather Chapter 4, pp. 52 – 76 <i>Reading Fluency</i>; -Wendling & Mather Chapter 5, pp. 77 – 119 <i>Vocabulary and Reading Comprehension</i> -Wendling & Mather Chapter 6, pp. 120 – 138 <i>Spelling</i> -Wendling & Mather Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction Toward a Specific Learning Goal, -Activity: Basic Reading Skills, -Teaching Fluency, -Writing Instruction Priorities and Intervention, -Reading Intervention Decision Making, -Activity: Comprehension Strategies, -Spotlight: Inquiry and Informational Text, -Text Structures in Nonfiction Assessment: Binder Activity: Foundational Skills Fluency Binder Activity: Comprehension and Vocabulary Individual Instructional Reading Segment/Field Experience
D 2 (b) (c)	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including	Read: -Reutzel & Cooter, Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i>; --Reutzel & Cooter, Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i>;

	selection, design, and use and appropriate and engaging instructional strategies, activities, and materials, including: (b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and (c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work	--Reutzel & Cooter, Chapter 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i>, --Reutzel & Cooter, Chapter 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i>; --Wendling & Mather Chapter 5, pp. 77 – 96 <i>Vocabulary and Reading Comprehension</i> Activities/Lectures: --Activity: Vocabulary Instruction, --Attending to Language and Communication Demands within Instruction, --Words, Words, Words (Vocabulary Tiers), --Intervention Spotlight: Shared Reading, --Anchor, Read, Apply, --Activity: Comprehension Strategies, --Meta Cognition, Discussion, and Comprehension, --Literature Circles Assessment: Binder Activity: Comprehension and Vocabulary Individual Instructional Reading Segment/Field Experience
D 3	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students; responses to literature and their critical reading abilities through high level, interactive discussions about texts	Read: --Allington, R.L., Chapt 3, <i>Matching Reader to Text</i>, --Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of "Single Stories" Through Children's Literature</i> --Websites: Collaborative for Equity and Literacy and Unite for Literacy, Reading Rockets Classroom Strategies Activities/Lectures: --Activity: Books that Disrupt the Single Story --Intervention Spotlight: Shared Reading --Readers and Text --Leveled Text Exploration --Genre Study and Equity --Meta Cognition, Discussion, and Comprehension --Anchor, Read, Apply --Literature Circles

		Assessment: Module 5: Comprehension and Vocabulary Instruction Self Directed Activities/Guided Notes Genre Study and Equity Assignment Individualized Instructional Reading Segment/Field Experience
D 4	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students facility in comprehending and using academic language	Read: -Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> Activities/Lectures: -The Reading – Writing Connection, -Teaching Written Expression, -Activity: HLP #16 Explicit Instruction, -Activity: Supporting Reading-Writing Throughout the School Day, -Writing Instruction Priorities and Differentiation, -Intervention Spotlight: Mentor Texts Assessment: Module 7: Written Expression Self Directed Activities/Guided Notes Binder Activity: Written Expression
D 5	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, (including “Implementing Effective Tier 1 Literacy Instruction (e.g., managing a classroom effectively, grouping students flexibly, establishing classroom routines, systematic instruction, explicit instruction) Activities/Lectures: -Reading Intervention Decision Making, -Planning the Learning Segment, -Activity: HLP# 12 Systematically Design Instruction Towards Specific Learning Goals,

		-Activity: Classroom Routines/Structures to Support Literacy Assessment: Individual Instructional Reading Segment/Field Experience
D 6	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, -Ten Tips for the Twice Exceptional Child Web-based Resources: -Reading Rockets-Classroom Strategies -Intervention Central -LD Alerts Activities/Lectures: -Reading Intervention Decision Making, -Planning the Learning Segment, -Readers and Text, -Activity: Collaboration across Team/School Members, -Enhancing Instruction, -Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks/Materials & HLP # 15 Provided Scaffolded Supports Assessment: Individualized Instructional Reading Segment/Field Experience
E 1 (a) (d) (e) (f) (g) (h)	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including formal and informal tools to assess students’: (a) oral and written language development (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 3, pp. 49-87 <i>Speaking and Listening</i>, -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 4, pp. 89-111 <i>Children’s Concepts about Print</i> -Reutzel & Cooter Chapter 7, pp. 170-207 <i>Phonics and Decoding Skills</i>, -Reutzel & Cooter Chapter 8, pp. 226-253 <i>Reading Fluency</i>; -Wendling & Mather Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i>, -Wendling & Mather Chapter 3, pp. 33 – 51 <i>Phonics and Sight Word Recognition</i>, -Wendling & Mather Chapter 4, pp. 52 – 76 <i>Reading Fluency</i>;

		-Wendling & Mather Chapter 6, pp. 120 – 138 <i>Spelling</i> -Wendling & Mather Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> Activities/Lectures: -Assessment Activity: Oral Language (and ELL), -Oral Language Assessment, -Assessment Activity: Emergent Reading, -Activity: Phonological and Phonemic Awareness, -Assessment Activity: Foundational Skills, -Oral Reading Assessment -Assessing Written Expression Assessment: Focus Learner Oral Language and/or Communication Assessment Binder Activity: Oral Language and Emergent Literacy Binder Activity: Foundational Skills and Fluency Binder Activity: Written Expression Individualized Instructional Reading Segment/Field Experience
	(e) vocabulary knowledge in relation to specific reading needs and texts;	Read: -Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i>, -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i> Activities/Lectures: -Words, Words, Words - Activity: Vocabulary Instruction Assessment: Binder Activity: Comprehension and Vocabulary

		Individualized Instructional Reading Segment/Field Experience
	(f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;	Read: -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i>, -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i> Activities/Lectures: -Assessment Activity: Comprehension, - Spotlight: Inquiry and Informational Text, - Fiction Elements and Structure -Text Structures Nonfiction or Content Area Reading Assessment: Binder Activity: Comprehension and Vocabulary Individualized Instructional Reading Segment/Field Experience
	(g) comprehension in content area reading	Read,; -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i> -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i> Activities/Lectures: -Assessment Activity: Comprehension Strategies, - Activity: Comprehension and Content Area Reading, -Activity: Books that Disrupt the Single Story - Text Structures in Nonfiction or Content Area Reading -Intervention Spotlight: Inquiry/Informational Text Assessment:

		Binder Activity: Comprehension and Vocabulary
	(h) ability to evaluate and respond to a range of literature and analyze text structures and elements	Read; -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i> -Reutzel, D.R. & Cooter, Jr., R. B., Chapters 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i> Activities/Lectures: -Assessment Activity: Comprehension Strategies, - Activity: Comprehension and Content Area Reading, -Activity: Books that Disrupt the Single Story - Fiction Elements and Structure - Text Structures in Nonfiction or Content Area Reading -Intervention Spotlight: Inquiry/Informational Text -Readers and Text, - Leveled Text Exploration, - Genre Study and Equity, - Literature Circles Assessment: Module 5: Comprehension and Vocabulary Instruction Self Directed Activities/Guided Notes Genre Study and Equity Assignment Binder Activity: Comprehension and Vocabulary
E 2 (a) (b)	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including oral and written language to determine their understanding and use of English language structures and conventions: (a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds	Read: -William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners</i>. ASCD, -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Reutzel, D.R. & Cooter, Jr., R. B., Chapter 1, pp. 9-24 <i>Reading Assessment in the Classroom</i> Activities/Lectures: -Knowledge of the Learner and Assets -Activity: Speaking and Listening for ELL's

		-Activity: Lesson Exploration and Language Structures -Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks/Materials & HLP # 15 Provided Scaffolded Supports) Assessment: Individualized Instructional Reading Segment/Field Experience
	(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, -Ten Tips for the Twice Exceptional Child Web-based Resources: -Reading Rockets-Classroom Strategies -Intervention Central -LD Alerts Activities/Lectures: -Reading Intervention Decision Making, -Planning the Learning Segment, -Readers and Text -Activity: Collaboration across Team/School Members (HLP #1 Collaborate with professionals to increase student success) -Enhancing Instruction -Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks/Materials & HLP # 15 Provided Scaffolded Supports) Assessment: Individualized Instructional Reading Segment/Field Experience
E 3	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, -10 Tips for Teaching the Twice Exceptional Student Activities/Lectures: -Reading Intervention Decision Making, -Planning the Learning Segment, -Readers and Text,

		-Activity: Collaboration across Team/School Members (HLP #1 Collaborate with professionals to increase student success), -Activity: School/District Response and Systemic Action, -Enhancing Instruction, -Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks/Materials & HLP # 15 Provided Scaffolded Supports Assessment: Individualized Instructional Reading Segment/Field Experience
E 4	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement	Read: - Reutzel & Cooter Chapter 1, pp. 9-24 <i>Reading Assessment in the Classroom</i> -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> - McCaster, K.L., Du, X., Parker, D.C., & Pinto, V. (2011). <i>Using curriculum-based measurement for struggling beginning writers</i>. Teaching Exceptional Children, Stations/Lectures/Application Activities: -IEP Alignment and Instruction, -Lesson Planning and Progress Monitoring, -Planning the Learning Segment Assessment: Individual Instructional Reading Segment/Field Experience
E 5	A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework	Read: - Reutzel & Cooter Chapter 1, pp. 9-24 <i>Reading Assessment in the Classroom</i> -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> - McCaster, K.L., Du, X., Parker, D.C., & Pinto, V. (2011). <i>Using curriculum-based measurement for struggling beginning writers</i>. Teaching Exceptional Children, Activities/Lectures: -Planning the Reading Assessment,

		-IEP Alignment and Instruction, -Lesson Planning and Progress Monitoring, -Planning the Learning Segment Assessment: Individual Instructional Reading Segment/Field Experience
F 1	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write	Read: -Wendling & Mather, Chapter 1, <i>General Principles of Evidence- Based Instruction</i> -Wendling & Mather, Chapter 10, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> -William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners</i> . ASCD, Activities/Lectures: -Knowledge of the Student and Assets, -Genre Study and Equity, -Literature Circles, -Activity: Supporting Parents and Families to Read at Home, -Reading –Writing Connection, -Activity: HLP #18 Use Strategies to Promote Student Active Engagement Assessment: Knowledge of the Learner and Assets Assignment Individual Instructional Reading Segment/Field Experience
F 2	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds	Read: -Wendling & Mather Chapters Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> , - Wendling & Mather Chapter 10, pp. 220-246, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> ; -William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners</i> . ASCD, -Vaughn, S., Wanzek, J., Murray, C. & Roberts, G. (2012); <i>Intensive interventions for students</i>

		<i>struggling in reading and mathematics: A practice guide.</i> -Web-based Resources provided Activities/Lectures: -Knowledge of the Student, -Classroom Assessment and Current Level of Functioning, -Reading Intervention Decision Making, - Activity: Collaboration across Team/School Members (HLP #1 Collaborate with professionals to increase student success), -Activity: Supporting Parents/Families with Reading at Home Assessment: Knowledge of the Learner and Assets Assignment Individual Instructional Reading Segment/Field Experience
F 3	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, (including “Implementing Effective Tier 1 Literacy Instruction (e.g., managing a classroom effectively, grouping students flexibly, establishing classroom routines, systematic instruction, explicit instruction) Activities/Lectures: -Activity: Four Skills for a Language Rich Classroom, - Meta-Cognition,, Discussion, and Comprehension, -Literature Circles - Activity: Classroom Routines/Structures to Support Literacy, - Intervention Spotlight: Independent Reading and Building Stamina, - Activity: HLP #16 Explicit Instruction, - Activity: Supporting Reading-Writing throughout the school day Assessment:

		Individualized Instructional Reading Segment/Field Experience
F4	A teacher of children in kindergarten through grade 6 must have the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students	Read: -Wendling & Mather, Chapter 10, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> -William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners</i>. ASCD, - Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of “Single Stories” Through Children’s Literature</i> Stations/Lectures/Application Activities: -Activity: Rapport Activities, - Activity: Classroom Routines/Structures to Support Literacy, - Intervention Spotlight: Independent Reading and Building Stamina, - Activity: HLP # 18 Use Strategies to Promote Active Student Engagement Assessment: Individual Instructional Reading Segment/Field Experience
F 5	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including: the ability to foster independence and self-efficacy in readers	Read - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, (including “Implementing Effective Tier 1 Literacy Instruction (e.g., managing a classroom effectively, grouping students flexibly, establishing classroom routines, systematic instruction, explicit instruction), -Web Based Resources (examples: Unite for Literacy, Collaborative for Equity and Literacy Learning, Reading A-Z) Activities/Lectures: - Intervention Spotlight: Independent Reading and Building Stamina, - Activity: Supporting Parents/Families with Reading at Home Assessment:

		Individual Instructional Reading Segment/Field Experience
F 6	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials	Read: -Allington, R.L., Chapter 3, pp. 45 – 58 <i>Matching Reader and Text Level</i> -Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of “Single Stories” Through Children’s Literature</i>; -Web Based Resources (examples: Unite for Literacy, Collaborative for Equity and Literacy Learning) Activities/Lecturers: -Intervention Spotlight: Shared Reading, - Oral Reading Assessment, - Matching Reader to Text, - Leveled Text Exploration - Genre Study and Equity, - Intervention Spotlight: Independent Reading and Building Stamina, - Activity: Classroom Routines/Structures to Support Literacy Assessment: Individual Instructional Reading Segment/Field Experience
F 7	A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including: the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home	-Web-based Resource: Education Northwest- <u>ELL resource site for parents and teachers</u>, -Web-based Resource: Collaborative for Equity and Literacy – diverse literature, -Web-based Resource: Unite for Literacy-virtual books in multiple languages, Colorin’ Colorado-reading at home resources for families Activities/Lectures: -Readers and Text, - Leveled Text Exploration, - Genre Study and Equity, -Activity: Supporting Parents and Families with Reading at Home, - Intervention Spotlight: Independent Reading and Building Stamina,

		- Activity: School/District Response and Systemic Action Assessment: Genre Study and Equity Assignment Individualized Instructional Reading Segment/Field Experience

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
C1	Adapt and modify curriculum and deliver evidence-based instruction, including SRBI when available, aligned with state and local grade-level content standards to meet individual learner	Read: -Wendling & Mather, Chapter 1, <i>General Principles of Evidence- Based Instruction</i> - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text -Vertical Standards: Writing Activities/Lectures: - Using the Standards, - Writing Standards and Case Studies, - Essential Math Instruction and the Standards Assessment: Individualized Instructional Reading Segment/Field Experience
C4	Use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i>

		- Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text - Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, -Activity: HLP #16 Explicit Instruction, - IEP Alignment and Instruction, - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment: Individual Instructional Reading Segment/Field Experience
C10	Apply knowledge of comprehensive scientifically-based reading instruction including phonemic awareness, phonics, fluency, vocabulary development and reading comprehension as required in subpart 1B	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> Activities/Lectures: -Intervention Spotlight: Shared Reading, - Intervention Spotlight: Error Correction and Word Drill, -Intervention Spotlight: Timed Repeated Readings, - Intervention Spotlight: DRTA & Crack the Case, - Intervention Spotlight: Inquiry and Informational Text

		Assessment: Binder Activity: Oral Language and Emergent Reading Binder Activity: Foundational Skills and Fluency Binder Activity: Comprehension and Vocabulary Binder Activity: Written Expression Individual Instructional Reading Segment/Field Experience

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
C7	Modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues	Read: - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i>, (including “Implementing Effective Tier 1 Literacy Instruction (e.g., managing a classroom effectively, grouping students flexibly, establishing classroom routines, systematic instruction, explicit instruction), Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, -Activity: HLP #16 Explicit Instruction, - Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks and Materials & HLP #15 Provide Scaffolded Supports), - Reading Intervention Decision Making, - Planning the Learning Segment, - Lesson Planning and Progress Monitoring, - Enhancing Instruction Assessment: Individual Instructional Reading Segment/Field Experience

ASD	Autism Spectrum Disorders MN 8710.5850 (birth-21)	Learning Opportunities
C1	Integrate knowledge of evidence-based instruction, including scientifically-	Read:

	based research interventions when available, in language development, reading, writing, and math with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;	-Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i>, - Wendling & Mather, Chapter 3, pp. 33 - 51 <i>Phonics and Sight Word Instruction</i>, - Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary and Comprehension</i>, - Wendling & Mather, Chapter 8, pp. 167 - 192 <i>Basic Math Skills</i> , - Wendling & Mather, Chapter 9, pp. 193 – 219 <i>Math Problem Solving</i>, - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text -Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, - Activity: Spotlight on Technology (HLP# 19 Use assistive and instructional technology), -Activity: HLP #16 Explicit Instruction, -IEP Alignment and Instruction, -Using the Standards, -Reading Intervention Decision Making - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment: Individual Instructional Reading Segment/Field Experience

EBD	Emotional Behavioral Disorders MN 8710.5600 (K-21)	Learning Opportunities
C1	Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of emotional or behavioral disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;	Read: -Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> -Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence- Based Instruction</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i>, - Wendling & Mather, Chapter 3, pp. 33 - 51 <i>Phonics and Sight Word Instruction</i>, - Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i>, -Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary and Comprehension</i>, - Wendling & Mather, Chapter 8, pp. 167 - 192 <i>Basic Math Skills</i> , - Wendling & Mather, Chapter 9, pp. 193 – 219 <i>Math Problem Solving</i>, - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy - Vertical Standards: Reading Foundational Skills and Fluency - Vertical Standards: Reading Literature - Vertical Standards: Informational Text -Vertical Standards: Writing Activities/Lectures: -Activity: HLP #12 Systematically Design Instruction for Specific Learning, -Activity: HLP #16 Explicit Instruction, -IEP Alignment and Instruction, -Using the Standards, -Reading Intervention Decision Making - Planning the Learning Segment, - Lesson Planning and Progress Monitoring Assessment:

		Individual Instructional Reading Segment/Field Experience

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms. (More detailed listing of academic language is also provided in the module learning activities and assignments.)

- Evidence Based Practice
- Intervention
- Collaboration
- Focus Learner
- Learning Segment
- Explicit Lesson
- Progress Monitoring
- Planned Supports
- Standards
- Assessments
- Language, Receptive and Expressive Communication
- Print Concepts
- Phonological and Phonemic Awareness
- Foundational Reading Skills
- Reading Fluency
- Reading Comprehension
- Reading Genres
- Written Expression
- Number Knowledge
- Concrete-Representational-Abstract Instruction

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Align instruction to IEP goal and/or objectives.
- Develop a learning segment (sequence of scaffolded instructional lessons) with measurable lesson objectives.
- Identify communication needs of an individual student to support access and engagement in learning during a lesson.
- Identify planned supports (i.e., adaptations, modifications, accommodations) to support individual student in access and engagement in learning during a lesson.
- Develop an assessment plan for learning segment.
- Assess current level of performance of an individual student utilizing baseline data.
- Identify and utilize evidence based practice within instruction (e.g., math-concrete representation and abstract instruction, reading-self graphing fluency instruction or reciprocal questioning).

Task 2 Instructing and Engaging the Focused Learner

- Develop a safe and engaging learning environment (e.g., manner in which teacher speaks to students, how teacher responds to students needs with positive corrective feedback, redirecting students who are off task or engaging in challenging behaviors, building positive relationships with students through rapport).
- Engage in activities that motivate the learner (e.g., using student's special interests, utilizing assistive or other technology, utilizing relevant content and examples, using culturally relevant teaching practices).
- Deepen learning for individual students (e.g., building off previous learning, providing culturally relevant examples, providing opportunities for discourse, transfer of skills to authentic opportunities).
- Model and explain instruction based on evidence based practice, research, and theory (e.g., visual supports, level of prompting, time delay, reinforcement).
- Analyze teaching segment and determine how instruction could be modified to better meet of students using evidence based practice, research, and theory .

Task 3 Assessing Learning

- Implement a system for progress monitoring based on specific lesson objectives.
- Analyze student work to determine if the lesson objectives are met (i.e., Did student learn what teacher expected them to learn based on objectives?).
- Integrate self-evaluation and self-monitoring into progress monitoring system.
- Analyze data to determine student outcomes.
- Determine next steps for instruction based on data collection.
- Plan accommodations, modifications, adaptations to instruction, curriculum, or assessment based on student's strengths and needs as demonstrated through data collection utilizing evidence based practices, research, and theory.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Collaboration

HLP 1: Collaborate with professionals to increase student success.

Instruction

HLP 12: Systematically design instruction toward a specific learning goal.

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 15: Provide scaffolded supports.

HLP 16: Use explicit instruction.

HLP 18: Use strategies to promote active student engagement.

HLP 19: Use assistive and instructional technologies.

HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

The Learner and Learning

3. Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

4. Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDEA OBJECTIVES

For the purposes of evaluation, this course targets the following IDEA objectives for learning.

- Learn fundamental principles, generalizations or theories.
 - To do this you will: Complete course readings, Module Self Directed Activities/Guided Notes, and Binder Activities
- Develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
 - To do this you will: Complete Module Self Directed Activities/Guided Notes, Binder Activities, Genre Study and Equity Assignment, and Individualized Instructional Reading Segment/Field Experience
- Learn to apply course material (to improve thinking, problem solving, and decisions).
 - To do this you will: Complete Binder Activities, Genre Study and Equity Assignment, and Individualized Instructional Reading Segment/Field Experience

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

- Use collaborative/team processes to work with student team members, specialists, other school personnel, and parents to support student programming and achievement.
- Apply a framework for planning, instruction, and assessment.

- Examine classroom (and school) structures to teach reading and writing (and mathematics) at the elementary level in an era of inclusion and standards.
- Use classroom assessments in the areas of oral language/communication, reading (and writing) to identify student specific instructional priorities and monitor student performance at the elementary level.
- Use the routines and practices when teaching reading and writing to enhance high level thinking and discourse in the elementary classroom.
- Examine classroom assessments in mathematics at the elementary level.
- Develop a knowledge based of evidence-based practices in the areas of reading, writing, and mathematics including resources and sources.
- Implement a systematic instructional reading program (learning segment) utilizing evidence-based instruction/intervention and a system for student progress monitoring in an elementary classroom.
- Apply instructional decision-making, when planning and teaching reading, in order to impact achievement for a diverse learner.

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology.

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8 week course, plan to spend 15-17 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>).

Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email [REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, Academic Integrity Policy and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status,

and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates **(651) 962-5601**
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointment at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password.
Contact 1-877-704-2127 for Canvas 24/7 help.
Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The Student Tk20 Support Page is found at <http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is a transition point assessment in this course. The transition point assessment is the **Individualized Instructional Reading Segment**

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is not a signature assignment in this course.

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There is a field experience in this course. The field experience assignment is the **Individualized Instructional Reading Segment**

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD, POINTS POSSIBLE, AND DUE DATES

Assessment Method	Points	Due
Getting Started - Course Scavenger Hunt Activity	5 point extra credit point	See course schedule
Anchor Activities/Guided Notes Module 1: Course Overview and Cycle of Instruction Module 2: Oral language and ELL Module 3: Emergent Reading and Read Aloud Module 4: Foundational Skills and Reading Fluency Module 5: Comprehension and Vocabulary Instruction Module 6: Cycle of Effective Instruction Application Module 7: Written Expression Module 8: Mathematics	10 points each for a total of 80 points	See course schedule
Binder Assignments Binder Activity: Oral Language and Emergent Literacy Binder Activity: Reading Foundational Skills and Fluency Binder Activity: Reading Comprehension and Vocabulary Binder Activity: Written Expression Binder Activity: Mathematics	10 points each for a total of 50 points	See course schedule

Knowledge of the Learner and Assets Assignment	10 points	See course schedule
Focus Learner Oral Language and/or Communication Assessment	10 points	See course schedule
Genre Study and Equity Assignment	10 points	See course schedule
Individualized Instructional Reading Segment - Assessment/Field Experience Part I: Reading Assessment and Baseline Information, 20 Points Part II – Instructional Planning, 35 Points Part III- Analysis of Instruction and Teaching, 15 Points Part IV –Assessment and Progress Monitoring -20 Points	4 part assignment for a total of 90 points	See course schedule
TOTAL POINTS POSSIBLE	250 Points	

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these APA 6th edition guidelines.

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1” margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people’s work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Attendance Participation

Purpose: The purpose of this assignment is provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Complete the following steps if going to be absent, late, or leave class early.

- (4) Notify course instructor of date and reason for absence or late arrival/early departure.
- (5) View course materials on class site.
- (6) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the class site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

- Participate in activities in class and on-line.
- Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Anchor Activities and Guided Notes

Purpose: You will begin each module by exploring self (or group) directed activities. Relevant academic vocabulary, classroom based assessment tools, and evidence based practices will be introduced. By engaging in these initial activities, you will explore the module content, connect to, affirm, and/or deepen your knowledge of the content. As you complete the assigned guided worksheet for each module, you will engage in a variety of learning models or formats to direct your own learning. The guided worksheet will also present examples or models for you to use with your own students. This assignment will demonstrate a “self-directed manner” of facilitating instruction, emphasizing self-determination, goal setting, and/or self-evaluation/self-monitoring of learning.

Task: Complete the Anchor Activities as outlined in the course schedule and Canvas course site. “Task cards” are provided for each activity. Record your notes via the Guided Notes sheet to capture your learning (including academic vocabulary), self-assess your understanding of the module/subject area, and develop your learning goals for the given module.

Binder Assignments

Purpose: The purpose of this binder assignment is to gather assessment and instructional approaches in the areas of reading (Oral Language/Emergent, Foundational Skills and Fluency, Comprehension and Vocabulary), written expression, and math. By the end of the course, you will have captured many assessment and instructional resources to use in your teaching practice. Use this binder activity, to organize the resources (class activities, readings, web-based sites) gathered from this course. This organized collection or binder system is a start for your own classroom resource library.

Task: Complete the course readings, lectures, and activities. Identify assessments and instructional approaches that are relevant to your teaching pedagogy, style, or current/future instructional needs. See the course assignments for the specific curricular areas required.

Genre Study and Equity Assignment

Purpose: The purpose of this assignment is to demonstrate an understanding of the variety of reading genres in children’s literature at the elementary level. You will explore a variety of book types, reading genres through individual book selections and group book discussion.

Task: Gather, read, and be ready to share books across a variety of genres with attention to diverse literature (e.g., developmental level, gender, race, culture) to support equity in our schools. You will complete this assignment as a group activity via a virtual class session.

Knowledge of the Learner and Assets Assignment

Purpose: The purpose of this assignment is for you to work collaboratively with others (student, team members, specialists, other school personnel, and parents) to collect information about an elementary age “focus learner” who has an educational need in the area of reading. You will use your “knowledge of the learner” to identify learner assets as you begin instructional planning. This information gathering process will support your work on the Individualized Instructional Reading Segment and also provide a process for the edTPA.

Task: Use the assignment sheet to gather relevant information on your focus learner. This may include, file reviews, interviews, observation, etc. Then consider the information that you gathered to identify initial student assets in order to develop relevant instruction for the learner.

Focus Learner Oral Language and/or Communication Assessment

Purpose: The purpose of this assignment is for you to gather initial assessment information on your focus learner in the area of oral language or use of communication skills. You will use this information to support instructional planning and use of/design of planned supports when completing Part I, II, and III of the Individualized Instructional Reading Segment. This assignment will also support your work on the edTPA.

Task: Choose one of the oral language or use of communication skills assessment tools shared in our course readings or course materials to gather initial information on your focus learner. Administer the tool and then share your results.

Transition Point Assessment and Field Experience: Individualized Instructional Reading Segment – 15 Hour Field Experience

Purpose: The purpose of this key assessment to demonstrate specific skills and competencies in reading assessment and instruction from the course via an applied field experience at the elementary level. This applied/field experience assignment provides an opportunity to design and implement a learning segment (series of 4-5 lessons) in the area of reading for an identified focus learner (student) utilizing the model of the cycle of effective instruction as outlined in the course. You will document your field experience from this assignment on your license specific *Field Experience Documentation Form*. This is a 15 – hour field experience. Your work on this assignment/assessment will also support your work on the edTPA.

Part I – Reading Assessment and Baseline Information

Part II – Instructional Planning

Part III - Analysis of Instruction and Teaching

Part IV – Progress Monitoring

Task: To begin this assignment, identify a focus learner at the elementary level who has educational needs in the area of reading. Your focus learner should be on an IEP and identified with the disability category that you are seeking special education licensure. Assignment in the first portion of the course supports your successful initiation of this assignment (e.g., Knowledge of the Learner and Asset Worksheet, Focus Learner Oral Language and/or Communication Assessment) and already count towards your field hours. Please see the additional task details outlined for each part of this 4-part assessment/assignment on the Transition Point Assignment Rubric (attached at the end of the syllabus).

COMPLETING THE ASSESSMENT AT TRANSITION POINT ASSESSMENT: Submit Individualized Instructional Reading Segment (all 4 parts) by/on the due date provided by your instructor. Competencies for this assignment/key assessment will be completed by your instructor in the TK20 system.

Standards Addressed:

Standards of Effective Practice

4F Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests

4I Vary the instructional process to address the content and purposes of instruction and the needs of students;

Elementary Content Standards

C6 A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including comprehension processes related to reading, including: a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material; b) The levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies, c) How to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading

D1 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including appropriate, motivating instruction, both explicit and implicit: c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities and d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts

D2 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection, design, and use and appropriate and engaging instructional strategies, activities, and materials, including: b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work

D3 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and their critical reading abilities through high level, interactive discussions about texts

D5 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work

D6 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers

E1 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including: formal and informal tools to assess students': (a) oral and written language development; (d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency; (e) vocabulary knowledge in relation to specific reading needs and texts; (f) comprehension of narrative and

expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;;

E2 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including oral and written language to determine their understanding and use of English language structures and conventions: a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds, b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted teachers

E3 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs

E4 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement

E5 A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework

F1 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write

F2 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds

F3 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum

F4 A teacher of children in kindergarten through grade 6 must have the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students

F5 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including: the ability to foster independence and self-efficacy in readers

F6 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including the development of independent reading by encouraging and guiding students in selecting independent reading

materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials

F7 A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including: the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home

Core Skills for Teachers of Special Education

C1 Adapt and modify curriculum and deliver evidence-based instruction, including SRBI when available, aligned with state and local grade-level content standards to meet individual learner

C4 Use evidence-based instruction, knowledge of subject matter, grade-level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning

C10 Apply knowledge of comprehensive scientifically-based reading instruction including phonemic awareness, phonics, fluency, vocabulary development and reading comprehension as required in subpart 1B

Academic Behavior Strategist

C7 Modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues

Autism Spectrum Disorders

C1 Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards;

Emotional Behavioral Disorders

C1 Integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of emotional or behavioral disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards

COURSE SCHEDULE AND ASSIGNMENTS DUE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started

Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Voice Thread technology • Utilize Zoom Technology for virtual class sessions • Complete the Course Scavenger Hunt activity to assess current knowledge on topics • Be ready to introduce yourself in the first virtual class session • Be ready to contribute to community expectations to ensure a safe learning environment (discussed first virtual class session) • Set personal learning expectations to guide learning for course	(9) Download, complete, and upload the Course Scavenger Hunt Activity (10) Review the community expectations

Module 1 – Topic: Course Overview and Cycle of Instruction

Objectives and Learning Opportunities	Assessments
➤ Describe the cycle of effective instruction ➤ Describe a differentiated 3 Tier model for assessment and instruction in our classrooms and schools ➤ Describe how collaborative work across student team members, specialists, other school personnel, and parents benefits student programming ➤ Identify student assets via information gathering process ➤ Identify sites/resources to support reading at home for all students (ELL) • Read - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 1, pp. 9-24 <i>Reading Assessment in the Classroom</i> - Reutzel & Cooter Chapter 2, pp. 25-46 <i>Response to Intervention (RTI): Differentiating Instruction for All Readers</i> - Wendling & Mather, Chapter 1, pp. 1-18, <i>General Principles of Evidence-Based Instruction</i> - William Powell and Ochan Kusuma-Powell (2011). <i>Knowing our students as learners</i>. ASCD - 10 Tips for Teaching the Twice Exceptional Child • Complete Self-Directed Activities - Activity: Reading Motivation/Interest and Rapport - Multi-Tier System and Differentiation - Activity: Supporting Parents/Families with Reading at Home - Activity: Collaboration across Team/School Members (HLP #1 Collaborate with professionals to increase student success) - Activity: Intervention Spotlight: Classroom Assessment • View Lectures - Course Overview (Expectations, Assessment, and Course Schedule) - Cycle of Effective Instruction	- Module 1: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT - Knowledge of the Learner and Assets Assignment, due Sunday, 11:59p CT

- Using the Standards • Participate: Virtual Class Session, date and time - Course Check In (Expectations, Assessment, and Course Schedule) - Knowledge of the Learner and Assets	

Module 2 – Topic: Oral Language and ELL

Objectives and Learning Opportunities	Assessments
➤ Describe the four skills of a language rich classroom ➤ Identify areas of assessment and instruction in speaking and listening (grammar, structure of language, vocabulary, etc) including ELL ➤ Identify communication/language demands throughout the school day using and how to assess those demands to impact skill development, instructional engagement, and student performance • Read - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 3, pp. 49-87 <i>Speaking and Listening</i> - Vertical Standards: Conventions of Standard English - Vertical Standards: Speaking, Viewing, Listening, and Media Literacy • Web-based Resources - <u>Reading Rockets: Classroom Strategies</u> - <u>Improving Second Language Education</u>, to learn about the Four Skills (reading, writing, speaking, listening) in a Language Rich Classroom - “Colorin Colorado”:http://www.colorincolorado.org/speaking-listening-skills-ells • Self-Directed Activities - Assessment Activity: Oral Language (ELL included) - Activity: Four Skills for a Language Rich Classroom - Activity: Lesson Exploration and Language Structures - Activity: Speaking and Listening Skills for ELL’s • View Lectures - Language Development (language structure, speaking vocabulary, including ELL’s) - Attending to Language and Communication Demands within Instruction (across the instructional/class activities/academic language) • Participate Virtual Class Session, date and time - Oral Language Assessment (speaking and listening comprehension)	• Module 2: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Focus Learner Oral Language and/or Communication Assessment, due Sunday, 11:59p CT

Module 3 – Topic: Emergent Reading and Read Aloud

Objectives and Learning Opportunities	Assessments
➤ Describe the developmental model of literacy stages ➤ Describe assessment tools and instructional areas/approaches to teach literacy at the emergent level ➤ Describe instructional applications for shared reading and read aloud	• Module 3: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT

➤ Explore the value of diversity in children’s literature in the classroom/school library • Read - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 4, pp. 89-111 <i>Children’s Concepts about Print</i> - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 5, pp. 115-142 <i>Phonemic Awareness and Alphabetic Principle</i> - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 6, pp. 144-167 <i>Alphabet Knowledge and Letter Naming</i> - Wendling & Mather, Chapter 2, pp. 19 – 32 <i>Phonological Awareness and Beginning Phonics</i> - Tschadia, C.M., Ryan, C. L., & Swenson Ticknor, A., <i>Building on Windows and Mirrors: Encouraging the Disruption of “Single Stories” Through Children’s Literature</i> • Web-based Resources - <u>Unite for Literacy</u> -virtual library of books across multiple languages - <u>Collaborative for Equity and Literacy Learning</u> – great resource for <u>diverse books</u> • Self-Directed Activities - Assessment Activity: Emergent Reading (Concept of Print, Book Handling, Phonological/Phonemic Awareness) - Activity: Diversity and Equity Web Based Site Exploration - Activity: Phonological and Phonemic Awareness • View Lectures - Early Print Concepts - Purposeful Book Selection and Equity - Intervention Spotlight: Shared Reading - Words, Words, Words (Vocabulary Tiers and an approach to use across reading and other subject areas)	• Binder Activity: Oral Language and Emergent Literacy, due Sunday, 11:59p CT

Module 4 – Topic: Foundational Reading Skills and Fluency

Objectives and Learning Opportunities	Assessments
➤ Describe assessment tools and instructional area/approaches to teach foundational reading skills and reading fluency ➤ Describe differences in leveled text • Read - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 7, pp. 170-207 <i>Phonics and Decoding Skills</i> - Wendling & Mather, Chapter 3, pp. 33 – 51 <i>Phonics and Sight Word Recognition</i> - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 8, pp. 226-253 <i>Reading Fluency</i> - Wendling & Mather, Chapter 4, pp. 52 – 76 <i>Reading Fluency</i> - Allington, R.L., Chapter 3, pp. 45 – 58 <i>Matching Reader and Text Level</i>	• Module 4: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Binder Activity: Foundational Skills and Fluency, due Sunday, 11:59p CT

- Vertical Standards: Reading Foundational Skills and Fluency • Web-based Resources - Intervention Central - Teaching LD: Current Practice Alerts - Reading Rockets: Classroom Strategies - Reading A - Z • Self-Directed Activities - Assessment Activity: Foundational Skills - Activity: Basic Reading Skills - Activity: Independent Reading and Building Stamina - Leveled Text Exploration • View Lectures - Readers and Text (including assistive technology) - Oral Reading Assessment - Teaching Fluency - Intervention Spotlight: Error Correction and Word Drill - Intervention Spotlight: Timed Repeated Readings • Participate Virtual Class Session, date and time - Planning the Reading Assessment	

Module 5 – Topic: Comprehension and Vocabulary Instruction (Fiction & Nonfiction)	
Objectives and Learning Opportunities	Assessments
➤ Describe assessment tools and instructional areas/approaches to teach reading vocabulary ➤ Describe assessment tools and instructional areas/approaches to teach reading comprehension strategies including high level discourse and metacognition ➤ Examine a model for genre exploration ➤ Describe assessment tools and instructional areas/approaches to teach reading comprehension in informational text and content reading ➤ Expand content area/non-fiction and fiction book options across genre and equity via the in class activity • Read - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 9, pp. 256-286 <i>Assessment of Children's Literature Reading</i> - Reutzel, D.R. & Cooter, Jr., R. B., Chapter 10, pp. 295-327 <i>Strategies for Teaching Literature</i> - Wendling & Mather, Chapter 5, pp. 77 – 96 <i>Vocabulary</i> - Vertical Standards: Reading Literature - Reutzel, D.R. & Cooter, Jr., R. B., Chapters 11, pp. 330-369 <i>Assessing Student Comprehension of Informational Text</i> - Reutzel, D.R. & Cooter, Jr., R. B., Chapters 12, pp. 370-401 <i>Strategies for Teaching Informational Text</i> - Vertical Standards: Informational Text • Web-based Resources - Intervention Central	• Module 5: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Binder Activity: Comprehension and Vocabulary, due Sunday, 11:59p CT • Genre Study and Equity Assignment (complete in virtual class session), due Sunday, 11:59p CT • Individualized Instructional Reading Segment – Part I, due Sunday, 11:59p CT

- <u>Teaching LD: Current Practice Alerts</u> - <u>Reading Rockets: Classroom Strategies</u> • Self-Directed Activities - Assessment Activity: Comprehension (fiction/nonfiction) - Activity: Vocabulary Instruction - Activity: Comprehension Strategies - Activity: Comprehension and Content Reading Instruction - Activity: Books that Disrupt the Single Story (Equity and Literacy) • View Lectures - Genre Study and Equity Introduction - Fiction Elements and Structure - Meta-Cognition, Discussion, and Comprehension - Text Structures in Nonfiction or Content Area Reading - Literature Circles - Intervention Spotlight: DRTA & Crack the Case - Intervention Spotlight: Inquiry and Informational Text • Participate Virtual Class Session, date and time - Genre Study and Equity Activity/Assignment - Anchor, Read, Apply	

Module 6 – Topic: Cycle of Effective Instruction Application

Objectives and Learning Opportunities	Assessments
➤ Examine classroom structures to support literacy and independent reading activities (school/home) ➤ Describe how specialized instruction is aligned with the IEP ➤ Describe how to utilize information to describe current level of functioning ➤ Examine a model for prioritizing instruction/reading intervention ➤ Utilize knowledgebase of evidence based reading instruction when planning instruction ➤ Describe how to develop systematic instruction via a learning segment ➤ Describe how to write measurable lesson objectives that align with a progress monitoring system ➤ Describe what is effective feedback ➤ Describe EBP and strategies to enhance active student engagement ➤ Examine examples for student self-evaluation of identified instructional priorities • Read - Wendling & Mather, Chapter 10, pp. 220-246, <i>The Relevance of Cognitive Abilities to Academic Interventions</i> • Self-Directed Activities - Activity: Classroom Routines/Structures to Support Literacy - Activity: HLP #12 Systematically Design Instruction for Specific Learning Goals - Activity: Writing Lesson Objectives - Activity: HLP #16 Explicit Instruction	• Module 6: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Individualized Instructional Reading Segment – Part II, due Sunday, 11:59p CT

- Activity: Planned Supports (HLP #13 Adapt Curriculum Tasks and Materials & HLP #15 Provide Scaffolded Supports) - Activity: HLP #22 Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior - Activity: HLP # 18 Use Strategies to Promote Active Student Engagement • View Lectures - IEP Alignment and Instruction - Reading Intervention Decision Making - Planning the Learning Segment • Participate Virtual Class Session, date and time - Lesson Planning and Progress Monitoring - Enhancing Instruction	

Module 7 – Topic: Written Expression

Objectives and Learning Opportunities	Assessments
➤ Describe the reading – writing connection ➤ Describe approaches to assess written expression ➤ Describe instructional areas in written expression and approaches ➤ Describe the connection of reading and writing across curricular/subject areas ➤ Examine a variety of resources for assistive technology in both reading and writing • Read - McCaster, K.L., Du, X., Parker, D.C., & Pinto, V. (2011). <i>Using curriculum-based measurement for struggling beginning writers</i>. Teaching Exceptional Children, <u>Nov/Dec</u>, 26-34 - Wendling & Mather, Chapter 6, pp. 120 – 138 <i>Spelling</i> - Wendling & Mather, Chapter 7, pp. 139 – 166 <i>Handwriting and Written Expression</i> - Vertical Standards: Writing - Review Vertical Standards: Language • Self-Directed Activities - Activity: CBM Writing Assessment - Activity: School/District Response and Systemic Action - Activity: Supporting Reading-Writing throughout the school day - Activity: School/District Response and Systemic Action - Activity: Spotlight on Technology (HLP# 19 Use assistive and instructional technology) - Activity: Writing Standards and Case Studies • View Lectures - Reading – Writing Connection - Writing Assessment - Writing Instruction Priorities and Differentiation - Study Skills, Notetaking, and Visual Tools - Intervention Spotlight: Model Writing	• Module 7: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Binder Activity: Written Expression, due Sunday, 11:59p CT • Individualized Instructional Reading Segment – Part III, due Sunday, 11:59p CT

Module 8 – Topic: Math Differentiation

Objectives and Learning Opportunities	Assessments
➤ Examine the key areas of understanding for "Number and Operations" and why students struggle with math ➤ Examine math interviews for assessment ➤ Examine Concrete-Representational-Abstract Instruction and Assessment (CRA) ➤ Further examine instructional approaches to support differentiated instruction ➤ Examine an classroom model to support differentiated instruction • Read - Wendling & Mather (2009), Chapter 8, pp. 167-192 <i>Basic Math Skills</i> - Wendling & Mather (2009), Chapter 9, pp. 193-219 <i>Math Problem Solving</i> • Self-Directed Activities - Activity: Math Assessment and Progress Monitoring - Activity: Math Assessment and Case Study - Activity: Flexible Interviews • View Lectures - Essential Math Instruction and the Standards - Teaching Math to Students Who Struggle - Intervention Spotlight: Concrete-Representational-Abstract Instruction - Course Closure	• Module 8: Self Directed Activities/Guided Notes, due Sunday, 11:59p CT • Binder Activity: Mathematics, due Sunday, 11:59p CT • Individualized Instructional Reading Segment – Part IV, due Sunday, 11:59p CT • Course Evaluation

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about instruction and/or students with disabilities and in the peer reviewed journals that focus on instruction and/or students with disabilities, including the following:

- Allington, R. (2006). *What really matters for struggling readers: Designing research based programs*. Boston, MA: Allyn & Bacon.
- Allington, R. (2009). *What really matters in fluency: Research based practices across the curriculum*. Boston, MA: Allyn & Bacon.
- Allsopp, D.H., Kyger, M.M., & Lovin, L.H. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Berch, D.B. & Mazzocco, M.M. (2007). *Why is math so hard for some children?* Baltimore, MD: Paul H. Brookes Publishing Co.
- Burns, M. (2007). *About teaching mathematics: A K-8 resource*. Sausalito, CA: Marilyn Burns Education Associates.
- Clay, M.M. (1993). *An observation survey of early literacy achievement*. NZ: Heinmann Education.
- Chapin, S. H. & Johnson, A. (2006). *Math matters: K -8: Understanding the math you teach*. CA: Math Solutions
- Farstrup, A.E. & Samuels, S.J. (2011). *What research has to say about reading instruction*. (3rd ed., pp.87-109). International Reading Association.
- Fountas, I.C. & Pinnell, G. S. (2012). *Genre study: Teaching with fiction and nonfiction books*. NH: Heinemann.
- Heacox, D. (2002). *Differentiated instruction in the classroom: How to teach and reach all learners grades 3-12*. Minneapolis, MN: Free Spirit Publishing.
- Kuder, S.J. & Hasit, C. (2002). *Enhancing literacy for all students*. NJ: Pearson Education, Inc.
- McKenna, M.C. & Dougherty Stahl, K. A. (2009). *Assessment for reading instruction*. NY: The Guilford Press.
- McLesky, J., Barringer, M-D., Billingsley, B., Brownwell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M.C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEDAR Center.
- Mesmer, H. A. E (2008). *Tools for matching readers to texts*. NY: The Guilford Press.
- Rasinski, T.V., Dadak, N.D., & Fawcett, G. (2010). *Teaching children who find reading difficult*. Boston: MA: Pearson Education, Inc.
- Richards, C. & Leafstedt, J.M. (2010). *Early reading intervention: Strategies and methods for struggling readers*. Boston: MA: Pearson Education, Inc.
- Schiellack, J, Charles, R., Clements, D., Duckett, P., Fennell, F., Lewandowski, S., Trevino, E., & Taberski, S. (2011). *Comprehension from the ground up*. NH: Heinemann.
- Tapper, J. (2012). *Solving for why: Understanding, assessing, and teaching students who struggle with math*. Sausalito, CA: Scholastic Math Solutions.
- Tomlinson, C.A. & Imbeau, M.B. (2010). *Leading and managing a differentiated classroom*. VA: ASCD
- Tyner, B. (2009). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. ND: International Reading Association.
- Tyner, B. (2009). *Small group reading instruction: A differentiated teaching models for intermediate readers, grades 3-8*. ND: International Reading Association.
- Van De Walle, J. A., Karp, K.S., & Bay-Williams, J.M. (2009). *Elementary and middle school mathematics: Teaching developmentally*. Boston: Allyn & Bacon.
- Vaughn, S., Roberts, G. J., Capin, P., & Walker, M. A. (2016). *RTI in the common core classroom*. NY: Teachers College Press.

- Wisniewski, R., Padak, N.D., & Rasinski, T.V. (2011). *Evidence-based instruction in reading: A professional development guide to response to intervention*. Boston: MA: Pearson Education, Inc.
- Wright, R.J., Martland, J., Stafford, A.K., & Stanger, G., (2006). *Teaching number: Advancing children's skills and strategies*. London: Paul Chapman Publishing Ltd.
- Zbiek, R. M. (2006). *Curriculum focal points for pre-kindergarten through grade 8 mathematics: A quest for coherence*. Virginia: National Council Of Teachers of Mathematics.

Internet links for Literacy

- Collaborative for Equity in Literacy Learning (CELL) Great database of diverse literature <http://cell.msmc.edu/literature/>
- CIERA www.ciera.org
- Glossary of Reading Terms <http://www.sedl.org/reading/framework/glossary.html>
- International Literacy Association www.reading.org
- National Council of Teachers of English <http://www.ncte.org/>
- American Library Association www.ala.org
- Guys read www.guysread.com
- Readability formulae <http://juicystudio.com/services/readability.php>
- Minnesota Dept. of Education http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Reading/index.html
- Minnesota Reading Association www.mnreading.org
- National Reading Panel Report www.nationalreadingpanel.org
- Reading Rockets Readingrockets.com
- Read/Write/Think www.readwritethink.org
- Response to Intervention Action Network www.rtinetwork.org
- What works clearinghouse – beginning reading <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=01>
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <http://www.dibels.com>
- 6 + 1 Trait definitions <http://educationnorthwest.org/resource/503>
- Literacy Research Association www.literacyresearchassociation.org
- National Council of Teachers of English <http://www.ncte.org/>
- Reading a-z reading resource center <http://www.readinga-z.com>
- Cloze activity templates <http://edhelper.com/cloze.htm> http://www.teach-nology.com/worksheets/language_arts/cloze/
- Unite for Literacy (Read me a story) <http://uniteforliteracy.com>
- Podcasts with literacy experts <http://www.voiceofliteracy.org>
- Podcasts with literacy experts (must cut and paste url into browser)
[www.http://globalconversationsinliteracy.wordpress.com/archived-web-seminars-2010-2013](http://globalconversationsinliteracy.wordpress.com/archived-web-seminars-2010-2013)

REDP 629 & 630 Secondary Academic Interventions and Transitions

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 718 / Secondary Academic Interventions and Transition

Mission

This course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year:

Credits: 3 graduate (G)

Format: Hyflex

Duration: 15 Weeks

Course Site: Course available via [Canvas](https://canvas.stthomas.edu) at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Instructor

Email: @stthomas.edu

Phone: (###) ###-####

Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to address the knowledge and understanding of academic, social, and functional needs of students with disabilities at the secondary level. This course provides information about current evidence-based practices for modifying and adapting content-area curricula with an emphasis on reading, writing, and math along with transition planning, assessment, and the development of individualized education programs (IEP) for secondary-level students.

Course Pre or Co-Requisites

There are no pre or co-requisites for this course.

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

REQUIRED TEXTS & MATERIALS

- Van Reusen, A.K., Bos, C. S., Schumaker, J. B., & Deschler, D.D. (2002). *The self-advocacy strategy*. Lawrence, KA: Edge. (CD-ROM.) -
- Miller, R.J., Lombard, R.C., & Corbey, S.A. (2007). *Transition assessment: Planning transition and IEP development for youth with mild to moderate disabilities*. Boston, MA: Allyn & Bacon.
- Smith, T. E., Gartin, B. & Murdick, N.L. (2012). *Including Adolescents with Disabilities in General Education Classrooms*. New York, NY, Pearson.
- Schumaker, J. B. & Sheldon, J. (1998). *Fundamentals in the Sentence Writing Strategy (Instructors Manual)*. Lawrence: KS: Edge.
- Schumaker, J. B & Sheldon, J. (1998). *Fundamentals in the Sentence Writing Strategy (Student Materials)*. Lawrence: KS: Edge.

Additional Readings:

- Luke, S.D., & Schwartz, A. (2007). Assessment and accommodations. *Evidence for Education*, 2(1). Retrieved from http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY_EE_Accommodations.pdf
- Palincsar, A.S & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction* 1(2), 117-175.
- http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/Palincsar%20Reciprocal%20Teaching.pdf
- Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008)
- Scruggs, T. E., Mastropiere, M.A., Berkeley, S., & Graetz, J.E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education* , 31 (6), 437-449.
- Wasburn-Moses, L. (2005). Roles and responsibilities of secondary special education teachers in an age of reform. *Remedial and Special Education*, 26, 151-158.
- Baker, S., Gersten, R. & Lee, D. (2003). A synthesis of empirical research on teaching mathematics to low-achieving students. *Elementary School Journal*, 103, 51-73.
- Kim, A., Vaughan, S., Wanzek, J. & Wei, S. (2015). Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. *Journal of Learning Disabilities*, 37(2), 105-118.
- Dexter, D. D. & Hughes, C. A. (2011). Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis. *Learning Disabilities Quarterly*, 34, 51-72.
- Gallavan, N. P. & Kottler, E. (2007). Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers. *The Social Studies*, 28, 117-128.
- National Center for Educational Research: National Longitudinal Transition Study- 2
- Stuart, S. K. & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. *Teaching Exceptional Children*, 42, 52-57.
- Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. *Exceptional Children*, 72, 333-346.
- Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center)
- Quick Guide: Culturally and Linguistically Diverse Youth-Secondary

- Transition (National Technical Assistance Center on Transition)
- Mazzotti et al. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. *Teaching Exceptional Children*, 42, 44-51.
- Peterson et al. (2013). Triangulated IEP transition goals: Developing relevant and genuine annual goals. *Teaching Exceptional Children*, 45, 46-57.
- MDE Summary of Performance Document
- Council for Exceptional Children Student Summary of Performance- Model Template and Instructions
- MDE Planning Guide for Minnesota Students Entering Postsecondary Education Programs

Additional readings are available on course site.

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

SEP	Standards of Effective Practice MN 8710.2000	Learning Opportunities
1-I	Develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives	Read: • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. <i>Journal of Learning Disabilities</i>, 37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Development and share out of different student created GO's for same content reading Assessment: SIM: Writing Strategy Lesson Plan Module
4-A	Understand MN Graduation Standards and how to implement them.	Lectures: • Review of Graduation standards matrices and how to determine grade-level standards (practice sheet) • Determining appropriate grade-level standards to work towards for Lesson Module planning Assessment: Grade-level standards worksheet Lesson Plan Module
4-C	Understand principles and techniques along with	Lectures and Videos: • Adolescent Reading Skills for School Success • Reading Fluency Interventions

advantages and limitations, association with various instructional strategies	• Vocabulary Instruction • Reading Comprehension Instruction • Teaching Expository Text Structures • Reciprocal Teaching for Adolescents • Teaching Roots, pre-fixes and suffixes • Math Fluency • Math Facts Fluency • Mathematics at the Secondary Level • Using Graphic Organizers with Secondary Students • Teaching Towards Grade-Level Standards Objectives and Learning Opportunities: • Assessments Read: • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • 2010 Minnesota ELA Standards • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Module 3 – Topic: Math Instruction for Secondary Learners and Graphic Organizers Activities: • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrating how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra

		• Demonstrating how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Discussion questions • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment Iris Module: • High-quality math instruction: what teachers should know • Discussion Board Assessment: SIM: Writing Strategy Lesson Plan Module
4-E	Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs	Read: • Smith, Gartin, & Murdick. • Chapter 9: Strategies Instruction • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrating how to use Concrete-Representational-Abstract Sequence to teach math concepts and skills Assessment: SIM: Writing Strategy
4-H	Monitor and adjust strategies in response to learner feedback	Read: • Smith, Gartin, & Murdick, Chapter 9: Strategies Instruction • Record/ present SIM demonstration lesson to ensure fidelity of implementation and learner characteristics • Data Collection and monitoring on students’ performance in Lesson Plan Module and Writing Strategy Lectures and Discussion questions: Assessment: SIM: Writing Strategy Lesson Plan Module
4-J	Develop a variety of clear, accurate presentations and representations	Lectures and Videos: • Math Fluency • Math Facts Fluency • Mathematics at the Secondary Level • Using Graphic Organizers with Secondary Students

	of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking	• Teaching Towards Grade-Level Standards Read: • Smith, Gartin, & Murdick., Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrating how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know • Discussion Board Assessment: • SIM: Writing Strategy • Lesson Plan Module
7-E	Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students to help all progress	Lectures and Videos: • Adolescent Reading Skills for School Success • Reading Fluency Interventions • Vocabulary Instruction • Reading Comprehension Instruction • Teaching Expository Text Structures • Reciprocal Teaching for Adolescents • Teaching Roots, pre-fixes and suffixes Read: • Smith, Gartin, & Murdick., Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (2008) • Reading Rockets: Teach Expository Texts Activities: • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack

		• Discussion questions • Develop Lesson Plan to introduce a new text structure to students Assessment: • Lesson Plan Module
7-F	Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving and building new skills on those previously acquired.	Lectures and Videos: • Adolescent Reading Skills for School Success • Reading Fluency Interventions • Vocabulary Instruction • Reading Comprehension Instruction • Teaching Expository Text Structures • Reciprocal Teaching for Adolescents • Teaching Roots, pre-fixes and suffixes • Designing Lesson Plans to Address State Standards and Meet Student Needs • Math Fluency • Math Facts Fluency • Mathematics at the Secondary Level • Using Graphic Organizers with Secondary Students • Teaching Towards Grade-Level Standards Read: • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (2008) • Minnesota ELA Standards • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers Activities: • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal Card pack • Develop Lesson Plan to introduce a new text structure to students

		• Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know Discussion Board: • Worksheet: Identifying grade level standards Assessment: • Lesson Plan Module
8-I	Implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning	Lecture: • Self-Determination and Self-Advocacy Read: • Miller, Lombard & Corbey. • Chapter 4: Assessment of Self-determination and Self-Advocacy Skills • Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities • Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. <i>Exceptional Children</i>, 72, 333-346. • CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy Activities: • Review Self-determination curriculum website- Zarrow Center • Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth • Determine which resources from Zarrow Center could be leveraged to address self-determination/self-advocacy needs for student Assessment: • Self-Advocacy Strategy
9-H	Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on	Lectures and Videos: • Adolescent Reading Skills for School Success • Reading Fluency Interventions • Vocabulary Instruction • Reading Comprehension Instruction • Teaching Expository Text Structures • Reciprocal Teaching for Adolescents • Teaching Roots, pre-fixes and suffixes • Developing Lesson Plans Read:

	and revising practice	• Smith, Gartin, & Murdick., Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts Discussion: • Designing data collection to assess learning targets Assessment: • SIM: Writing Strategy • Lesson Plan Module

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
B-16	address the transition needs of students to enhance participation in family, school, recreation or leisure, community and work life, including personal self-care, independent living, safety, and prevocational and vocational skills.	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Annual Goals and Short-term Objectives • Writing Transition Goals and Objectives Read: • Smith, Gartin, & Murdick., Chapter 4: Transition Programming for Adolescents with Disabilities • Miller, Lombard & Corbey • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Examine needs of Transition IEP Case Study Student • Mazzotti et al. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. Teaching Exceptional Children, 42, 44-51. Discussion Board: Activities:

		• Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data and parent input for IEP development Assessment: • Transition IEP • Transition Site Visit
C-11	Teach construct and implement instructional sequences to address and teach transition skills based on the cognitive, affective, and academic strengths of each student and plan for transition from school to community living, recreational and leisure, postsecondary training, career training, and employment	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPs • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Miller, Lombard & Corbey • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan • Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary • Partnering with Families for Transition Discussion Board: Activities: • Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data • Write career IEP goal and 2 objectives for student in case study

		• Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback • Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format • Develop Course of Study based on case study student's needs Assessment: • Transition IEP • Self-advocacy: CD ROM

AB S	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
C-4	Monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction	Read: Luke, S.D., & Schwartz, A. (2007). Assessment and accommodations. Evidence for Education, 2(1). Retrieved from http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY_EE_Accommodations.pdf Assessment: Lesson Plan Module
C-5	select and apply evidence-based instructional practices, including those supported by scientifically-based research when available, for academic	Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis

	instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting	• Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment • Creation of two Graphic organizers using Inspiration Software (one content learning-science; one-reading comprehension for expository text) • Demonstrating how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know Assessment: • SIM: Writing Strategy • Lesson Plan Module
C-6	apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-	Lectures: • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171

assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition	• Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • Miller, Lombard & Corbey., Chapter 4: Assessment of Self-determination and Self-Advocacy Skills • Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. Exceptional Children, 72, 333-346. • CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment • Creation of two Graphic organizers using Inspiration Software (one content learning-science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract sequence to teach multiplication, division, and basic algebra • Review Self-determination curriculum website- Zarrow Center • Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth • Develop IEP goal for self-advocacy area with 2 STOs • Determine which resources from Zarrow Center could be leveraged to address self-determination/self-advocacy needs for student Iris Module: • High-quality math instruction: what teachers should know • Self-Determination and Self-Advocacy Assessment: • SIM: Writing Strategy • Lesson Plan Module

C-8	modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation	Read: • Smith, Gartin, & Murdick Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 Iris Module: • High-quality math instruction: what teachers should know Assessment: Lesson Plan Module
C-12	design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills	Read: • Scruggs et al.: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment • Creation of two Graphic organizers using Inspiration Software (one content learning-science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra

		Iris Module: • High-quality math instruction: what teachers should know Assessment: • SIM: Writing Strategy • Lesson Plan Module

ASD	Autism Spectrum Disorders MN 8710.5850 (birth-21)	Learning Opportunities
C-5	Design, implement, monitor, and adjust instructional programs that take into consideration individual strengths, interests and skills , including postsecondary transition needs	Lectures: • Self-Determination and Self-Advocacy • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • Miller, Lombard & Corbey., Chapter 4: Assessment of Self-determination and Self-Advocacy Skills • CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy Iris Module: • High-quality math instruction: what teachers should know Activities • Review Self-determination curriculum website- Zarrow Center

		• Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth • Develop IEP goal for self-advocacy area with 2 STOs • Determine which Zarrow Center resources could be leveraged to address self-determination/self-advocacy needs for student Assessment: • Transition IEP

DD	Developmental Disabilities MN 8710.5400 (K-21)	Learning Opportunities
C-7	address the transition needs of students to enhance participation in family, school, recreation or leisure, community, and work life, including personal self-care, independent living, safety, and prevocational and vocational skills, for students with increasingly complex needs	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPs • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Miller, Lombard & Corbey. • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan • Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary

		• Partnering with Families for Transition Discussion Board: Activities: • Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data • Write career IEP goal and 2 objectives for student in case study • Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback • Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format • Develop Course of Study based on case study student's needs Assessment: • Transition IEP • Transition Site Visit
D-2	make use of structures supporting interagency collaboration and coordinate interagency services and transition plans	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPs • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Miller, Lombard & Corbey. • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan

		• Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary • Partnering with Families for Transition Activities: • Answer Discussion Questions/Discussion Board • Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data • Write career IEP goal and 2 objectives for student in case study • Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback • Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format • Develop Course of Study based on case study student's needs Assessment: Transition IEP • Transition Site Visit

EBD	Emotional Behavioral Disorders MN 8710.5600 (K-21)	Learning Opportunities
C-1	integrate knowledge of evidence-based instruction, including scientifically-based research interventions when available, in language development, reading, writing, and math with characteristics of emotional or behavioral disorders in	Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers

	order to design, implement, monitor, and adjust instruction aligned with grade-level content standards	• Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • Minnesota ELA Standards • MN K-12 Academic Standards in Math Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know • Worksheet: Identifying Grade-Level Standards Assessment: • SIM: Writing Strategy • Lesson Plan Module
C-8	construct instructional sequences to teach transition and generalization skills based on the cognitive, social, emotional, and academic strengths of each student and plan for	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPS • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities

	transition from school to postsecondary training and employment	• Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Miller, Lombard & Corbey. • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan • Partnering with Families for Transition • Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary Discussion Board: Activities: • Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data • Write career IEP goal and 2 objectives for student in case study • Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback • Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format • Develop Course of Study based on case study student's needs Assessment: • Lesson Plan Module • Transition IEP • Self-advocacy: CD ROM

SLD	Learning Disabilities MN 8710.5700 (K-21)	Learning Opportunities
B-3	adapt and modify evaluation methods, including the use of	Read: • Fundamentals of Sentence Writing manuals • Smith, Gartin, & Murdick.

	assistive technology, to identify and accommodate for the unique abilities and needs of students	• Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) Assessment: • SIM: Writing Strategy • Lesson Plan Module (Use 1 piece of assistive technology that can be used to differentiate, adapt or provide additional instruction (or practice) to the student.
B-4	use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters	Read: • Fundamentals of Sentence Writing manuals • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) Assessment: • SIM: Writing Strategy • Lesson Plan Module
B-7	collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications,	Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing manuals • Smith, Gartin, & Murdick. • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts

	including the use of assistive technology for access to the curriculum	• Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension Activities • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Create two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Assessment: • SIM: Writing Strategy • Lesson Plan Module
C-3	design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPS • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities

- Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom
- Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities
- Miller, Lombard & Corbey.
 - Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It?
 - Chapter 2: Career Development and Transition Assessment
 - Chapter 3: Assessment of Future Planning Needs
 - Chapter 4: Assessment of Self-determination and Self-Advocacy Skills
 - Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning
 - Chapter 6: Functional Life Skills Assessments
 - Chapter 7: Vocational Assessment
 - Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning
 - Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan
- Partnering with Families for Transition
- Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center)
- Quick Guide: Culturally and Linguistically Diverse Youth-Secondary
- Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. *Exceptional Children*, 72, 333-346.
- CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy

Answer Discussion Questions/Discussion Board:

- Careerwise.mnscu.edu Exploration and Interest Assessment
- Review case study career assessment and interest data
- Write career IEP goal and 2 objectives for student in case study
- Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback
- Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format
- Develop Course of Study based on case study student's needs
- Review Self-determination curriculum website- Zarrow Center
- Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth
- Develop IEP goal for self-advocacy area with 2 STOs
- Determine which resources from Zarrow Center could be leveraged to address self-determination/self-advocacy needs for student

		Assessment: • SIM: Writing Strategy • Lesson Plan Module • Self-advocacy: CD ROM
C-4	apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade level curriculum	Read: • Scruggs et al. Article: Do special education interventions improve learning of secondary content • Fundamentals of Sentence Writing student and instructor manuals • Smith, Gartin, & Murdick. • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • Minnesota ELA Standards • MN K-12 Academic Standards in Math Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment

		• Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know • Worksheet: Identifying Grade-Level Standards Assessment: • Lesson Plan Module • SIM: Writing Strategy
C-6	implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals	Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families • Transition Assessment Focus Areas • Introduction to the Transition IEP • Writing Effective Transition IEPS • Transition Services and the Course of Study Read: • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities • Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities • Miller, Lombard & Corbey. • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • Chapter 4: Assessment of Self-determination and Self-Advocacy Skills • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan • Partnering with Families for Transition

		• Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary • Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. <i>Exceptional Children</i>, 72, 333-346. • CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy Discussion Board: Activities: • Careerwise.mnscu.edu Exploration and Interest Assessment • Review case study career assessment and interest data • Write career IEP goal and 2 objectives for student in case study • Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback • Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format • Develop Course of Study based on case study student's needs • Review Self-determination curriculum website- Zarrow Center • Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth • Develop IEP goal for self-advocacy area with 2 STOs • Determine which resources from Zarrow Center could be leveraged to address self-determination/self-advocacy needs for student Assessment: • Transition IEP
C-11	use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement	Read • Smith, Gartin, & Murdick. • Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. <i>Journal of Learning Disabilities</i>, 37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis

		• Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • Minnesota ELA Standards • MN K-12 Academic Standards in Math Activities: • Respond to discussion questions based on or during lectures • Record/ present SIM demonstration lesson to ensure fidelity of implementation • Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment • Creation of two Graphic organizers using Inspiration Software (one content learning- science; one-reading comprehension for expository text) • Demonstrate how to use Concrete-Representational-Abstract Sequence to teach multiplication, division, and basic algebra Iris Module: • High-quality math instruction: what teachers should know • Worksheet: Identifying Grade-Level Standards Assessment: • SIM: Writing Strategy • Lesson Plan Module
D-3	access services, networks, agencies, and organizations, including interpreters or other resources specific to culturally diverse communities, to improve the outcomes of children and youth with learning disabilities or	Read: • Miller, Lombard & Corbey, Chapter 3: Assessment of Future Planning Needs • Partnering with Families for Transition • Smith, Gartin, & Murdick., Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary Assessment:

	related learning difficulties and their families	• Transition IEP • Transition Site Visit

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms.

- Measurable Post-Secondary Goals, Plan of Study, Transition, Lincing Strategy, Modeling, Direct Instruction, Graphic Organizer, Expository Text, Text Structure, Concrete-Representational-Abstract Instructional Sequence, Strategy, Learning Strategies, Self-Determination, Self-Advocacy

EVIDENCE-BASED PRACTICES

This course introduces the following evidence-based practices.

- Graphic Organizers, Repeated Readings, Reciprocal Teaching, Incremental Rehearsal, Lincing Strategy, Directly Instruction in Text Structures, C-R-A sequence for math, Fundamentals of Sentence Writing Strategy, Self-Advocacy Strategy, Paraphrasing Strategy (RAP)

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Align instruction to IEP goal and/or objectives.
- Develop a learning segment (sequence of scaffolded instructional lessons) with measurable lesson objectives.
- Identify communication needs of an individual student to support access and engagement in learning during a lesson.
- Identify planned supports (i.e., adaptations, modifications, accommodations) to support individual student in access and engagement in learning during a lesson.
- Develop an assessment plan for learning segments.
- Assess current level of performance of an individual student utilizing baseline data.
- Identify and utilize evidence-based practice within instruction (e.g., math-concrete representation and abstract instruction, reading-self graphing fluency instruction or reciprocal questioning).

Task 2 Instructing and Engaging the Focused Learner

- Develop a safe and engaging learning environment (e.g., manner in which teacher speaks to students, how teacher responds to students needs with positive corrective feedback, redirecting students who are off task or engaging in challenging behaviors, building positive relationships with students through rapport).
- Engage in activities that motivate the learner (e.g., using student's special interests, utilizing assistive or other technology, utilizing relevant content and examples, using culturally relevant teaching practices).
- Deepen learning for individual students (e.g., building off previous learning, providing culturally relevant examples, providing opportunities for discourse, transfer of skills to authentic opportunities).
- Model and explain instruction based on evidence based practice, research, and theory (e.g., visual supports, level of prompting, time delay, reinforcement).
- Analyze teaching segment and determine how instruction could be modified to better meet needs of students using evidence based practice, research, and theory.

Task 3 Assessing Learning

- Implement a system for progress monitoring based on specific lesson objectives.
- Analyze student work to determine if the lesson objectives are met (i.e., Did student learn what teacher expected them to learn based on objectives?).
- Integrate self-evaluation and self-monitoring into progress monitoring system.
- Analyze data to determine student outcomes.
- Determine next steps for instruction based on data collection.
- Plan accommodations, modifications, adaptations to instruction, curriculum, or assessment based on student's strengths and needs as demonstrated through data collection utilizing evidence-based practices, research, and theory.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Collaboration

HLP 3: Collaborate with families to support student learning and secure needed services.

Assessment

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Instruction

HLP 11: Identify and prioritize long- and short-term learning goals.

HLP 12: Systematically design instruction toward a specific learning goal.

HLP 13: Adapt curriculum tasks and materials for specific learning goals.

HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 15: Provide scaffolded supports.

- HLP 16: Use explicit instruction.
- HLP 17: Use flexible grouping.
- HLP 18: Use strategies to promote active student engagement.
- HLP 19: Use assistive and instructional technologies.
- HLP 20: Provide intensive instruction.
- HLP 21: Teach students to maintain and generalize new learning across time and settings.
- HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

The Learner and Learning

1. Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content

4. Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IDEA OBJECTIVES

For the purposes of evaluation, this course targets the following IDEA objectives for learning.

- Learning to apply course material (to improve thinking, problem solving, and decisions). To do this you will:
 - Implement the SIM Fundamentals of Sentence Writing Strategy with a student and monitor his/her progress using both instructional data and General Outcome Measures to monitor and adjust learning
 - Analyze transition assessment data, write a transition IEP for a secondary-level student
 - Based on student assessment data, develop a series of lessons to support student learning towards a MN state standard
 - Visit a transition site serving students with mild disabilities and discuss supports and services available
 - Develop a transition IEP to meet the needs and preferences of a secondary-level student
- Developing skill in expressing oneself orally or in writing. To do this you will:
 - Summarize transition site visit and provide your opinion on the model used to provide services and the roles of team members and their interactions/responsibilities
- Gain factual knowledge (terminology, classifications, methods, trends). To do this you will:
 - Read scholarly articles and the course textbooks
 - Participate in class discussions and teaching demonstrations

LEARNING OUTCOMES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes. By completing this course students will be able to:

- Develop lessons and interventions to support progress towards grade-level reading, math and writing standards
- Incorporate research-based practices into lesson planning and instruction (Graphic Organizers; Model-Lead- Test lesson formats; Concrete-Representational- Abstract sequences for teaching math; strategic instruction paradigms to teach self-advocacy and writing)
- Develop a Transition IEP that uses student/family preferences and student assessment data
- Identify duties and roles and inter-agency partnerships of teachers who teach in transition programs

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology. This course is based on research-based interventions that promote academic progress and foster independence for secondary-level students.

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8 week course, plan to spend 15-17 hours each week on course.
- For a 15 week course, plan to spend 8-10 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>). Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email [REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) [Code of Conduct](#), [Academic Integrity Policy](#) and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>. Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities,

will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointments at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password.
- Contact 1-877-704-2127 for Canvas 24/7 help.
- Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

GRADING

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is a signature assignment in this course. The signature assignment is the SIM: Fundamentals of Sentence Writing Strategy (Supervised Field Experience for ABS license)

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There is a field experience in this course. The field experience assignments are: Transition Site Visit and SIM: Fundamentals of Sentence Writing Strategy- Supervised Field Experience

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Get Started Module	5
Fundamentals Sentence Strategy Demo Lesson #1	20
Strategies Quiz	10
Attendance and Participation (VT, discussion postings etc. if asynchronous)	50
Lesson Plan Module	100
Transition Site Visit – Field Experience	75
Enderle-Severson Assessment	50
Transition IEP	150
Signature Assignment - Supervised Field Experience – SIM: Fundamentals of Sentence Writing Strategy	100
TOTAL POINTS POSSIBLE	500

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these [APA 6th edition guidelines](#).

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Discussions/VoiceThreads (asynchronous sessions)

Purpose: The purpose of this assignment is to provide opportunities for reflection and discussion on the material presented in the course and to assess learning, understanding, and application of the content embedded in the course.

Task: Write or verbally provide answers to reflection questions and respond to peers in class meetings or online via Discussion Board or Voice Thread. Students should seek a balance in sharing information, asking questions, and giving supportive feedback for discussions whether online or in-person.

If taking course online, posts and responses are due weekly. Points will be earned for organization, civil discourse, content specific knowledge, reflection, higher order thinking, credible resources, and number and length of posts.

- Initial posts are due Thursday at midnight
- Additional responses due Sunday at midnight

Attendance Participation

Purpose: The purpose of this assignment is provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Complete the following steps if going to be absent, late, or leave class early.

(7) Notify course instructor of date and reason for absence or late arrival/early departure.

(8) View course materials on class site.

(9) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the class site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

- Participate in activities in class and on-line.
- Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Lesson Plan Module

Purpose: To plan a series of four lessons for secondary-level students to address a MN state standard in one of the following areas: reading/literacy, mathematics, written expression, or a content area approved by the instructor. Learners' lessons will be based on Universal Design for Learning (UDL) principles and will allow students functioning at multiple levels to meaningfully access and learn the content. Student's teaching at the secondary-level functioning may use students they currently serve in their schools. For others, academic and behavioral data will be provided by the instructor.

Task: See Attached Instructions and Rubric

Standards Addressed: SEP: 1-I, 4-A, 4-C, 4-H, 4-J, 7-E, 7-F, 9-H; ABS: C-4, C-5, C-6, C-8, C-12; DD: C-7, D-2; EBD: C-1, C-8; SLD: B-3, B-4, B-7, C-3, C-4, C-11

Signature Assignment and Supervised Field Experience:

SIM: Fundamentals of Sentence Writing Strategy

***This is a SPED Supervised Field Experience assignment for ABS Licensure students.** Please follow directions for documenting this experience on the SPED Field Experience Documentation Form.

Purpose: The purpose of this assignment is to give learners experience using a research-based learning strategies curriculum to improve students' writing. Following instruction by a certified pre-service teaching SIMs trainer, the learner will implement the Fundamentals of Sentence Writing Strategy with a single student or a group of students. The learner will meet 1-2 times per week for a minimum of 30 minutes per session with the student(s). The learner will track the progress of the student(s) through the informal mastery measures provided by the strategy. Based on student(s) data, observations, and student feedback, instructional changes will be implemented if warranted. Students will submit a brief write-up of the student(s) and the successfulness of the intervention. Mastery monitoring graphs will be included with the final write-up.

Tasks: See attached for instructions and rubric

Standards Addressed: SEP: 1-I, 4-A, 4-C, 4-E, 4-H, 4-J, 7-F, 9-H; ABS: C-5, C-6, C-12; EBD: C-1; SLD: B-3, B-4, B-7, C-3, C-4, C-6, C-11

Field Experience: Transition Site Visit

***This is a SPED Field Experience assignment.** Please follow directions for documenting this experience.

Purpose: To provide learners exposure to the agencies and programs that provide transition services to students and their families.

Tasks: See attached for instructions and rubric

Standards Addressed: Core - B(16); DD – C (7), D(2); LD – D(3)

Self-Advocacy Strategy (CD-ROM) or Enderle-Severson

Purpose: To be exposed to and use a research-based strategy that allows students to gain a sense of control and influence over their own learning to allow them to make decisions and set goals about their education.

Task: See attached for instructions and rubric

Standards Addressed: SEP 8(I); Core – C(11); EBD- C(9); SLD- C(3)

Transition Project (IEP)

Purpose: To analyze data from a variety of transition tools from educational and familial sources and develop a transition IEP that address measurable post-secondary goals as well as annual goals and objectives.

Tasks: See attached for instructions and rubric

Competencies Addressed: SEP: B (16); Core: B (16), C (11); ASD: C (5); DD: C (7), D (2); EBD: C (9); SLD: D (3)

COURSE SCHEDULE AND ASSIGNMENTS DUE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.

- Then, complete the activities and the **Learning Assessments**.

Module 0 – Topic: Getting Started – online only (2/4)

Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete pre-assessment to assess current knowledge on topics • Contribute to community expectations to ensure a safe learning environment • Set personal learning expectations to guide learning for course	(11) Introduce yourself (12) Download, complete, and upload pre-assessment (13) Contribute to community expectations (14) Post personal course learning expectations

Module 1 – Topic: Course Overview, Characteristics of Secondary Learners (2/11)

Objectives and Learning Opportunities	Assessments
• Syllabus • Community Expectations • Lectures with student participation to assess key concepts • Characteristics of Secondary Learners Read: • Smith, Gartin, & Murdick • Chapter 1: Adolescents with Disabilities • Chapter 4: Transition Programming for Adolescents with Disabilities • Miller, R.J., Lombard, R.C., & Corbey, S. A., Chapter 1, pp. 2-11, Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Leah Wasburn-Moses Article: Roles and Responsibilities of Secondary Special Education Teachers • Scruggs et al. article: Do special education interventions improve learning of secondary content •	• Respond to discussion questions based on or during lectures

Module 2 – Topic: Strategies Instruction and Fundamentals in the Sentence Writing Strategy (2/8)

Objectives and Learning Opportunities	Learning Assessments
• Introduction to Strategic Instruction • 8 Stages of Instruction • Cognitive Modeling	• Strategies Instruction Quiz • Record/ present SIM demonstration lesson

• Presentation on SIM: Fundamentals in the Sentence Writing Strategy • Determining Mastery of Lesson Content •	to ensure fidelity of implementation • Assign: SIM: Fundamentals of Sentence Writing Strategy Assignment

Module 3 – Topic: Reading Instruction for Secondary Learners (3/3, 3/10)

Objectives and Learning Opportunities	Assessments
Lectures and Videos: • Adolescent Reading Skills for School Success • Reading Fluency Interventions • Vocabulary Instruction • Reading Comprehension Instruction • Teaching Expository Text Structures • Reciprocal Teaching for Adolescents • Teaching Roots, pre-fixes and suffixes Read: • Smith, Gartin, & Murdick., Chapter 10: Strategies for Teaching Content to Adolescents with Disabilities: Reading and Language Arts • Article: Evidence-Based Strategies for Reading Instruction of Older Students with Learning Disabilities (Roberts, et al., 2008) • Reading Rockets: • Seven Strategies to Teach Students Text Comprehension • Guiding Students Through Expository Texts- Feature Walks • How to Teach Expository Text Structures to Facilitate Reading Comprehension • 2010 Minnesota ELA Standards	• Develop Lincing Vocabulary Cards • Develop comprehension questions to accompany reading (literal, script explicit, script implicit) • Develop Incremental Rehearsal card pack • Discussion questions • Develop Lesson Plan to introduce a new text structure to students • Start Lesson Plan Module Assignment

Module 4 – Topic: Math Instruction for Secondary Learners and Graphic Organizers (3/31)

Objectives and Learning Opportunities	Assessments
Lectures and Videos: • Math Fluency • Math Facts Fluency • Mathematics at the Secondary Level • Using Graphic Organizers with Secondary Students	• Creation of two Graphic organizers using Lucid Chart (one content learning-science; one-reading)

• Teaching Towards Grade-Level Standards Read • Smith, Gartin, & Murdick., Chapter 11: Strategies for Teaching Content to Adolescents with Disabilities: Math and Science • Baker, Gersten & Lee (2003); Teaching Math to Students Who Are Low Achieving • Skim: Minnesota Math Standards 035171 • Graphic organizers and their effects on the reading comprehension of students with LD; A synthesis of the research. Journal of Learning Disabilities,37(2), 105-118. • Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis • Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers	comprehension for expository text) • Demonstrating how to use Concrete-Representational-Abstract Sequence to teach math concepts and skills • Iris Module: High-quality math instruction: what teachers should know • Class Discussion/Discussion Board • Worksheet: Identifying grade level standards

Module 5 – Topic: Introduction to Secondary Transition Planning and Collaborative Teaching (4/7)

Objectives and Learning Opportunities	Assessments
Lectures and Videos: • Introduction to Secondary Transition • Assessment in Secondary Transition • Co-teaching at Revere High School • Co-teaching Approaches • Station Teaching Read • Smith, Gartin, & Murdick. • Chapter 4: Transition Programming for Adolescents with Disabilities • Chapter 7: Coteaching • Read Miller, Lombard & Corbey. • Chapter 1: Transition Planning and Transition Assessment: What is it? Why Do We Do It? • Chapter 2: Career Development and Transition Assessment • Chapter 3: Assessment of Future Planning Needs • National Center for Educational Research: National Longitudinal Transition Study- 2 • Stuart, S. K. & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. Teaching Exceptional Children, 42, 52-57.	• National Longitudinal Transition Study – 2 data review and summary class exercise • Discuss Stuart Renaldi Framework and develop plan to implement to create sustainable co-teaching model • Start Transition IEP project using case study • Transition Site Visit (assigned)

Module 6 – Topic: Transition IEP Team and Partnering with Families/Self-Determination and Advocacy (4/21)

Objectives and Learning Opportunities	Assessments

Lectures: • Self-determination Skills for Transition-Aged Youth • Transition IEP Team & Partnering with Families Read: • Smith, Gartin, & Murdick., Chapter 5: School/Family Collaboration in a Middle/Secondary Inclusive Classroom • Miller, Lombard & Corbey. • Chapter 4: Assessment of Self-determination and Self-Advocacy Skills • Chapter 13: Strategies for Teaching Self-Determination Skills to Adolescents with Disabilities • Carter, E. W., Lane, K. L., Pierson, M. R. & Glaeser, B. (2006). Self-determination skills and opportunities of transition-age youth with emotional disturbance and learning disabilities. <i>Exceptional Children</i>, 72, 333-346. • CEC's DCDT FAST FACTS: Self-Determination and Self-Advocacy • Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities (Pacer Center) • Quick Guide: Culturally and Linguistically Diverse Youth-Secondary • Transition (National Technical Assistance Center on Transition)	• Review Self-determination curriculum website- Zarrow Center • Review Self-Determination data in case study for Transition IEP and determine strengths and areas for growth Develop IEP goal for self-advocacy area with 2 STOs Determine which resources from Zarrow Center could be leveraged to address self-determination/self-advocacy needs • Self-Advocacy Strategy CD-ROM assignment or Enderle-Severson • Lesson Plan Module Due

Module 7 – Topic: Using Assessment Data to Write the Transition IEP (4/28)

Objectives and Learning Opportunities	Assessments
Lectures: • Transition Assessment Focus Areas • Introduction to the Transition IEP • Review Lecture: Writing Annual Goals and Short-term Objectives • Writing Transition Goals and Objectives Read: • Miller, Lombard & Corbey. • Chapter 5: Using Behavioral and Academic Assessment Information for Transition Planning • Chapter 6: Functional Life Skills Assessments • Chapter 7: Vocational Assessment • Chapter 8: The MAGIC Model: How to Integrate Formal and Curriculum-Based Assessment for Career Planning • Mazzotti et al. (2009). Linking transition assessment and postsecondary goals: Key elements in the secondary transition planning process. <i>Teaching Exceptional Children</i>, 42, 44-51.	• Answer Discussion Questions/Discussion Board • Careerwise.mnscu.edu Career Exploration and Interest Assessment • Review case study career assessment and interest data and academic assessment data • Write career IEP goal and 2 objectives for student in case study • Self-Advocacy Strategy CD-ROM assignment Due

Module 8 – Topic: Transition IEP Development and Summary of Performance (5/12)

Objectives and Learning Opportunities	Assessments

Lectures:

- Writing Effective Transition IEPS
- Transition Services and the Course of Study
- Summary of Performance

Read:

- Miller, Lombard & Corbey.
 - Chapter 9: Using Transition Assessment Information to Design an Effective Transition Plan
 - Chapter 10: The Collaborative Transition Model: An Interdisciplinary Approach to District-wide Transition Planning
- Peterson et al. (2013). Triangulated IEP transition goals: Developing relevant and genuine annual goals
- MDE Summary of Performance Document
- Council for Exceptional Children Student Summary of Performance- Model Template and Instructions
- MDE Planning Guide for Minnesota Students Entering Postsecondary Education Programs

- Develop goals and STOs for areas of need for case study student (employment, post-secondary, independent living)- have other students review goals/STO's and provide feedback
- Ensure all annual goals supporting MPSG's are observable/measurable and written in CNBC format
- Develop Course of Study based on case study student's needs
- **Transition Site Visit Due**
- Transition resources repository- Students identify 6 online resources for transition planning in the three areas
- Completion of **Transition IEP Due**

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with disabilities, including the following:

- Fullerton, A., Stratton, J., Coyne, P., and Gray, C. (1996). *Higher functioning adolescents and young adults with Autism*. Austin, TX: Pro-ed.
- Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing.
- Heacox, C. (2010). *Making differentiation a habit*. Minneapolis, MN: Free Spirit Publishing.
- Hudson, P. & Miller, S.P. (2005). *Designing and implementing mathematics instruction for students with diverse learning needs*. Boston, MA: Allyn & Bacon.
- Koegel, L.K., Koegel, R.L., and Dunlap, G. (1996). *Positive behavioral support: Including people with difficult behavior in the community*. Baltimore: Brookes Publishing.
- Lerner, J.W. & Johns, B. (2009). *Learning Disabilities and Related Mild Disabilities*. New York: Houghton Mifflin.
- Luke, S.D., & Schwartz, A. (2007). Assessment and accommodations. *Evidence for Education*, 2(1). Retrieved from http://www.nichcy.org/Research/EvidenceForEducation/Documents/NICHCY_EE_Accommodations.pdf
- Miller, R.J., Lombard, R.C., & Corbey, S.A. (2007). *Transition assessment: Planning transition and IEP development for youth with mild to moderate disabilities*. Boston, MA: Allyn & Bacon.
- Palincsar, A.S & Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction* 1(2), 117-175.
http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/Palincsar%20Reciprocal%20Teaching.pdf
- Sabornie, E.J., & deBettencourt (2008). *Teaching students with mild and high incidence disabilities at the secondary level* (3rd Edition). Upper Saddle River, NJ: Prentice Hall.
- Schumaker, J. B. & Sheldon, J. (1998). *Fundamentals in the sentence writing strategy*. Lawrence: KS: Edge.
- Scruggs, T. E., Mastropiere, M.A., Berkeley, S., & Graetz, J.E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*, 31 (6), 437-449.
- Sheldon, J., & Schumaker, J. B. (1998). *Fundamentals in the sentence writing strategy (student materials)*. Lawrence: KS: Edge.
- Smith-Myles, B. & Adreon, D. (2001). *Asperger syndrome and adolescence: Practical solutions for school success*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Smith-Myles, B. & Southwick, J. (1999 and 2005) *Asperger syndrome and difficult moments: Practical solutions for tantrums, rage, and meltdowns*. Shawnee Mission, KS: Autism Asperger Publishing Co.
- Wagner, S. (2009). *Inclusive programming for high school students with Aspergers*. Arlington, TX: Future Horizons.

REDP 626 & 632 Methods: Social, Emotional Behavioral Interventions

School of Education (SoED) - Department of Special Education (SPED)

Course Syllabus

SPED 719 / SPUG 419 / REDP 626 & 632

Methods: Social, Emotional and Behavioral Interventions

Mission

This methods course is designed and taught within the context of our mission: Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Course Information

Term & Year: Fall, Spring, or Summer Year

Credits: Conventional: 3 graduate (G) or 4 undergraduate (UG) credits

Nonconventional: Part I 1 graduate (G) credit & Part II 1 graduate (G) credit

Format: In-person, online, or combination (in-person and online)

Duration: 8 - 15 weeks

Course Site: Course available via Canvas at <https://canvas.stthomas.edu>

Instructor Information

Instructor: Name of instructor

Email: @stthomas.edu

Phone: (###) ###-####

Office Hours: Office hours on day of week at time virtually, by phone, or by appointment.

Course Description

The purpose of this course is to examine social, emotional and behavioral development in students with mild to moderate disabilities and a corresponding range of interventions utilizing a three-tiered prevention model for supporting social, emotional and behavioral competence. This course provides knowledge and skills for designing, implementing and evaluating social, emotional and positive behavioral interventions for universal, secondary and individual positive behavioral support.

This course is designed for license candidates obtaining licensure in Academic Behavior Strategist (ABS) and/or masters candidates pursuing specialization across mild to moderate disabilities. The focus is on students who meet educational criteria for services under the categories of Autism Spectrum Disorders (ASD), Emotional Disorders/ Emotional Behavioral Disabilities (ED/EBD), Intellectual Disabilities/Developmental Cognitive Disabilities (ID/DD/DCD), Specific Learning Disabilities (SLD), and Early Childhood Special Education (ECSE). In addition to Positive Behavior Interventions and Supports (PBIS), this course is grounded in social emotional competencies and research-based interventions. The course is designed to assist in developing skill to assess, evaluate, and teach social, emotional, and behavioral skills within an inclusive classroom environment. This course requires field experience which involves scholars applying the information learned in this class with real students. This course is based on a multi-tiered (i.e., 3 tiers – primary, secondary, and tertiary) prevention model approach to set up the classroom for success and support social, emotional, and behavioral competence. This course introduces a problem-solving model (e.g., Team-Initiated Problem Solving

- TIPS) as a framework for understanding, assessing, designing, and implementing social, emotional, and behavioral interventions.

Course Pre or Co-Requisites

It is preferred that you take an introduction to applied behavior analysis course (SPED 785, SPUG 485 or REDP 625) before this class.

Course Format

This course is offered in a conventional format at the graduate and undergraduate level and in a nonconventional format at the graduate level.

The amount of time in class will vary depending on credits.

In some sections of the non-conventional model, license candidates are immersed into a minimum of one full year of clinical practice and field experiences in schools during the program.

Some versions of this course may be offered in a Part I and Part II format.

The number of class sessions and length of each class period will vary depending on the format of the course.

Cross Listing of Courses

The University of St. Thomas is institutionally accredited by the Higher Learning Commission.

Two of HLC's educational standards that St. Thomas must meet are the following:

- a. courses and programs require levels of student performance appropriate to the credential awarded
- b. the university differentiates learning goals for its undergraduate and graduate programs.

REQUIRED TEXTS & MATERIALS

Scheuermann, B., & Hall, J. (2016). Positive behavioral supports for the classroom. Third Edition (2016)/Second Edition (2012). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (Textbook also used in SPED 785).

CASEL Guide (2013): Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition. Found at <http://www.casel.org/preschool-and-elementary-edition-casel-guide>

Optional Textbook: Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C. (2010). *Prevent, Teach, Reinforce: The school-based model of individualized positive behavior support*. Baltimore: Brookes

Additional readings linked from course site including resources from organizational websites: PBIS.org and CASEL.org,

MN TEACHING STANDARDS

To ensure students are competent in the Minnesota teaching standards, this course addresses and assesses the following standards.

Core	Core Skills Teachers Special Education MN 8710.5000	Learning Opportunities
Core C7	Design and manage positive instructional environments that	Lecture: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success

Primary SPED 785	convey high expectations for students to develop their independence, self-motivation, self-direction, self-regulation, and self-advocacy	Reading: Scheuermann & Hall (2016) Chapter 6 Prevention Through Effective Use of Schedule, Climate, and Classroom Planning and Organization (Daily Schedule, Classroom Climate, Classroom Organization) IRIS Online Module: SOS: Helping Students Become Independent Learners. Describes how to help students stay on task by regulating their own behavior through four strategies: self-monitoring, self-instruction, goal-setting, and self-reinforcement. (Understand self-regulation techniques, Know when and where to use regulation strategies, List and describe four types of regulation strategies) Discussion: Topic: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success. The purpose of this discussion is to learn practices that are essential in setting up classrooms for success. Assessment: Setting Up A Positive Learning Environment Assignment Behavior Intervention Support Plan: Prevent/Teach/ Reinforce Model Assignment

ABS	Academic Behavioral Strategist MN 8710.5050 (K-21)	Learning Opportunities
ABS C2	Design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs	Lecture: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success Reading: Scheuermann & Hall (2016) Chapter 9 Providing Support Through Social Skills Instruction Scheuermann & Hall (2016) Chapter 6 Providing Support Through High Quality Instruction Module: CSFEL Module 1 (Preschool or Infant) Promoting Children's Success: Building Relationships and Creating Supportive Environments Discussion: Topic: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success. Assessment: Social Skills Unit Design and Implementation
ABS C10	Design, implement, monitor, and adjust instructional programs	Lecture: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success Reading: Scheuermann & Hall (2016) Chapter 9 Providing Support Through Social Skills Instruction Scheuermann & Hall (2016) Chapter 6 Providing Support Through High Quality Instruction Module: CSFEL Module 1 (Preschool or Infant) Promoting Children's Success: Building Relationships and Creating Supportive Environments

		Discussion: Topic: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success. Assessment: Social Skills Unit Design and Implementation
ABS C14	Design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs	Lecture: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success Reading: Scheuermann & Hall (2016) Chapter 4: Preventing Challenging Behavior Through Rules And Procedures Modules: IRIS Online Module - Classroom Management Part 1 Learning the Components of a Comprehensive Behavior Management Plan IRIS Online Module– Classroom Management Part 2 Developing your own comprehensive behavior management plan CSFEL Module 1 (Preschool or Infant) Promoting Children's Success: Building Relationships and Creating Supportive Environments Discussion: Topic: Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success. The purpose of this discussion is to learn practices that are essential in setting up classrooms for success. Assessment: Setting Up A Positive Learning Environment Assignment Behavior Intervention Support Plan: Prevent/Teach/Reinforce Model Assignment
ABS D2	Understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments	Lecture: Planning transitions Reading: Scheuermann & Hall (2016) Chapter 4: Preventing Challenging Behavior Through Rules and Procedures Scheuermann & Hall (2016) Chapter 6 Prevention Through Effective Use of Schedule, Climate, and Classroom Planning and Organization Assessment: Setting Up A Positive Learning Environment Assignment
ABS D6	apply cultural competencies, including self-awareness of one's personal perspectives, when communicating and problem solving, taking into account differences in familial background, socioeconomic status, and cultural and/or linguistic diversity;	Lectures: Problem Solving Frameworks including Team-initiated TIPS Read: PBIS Form in Brief (2015): Team-initiated problem solving (TIPS) 7 pages And Newton, et. al (2012). A pilot study of a problem-solving model for team decision-making Videos: TIPS Video Series Assessment: Setting Up A Positive Learning Environment Assignment

	Standards for Effective Practice: MN Rule 8710.2000	Assessment/Assignment
1-C	Connect disciplinary knowledge to other subject areas and to everyday life.	Learning activities include: lecture Social Emotional Learning - Importance of SEL competency, read CASEL Guide (2013): Effective Social and Emotional Learning Programs Assignments: Learning Activity Worksheets, Quiz: Academic Vocabulary Assignment: Social Skills Unit Design and Lesson Implementation
1-G	Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts.	Learning activities: read CASEL Guide (2013): Effective Social and Emotional Learning Programs, Explore social emotional learning curriculum Assignment: Social Skills Unit Design and Lesson Implementation
1-J	Design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.	Learning activities: Lecture: Building Social Emotional Learning - Embedding SEL into academics; readings- Hawkins, Smith, & Catalano (2004). Social Development and Social and Emotional Learning – chapter in Building Academic Success on Social and Emotional Learning; Meadan, H. & Monda-Amaya, L. (2008). Collaboration to promote social competence for students with mild disabilities in the general classroom: A structure for providing social support Assignments: Learning Activity Worksheet; Social Skills Unit Design and Lesson Implementation
4-F	Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;	Learning activitie: lecture on Core Skills, Play & Friendship Development- Early core social, play and friendship skill development Assignments: Learning Activity Worksheet; Social Skills Unit Design and Lesson Implementation
5-M	Engage students in individual and group learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning	Learning activitie: Lecture on Building social and emotional learning skills, read Quill (2000). Chapter 1 excerpt: The Complexity of Autism: Core Skills for Social and Communication Development Assignments: Social Skills Unit Design and Lesson Implementation; Academic Vocabulary Quiz

8-H	Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.	Learning activities: lecture on TIPS Problem-solving Framework; readings: Gage & McDaniel (2012). Creating smarter classrooms: Data-based decisions for effective classroom management; Newton, et. al (2012). A pilot study of a problem-solving model for team decision-making; ;Kern, Choutka & Sokol (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behavior: An analysis of the literature Assignments: Learning Activity Worksheet; Prevent/Teach/Reinforce Behavior Support Plan

ACADEMIC LANGUAGE

To address the language of academic study, this course introduces and uses the following terms.

- Climate
- Relationship development
- Routines
- Procedures
- Schedules
- Social cognition
- Social communication
- Social skills
- Theory of mind
- Perspective taking skills

EVIDENCE-BASED PRACTICES

This course introduces the following evidence-based practices.

- Social skills training groups
- Check-in check-out
- Peer mediated instruction and intervention (PMII)
- Reinforcement

edTPA PREPARATION

To prepare for completion of the edTPA at the end of the program during clinical practice, this course provides opportunities for students to practice the following skills.

Task 1 Planning for Instruction and Assessment

- Develop a learning segment (sequence of scaffolded instructional lessons) with measurable lesson objectives.
- Develop an assessment plan for learning segments.

Task 2 Instructing and Engaging the Focused Learner

- Develop a safe and engaging learning environment.
- Model and explain instruction based on evidence based practice, research, and theory.

Task 3 Assessing Learning

- Integrate self-evaluation and self-monitoring into progress monitoring system.

HIGH LEVERAGE PRACTICES

To learn the high leverage practices that every special education teacher should utilize to improve student outcomes, this course targets the following HLPs.

Social Emotional Behavioral

HLP 7: Establish a consistent, organized, and respectful learning environment.

HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.

HLP 9: Teach social behaviors.

HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

HLP 12: Systematically design instruction toward a specific learning goal.

HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.

InTASC STANDARDS

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards.

The Learner and Learning

3. Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

5. Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Social and Emotional Competencies

The “Collaborative for Academic, Social, and Emotional Learning” (CASEL) defines social and emotional learning (SEL) as the process of helping students develop knowledge, dispositions (attitudes), and fundamental skills for life effectiveness. SEL teaches the skills we need to handle our relationships, our work, and ourselves effectively and ethically. SEL is the process through which we learn to recognize and manage emotions, demonstrate care and concern about others, make good decisions, behave ethically and responsibly, develop positive relationships, avoid negative behaviors and handle challenging situations constructively. SEL is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. Within the school setting, SEL is best accomplished through a layered approach of skills lessons, infusion into the general education curricula and classroom practices and activities, and delivery in an environment of safety, respect, and caring which models SEL values. Teachers taking this course will gain knowledge and application experience in the following five core areas of competencies identified by CASEL.

1. Self-awareness: knowing what one feels, accurately assessing one's interests and strengths, and maintaining a well-grounded sense of self-confidence
2. Self-management: regulating one's emotions to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals, and expressing emotions appropriately
3. Social awareness: being able to take the perspective of and empathize with others, recognizing and appreciating individual and group similarities and differences.
4. Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict, and seeking help when needed

5. Responsible decision-making: making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms, the likely consequences of taking alternative courses of action, and respect for others

IDEA OBJECTIVES

For the purposes of students being prepared to be effective teachers by the end of the preparation program, this course targets the following learning outcomes.

- Learn fundamental principles, generalizations or theories.
 - Learn core principles and the importance of embedding social emotional learning (SEL) in classrooms and school-wide settings.
 - Learn the principles of the prevent-teach-reinforce (PTR) model for behavioral interventions.
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
 - Acquire skills in conducting assessments and planning interventions for the development of social and emotional skills.
 - Explore the point of view of utilizing positive behavior intervention and support for promoting acceptable behavior in school settings.
- Learn to apply course material to improve thinking, problem solving, and decisions.
 - Create a positive classroom learning and management plan that sets students up for success.
 - Implement social emotional strategies in classrooms and school wide settings.
 - Learn how to plan and teach a unit with lessons focused on social emotional skills.
 - Utilize a problem solving model framework.

LEARNING OUTCOMES

The learning outcomes for this course are for students to articulate definitions and use of multi-tiered systems of supports (MTSS) (tier 1, 2 and 3), social and emotional learning (SEL), and positive behavior interventions and supports (PBIS) in the school setting. Students will create a safe learning environment, utilize a prevent, teach, respond / reinforce (PTR) model to create a behavior plan for a student with challenging behaviors, and write a lesson plan for social emotional learning.

METHODOLOGY

This course includes a variety of teaching and learning strategies such as lectures, discussions, demonstrations, presentations, small and large group activities, individual assignments, use of technology, hands on learning, and field experiences. Assignments will be completed through work in-class, out of class, and technology.

NONCONVENTIONAL PROGRAMS

In the nonconventional version of this course, course goals and competencies are further addressed through a minimum of a year-long, school-based field experiences and clinical experience (REDP 651 and REDP 652) that includes application and reflection. Candidates will be assigned a cooperating teacher who will provide ongoing mentoring, observations, feedback, and coaching specifically related to student and teacher-candidate performance data. The nonconventional pathway model will provide candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for candidates to go beyond abstract understandings of theories to develop flexible “knowledge-in-practice, of-practice, and for-practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district. Instructors, cooperating teachers, and university supervisors will provide feedback based on performance data, formal observations, key assessments and skills and dispositions identified in the specific

licensure competencies. During the program, the license candidates work is "in the field" to get appropriate experiences that span across the scope of the license (i.e., students of elementary, middle, and secondary age with mild to moderate disabilities with a primary disability of ASD, DD, EBD, and/or LD).

Expectations

Set Aside Enough Time for Class Success

Students are expected to log into the course site several times a week to actively participate and maintain an ongoing interaction with the course materials, peers, and the instructor. To fulfill the credit hours, it is an expectation that a student put in a minimum of 45 hours in instruction and 90 hours of out-of-classroom work.

- For an 8-week course, plan to spend 15-17 hours each week on course.
- For a 15-week course, plan to spend 8-10 hours each week on course.

BE INFORMED

Students are expected to access email a minimum of 2-3 times per week. UST email can be forwarded to a personal email (<http://www.stthomas.edu/irt/students/email/owa/>).

Students must view the materials on the *Department of Special Education Community Canvas site*. For access, email [REDACTED]. Students must complete the self-guided orientation check at the beginning of the program.

BE PREPARED AND PROFESSIONAL

Students are expected to be prepared and actively participate in class. Expectations include a professional attitude of dedication, eagerness, humility, reflective listening, and cooperation.

ABIDE BY CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to review and abide by the University of St. Thomas (UST) [Code of Conduct](#), [Academic Integrity Policy](#) and other community expectations established for the course in interactions with UST students, faculty, administration, and staff. Undergraduate policies are at <https://www.stthomas.edu/catalog/general/>.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Review information on plagiarism and citations at UST library site. Academic dishonesty may result in a failing grade or dismissal from the program. Employees and students are responsible for maintaining a working and learning environment that is free of sexual harassment.

SEEK WRITING SUPPORT, AS NEEDED

Students are expected to demonstrate strong writing, reading, and critical thinking skills essential for professional teachers. The University of St. Thomas offers students support to develop these skill sets in our writing centers, which provide one-on-one conferences at any stage of the writing process such as understanding assignments, generating ideas, drafting, revising, or editing. Appointments are available on campus and via technology.

- Undergraduates (651) 962-5601
- Graduates (651) 962-4460 or www.stthomas.edu/gradwriting

SEEK SPECIAL ACCOMMODATIONS, IF QUALIFIED

Qualified students with documented disabilities, including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities, will be provided academic accommodations. Students are invited to contact the Disability Resources office about accommodations early in the semester. Call for an appointments at (651) 962-6315 or come in person to Murray Herrick, room 110. For further information, go to <http://www.stthomas.edu/enhancementprog/>.

BECOME FAMILIAR WITH TECHNOLOGY

Students are expected to access the internet and computers are available within our libraries.

- Access course content through the Canvas course management system at <https://stthomas.instructure.com> and login with UST username and password.
Contact 1-877-704-2127 for Canvas 24/7 help.
Contact @stthomas.edu or call for university log on or password help.
- Ensure current version of web browsers such as Chrome or Firefox.
- Ensure current version of Adobe Acrobat Reader <https://get.adobe.com/reader/>.
- Set up a Google Account to use Google docs or Google Drive. To start, create a gmail account via <http://mail.google.com>.
- Download MS Office 365 from UST website: <http://www.stthomas.edu/office365/>.
- Access Zoom video-conferencing at [REDACTED]. Install a Zoom plugin the first time joining the room.
- Access VoiceThread account through the Canvas course site and not through VoiceThread.com.

Grading

Grade	Percentage	Grade	Percentage
A	95-100	C+	76-79*
A-	90-94	C	74-75*
B+	87-89	C-	70-73*
B	84-86	D+	66-69*
B-	80-83	D	64-65*
		D-	60-63*
Incomplete	See note below	F	Below 60%*

*Grades of C or lower cannot be accepted into program coursework.

A grade of B- or less requires the student to repeat the course and be responsible for the expense for the course the second time.

Note: An incomplete should not be used without prior arrangement between instructor and student. An I is used if the student has not completed the work of the course, has reason not wholly within control of student (such as illness), and has made arrangements with the instructor before the date grades for the course are due to be submitted.

- Student must initiate the request for an incomplete by submitting the *Incomplete Form* to the course instructor.
- The instructor must agree to give the student an extension for completion of assignments.
- The instructor and student will agree upon a due date for missing work.
- Student must submit the work to the instructor by the date agreed upon.
- Teacher will submit a request for the grade to be changed after the student completes the work.

Note: The incomplete grade automatically converts to an F if the work is not completed by the next semester. No student will be allowed to register for an additional class if they have more than one incomplete.

KEY ASSESSMENTS

Students are required to complete assessments throughout the coursework, which include

- Transition point assessments
- Signature assignments
- Field experiences
- Disposition assessments

Completion of these assessments are identified as critical indicators of a student's readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. Data from these sources will be used to document student performance across their program and to make program-wide improvements. Students must receive a rating of a 2 or better on a four point rubric on each of the standards embedded in assessments to receive a passing score in a course and continue to progress in the program.

Transition Point Assessments

Transition point assessments are examined at specific transitions across the program to determine if a student is ready to move forward. Students upload these assessments into the university-wide assessment system (Tk20) and then faculty evaluate the assessment to document student performance and to make program-wide improvements. A student's course grade will not be entered until this assignment is in the TK20 system. The [Student Tk20 Support Page](http://www.stthomas.edu/celc/studentresources/tk20studentsupport/) is found at

<http://www.stthomas.edu/celc/studentresources/tk20studentsupport/>

- There is not a transition point assessment in this course.

Signature Assignments

Signature assignments are those assignments that include key Minnesota Teaching License Standards. Students may not pass a course unless competency is demonstrated in the standards embedded in a course's signature assignment.

- There is not a signature assignment in this course.

Field Experiences

Upon completion of any assignments with field experiences in a course, please note key information on the *Special Education Field Experience Documentation form*. Toward the end of the program when applying for clinical practice, students upload this documentation form into the TK20 assessment system. This form is available on the Department of Special Education Community Site on Canvas. Students must demonstrate experience across the age levels the license will cover (e.g., ASD requires preschool, elementary, middle, and secondary experiences). Students must also have experience in diverse environments with different populations of students (see form). Please see disability specific field experience form for specifics for license area.

- There are two field experiences in this course.

Field Experience	Required Hours	Choices of Age Levels of Students	Choices of Disability Areas

Social Skills Unit Design and Implementation	Minimum of 5 hours	Birth to age 6, elementary or middle or secondary	Student with DD, ASD, EBD, OHD, or LD
Positive Behavior Intervention Support Plan	Minimum of 5 hours	Birth to age 6, elementary or middle or secondary	Student with DD, ASD, EBD, OHD or LD

Dispositions

Student's dispositions are based on a commitment to the mission and evaluated by the student, course instructors, mentor teachers, and field university supervisors throughout the program. Students will be asked in three courses to complete a disposition assessment online in the TK20 system.

- There is not a disposition assessment required in this course.

ASSESSMENT METHOD AND POINTS POSSIBLE

Assessment Method	Points
Attendance Participation	20
Academic Vocabulary Quizzes (assesses reading content)	20
Tier 1 Setting Up Positive Learning Environments for Success	20
Field Experience Tier 2 Social Skills Unit Design and Implementation (addresses Technology and Diversity)	20
Field Experience Tier 3 Positive Behavior Intervention Support Behavior Plan: Prevent Teach Reinforce Framework	20
TOTAL POINTS POSSIBLE	100

COURSE ACTIVITIES AND ASSIGNMENTS

All students are expected to complete assignments to build knowledge and skills. Assume that all activities in the class schedule are required unless it is marked optional. If an assignment is turned in late without approval from the instructor, a penalty may be applied. Most assignments will be submitted on line via the course site. Submit documents prepared from Microsoft Word software **only** from both PC and Macintosh platforms following these [APA 6th edition guidelines](#).

- Type in 12-point font (Arial or Times Roman)
- Double-space and indent first line 5 spaces
- Format with 1" margins on all sides
- Write free of grammatical/spelling errors, jargon, and abbreviations
- Use person first language
- Cite other people's work.

Required Reading

Purpose: The purpose of this assignment is to gain knowledge of the content embedded in this course.

Task: Read assigned readings from textbook(s) and articles posted on the course site. The course instructor may provide optional readings for those students who wish to dig deeper. All students are expected to complete required readings related to the topics of each session either before an in-person class or at the beginning of the week for an on-line module.

Discussions

Purpose: The purpose of this assignment is to provide opportunities for reflection and discussion on the material presented in the course and to assess learning, understanding, and application of the content embedded in the course.

Task: Write or verbally provide answers to reflection questions and respond to peers in class meetings or online via Discussion Board or Voice Thread. Students should seek a balance in sharing information, asking questions, and giving supportive feedback for discussions whether online or in-person.

If taking course online, posts and responses are due weekly. Points will be earned for organization, civil discourse, content specific knowledge, reflection, higher order thinking, credible resources, and number and length of posts.

- Initial posts are due Thursday at midnight
- Additional responses due Sunday at midnight

Attendance Participation

Purpose: The purpose of this assignment is to provide opportunities for students to participate in activities that build knowledge and create a learning community. The instructor will serve as a facilitator with students expected to learn and to teach during course activities.

Task: All students are required to attend all scheduled on-line or in-person classes, be on time, attend entire class, and actively participate. Complete the following steps if going to be absent, late, or leave class early.

- (10) Notify course instructor of date and reason for absence or late arrival/early departure.
- (11) View course materials on class site.
- (12) Check with course instructor about any additional requirements for makeup work.

If missing more than one class, the course grade will be reduced by a half grade per missed class (e.g., from an A to an A-). To ensure active participation, log onto the class site several times a week. All students are expected to consistently demonstrate a positive professional disposition, attitude, and behaviors with all members of the learning community (e.g., peers, university and school faculty and staff, students, families) and respectfully engage with others in all verbal and non-verbal communications.

- Participate in activities in class and on-line.
- Activities will be based on information derived from the texts, online modules, videos, professional resources, or personal reflection.

Tier 1 Setting Up A Positive Learning Environment that Conveys High Expectations and Contributes to Student Success

Purpose: The purpose of this assignment is to design a functional and safe school and classroom environment utilizing positive classroom management strategies to support learning and social, emotional and behavioral needs and student success. This assignment will help you to reflect on utilizing the principles of universal design to establish a classroom management plan to create a positive learning environment. Your

plan should set up a high-quality learning environment that conveys high expectations and contributes to student success.

Tasks:

- First, read the prompts and rubrics before completing this assignment.
- Type your responses directly into this template. Do not type into gray instructional boxes.

Part 1. Develop and Teach Classroom Rules or Expectations

- Develop 3-5 rules in a PBS Matrix
- For one rule, provide at least 2 positively stated, observable behavioral indicators or examples

Part 2. Schedule

- Create a daily classroom schedule for a whole class and provide rationale for schedule organization
- Create an individual schedule for a student who needs their day more organized

Part 3. Teaching Routines and Procedures

- Choose a procedure and create a “Teaching Routines and Procedures Lesson Plan”
- Create a visual reminder for procedure and describe how you will remind students of the procedures after they are initially taught.

Part 4. Consequence Strategies

- Describe a tiered reward/recognitions system for appropriate behavior and how to earn rewards. Make sure reinforcement is age-appropriate and accessible for a diverse group of students and at least one part of the system should include descriptive praise at a high rate.
- Describe a tiered set of clear consequences for not following the rules and challenging behavior.

Part 5. Collaborating with others

- Describe how you can communicate with professionals and families to extend classroom management plan and pro-social desired behaviors.

Part 6. Classroom Climate – Relationship Building

- Describe how to create positive teacher-student relationships.
- Describe how you can collaborate with others (including parents) to better understand the issues and resources needed when transitioning students (e.g., and reintegrating into and out of alternative environments)

Part 7. Physical Arrangement

- Create a physical arrangement including seating arrangement and the rationale for the arrangement
- Describe organization and accessibility of materials including student storage

Part 8. Reflection

- Reflect on your learning.
- Submit completed written work on course site.

Field Experience

Tier 2 Social Skills Unit Design and Implementation (addresses Technology and Diversity)

Purpose: The purpose of this assignment is to create a social unit to meet the social and emotional needs of students. This assignment requires you to utilize technology and address diversity in lesson plan to contribute to student learning.

Tasks:

- First, read the prompts and rubrics before completing this assignment.
- Type your responses directly into this template. Do not type into gray instructional boxes.
- Observe an individual student in a class.

- Based on information you could obtain through an assessment, write an educational need statement based on an individual student's challenges in the area of social emotional learning (core, social cognition, relationships, problem solving, conflict resolution, etc.).
- Write one IEP goal related to this area of need.
- Write two objectives related to the goal.
- Create a data sheet to monitor progress on one of your objectives.
- Plan a series unit of three to five sequenced individual, small or large group social skill lessons.
- Provide specific details on one of the lessons within the unit.
 - Provide a description of the opening activities
 - Provide a description of the direct instruction.
 - Provide a description of the opportunities for guided practice and feedback. In this section, you should utilize a peer mediated instruction and intervention to teach social skills.
 - Provide a description of the independent practice
 - Provide a description of the closing activities.
- Teach the lesson to gain experience with social emotional learning.
- Reflect on your learning.
- Submit completed written work on course site.

Field Experience

Tier 3 Positive Behavior Intervention Support Plan (BIP/BSP): Prevent, Teach, and Reinforce (PTR) Model

Purpose: The objective of this assignment is to create a plan for a student who requires behavioral supports, using the Prevent-Teach-Reinforce model. Although due at the end of the course, complete parts of this assignment throughout the class. Formal summative grading of the entire assignment will be at the end of the course. This is a scaffolded assignment with parts of the project build on each other. Success with each step of the process rests largely on accuracy with the previous steps. Example - if you do not correctly match the Competing Pathways Chart to the FBA hypothesis, then interventions will be inappropriate. The goal is to help you to learn how the pieces fit together, so that you can confidently apply the process with students upon completion of this course. Look at the example available on the course site to help you get started.

Tasks:

- Read assignment template prior to beginning assignment.
- Type your responses directly into this template. Do not type into gray instructional boxes.
- Identify a student with whom you can complete this project and target a challenging behavior.
- Observe the student's challenging behavior.
- Complete PTR assessment. You need assessment data on this student's challenging behavior. Consider a student who already has a Functional Behavior Assessment.
- Complete a Competing Behaviors Pathways chart utilizing assessment data.
- Write a hypothesis / precision problem statement.
- Write behavior goals and objectives.
- Design PTR intervention.
- Reflect on your learning.
- Submit completed written work on course site.

COURSE SCHEDULE AND ASSIGNMENTS DUE

This course's content is the same regardless of the format (i.e. in-person, online or combination) or duration (i.e. 8 or 15 weeks). The Canvas site includes modules that accompany each week of learning.

- First, read the module **Objectives and Learning Opportunities**.
- Then, complete the activities and the **Learning Assessments**.

Module	Topic
0	Getting Started
1	Implementing Multi-Tiered Systems of Support (MTSS) and Tier 1 Primary Universal Supports: Creating High Quality Learning Environments and Classroom Management
2	Addressing Social Emotional Learning
3	Understanding the Development of Social Skills
4	Planning Social Skills Groups & Social Skills Curriculum: Utilizing Peer Mediated Intervention and Supports for Friendship Development
5	Preventing and Addressing Bullying
6	Addressing Escalating Behavior and Utilizing a Problem Solving Framework
7	Creating Behavior Plans utilizing a Prevent Teach Reinforce Framework: Planning Antecedent-Based Intervention and Teaching Strategies
8	Creating Behavior Plans utilizing a Prevent Teach Reinforce Framework: Planning Consequence Strategies

Module 0 – Topic: Getting Started

Objectives and Learning Opportunities	Learning Assessments
• Meet instructor and classmates to build learning community • Read syllabus to learn course requirements • Utilize technology to prepare for course • Download and upload assignment • Utilize Discussion Board technology • Utilize Voice Thread technology • Utilize online quiz technology • Complete pre-assessment to assess current knowledge on topics • Contribute to community expectations to ensure a safe learning environment • Set personal learning expectations to guide learning for course	• Introduce yourself • Download, complete, and upload pre-assessment • Contribute to community expectations • Post personal course learning expectations

Module 1 – Topic: Implementing Multi-Tiered Systems of Support (MTSS) and Tier 1 Primary Universal Supports: Creating High Quality Learning Environments and Classroom Management

Objectives and Learning Opportunities	Assessments
Objectives • Define MTSS • Define tier 1, tier 2, and tier 3 prevention and support intervention • Create effective schedules and visual prompts • Identify effective instructional expectations, procedures, and routines • Create consequences for expectations (group and individual)	Tier 1 Setting Up Positive Learning Environments for Success • Start in module 1 and submit in module 2

- Build relationships with students
- Plan transitions (e.g., early childhood to preschool, high school to adulthood, reintegrating children and youth into and out of alternative environments)
- Arrange classroom physical environment
- Review how to conduct a functional behavior assessment

Lecture

- Multi-Tiered Systems Of Support (MTLS)
- [Setting Up a High Quality Learning Environment that Conveys High Expectations and Contributes to Student Success](#) (27:36).
- [Building Relationships](#) (12:16) discusses the importance of and strategies for developing positive relationships with students
- Planning transitions for student success
- Behavior Plans: Conducting a functional behavior assessment

Read

- Scheuermann & Hall (2016) Chapter 4: Preventing Challenging Behavior Through Rules and Procedures
- Scheuermann & Hall (2016) Chapter 6 [Prevention Through Effective Use of Schedule, Climate, and Classroom Planning and Organization](#)
 - [Daily Schedule](#)
 - [Classroom Climate](#)
 - [Classroom Organization](#)
- Pick a grade level reading related to level of programming
 - Preschool: Collins et al., (2002). Create rewarding circle times by working with toddlers, not against them. *Childhood Education* 78 (4) p. 194-9
 - Elementary: Roxann Kriete (2002) Morning Meeting Book – Responsive Classroom - Northeast Foundation for Children
 - Middle/High School: Crawford, Linda (2008) The Advisory Book Chapter 2: The Circle of Power and Respect - targeted toward middle school classes and offers teachers an array of lesson plans on such topics as conflict resolution, building a positive school climate and building healthy relationships across social boundaries

Optional

- Wright & McCurdy (2012). Class-wide positive behavior support and group contingencies: Examining a positive variation of the good behavior game. *Journal of Positive Behavioral Interventions*. This article reviews a modified version of the Good Behavior Game, a powerful group contingency with a history of documented empirical support.
- Him & Park (2012). Teacher-mediated instructional strategies for students with Emotional or Behavioral Disorders. *Beyond Behavior*, 22 (1), p. 32–39. This article reviews strategies for decreasing the likelihood of challenging behavior during the instructional sequence (i.e., before instruction, during instruction, and following instruction).

Assess

- Complete Assessment: “Preschool Behavior Support Self-Assessment” (works for all age level of classrooms)

Tier 3 Behavior Plan
This assignment is broken into chunks.

Complete sections in each module throughout the semester.

This module, you should...

- Read assignment template prior to beginning assignment
- Look at the example “Ashley-8th grade” to help you get started.
- Identify a student with a target problem behavior.
- Collect previous FBA/BIP data for student if available

- I use a predictable, orderly classroom environment to support positive behavior.
- I define and teach expectations to support positive behavior.
- I acknowledge appropriate behavior and respond consistently to problem behavior.
- I collect data and use it to make decisions that support positive behavior.

Reference: NAEYC (2016) [Building Environments That Encourage Positive Behavior](#): The Preschool Behavior Support Self-Assessment

Online Module – Choose 1

- [IRIS Online Module - Classroom Management Part 1](#) Learning the Components of a Comprehensive Behavior Management Plan (Review from behavior management. course)
- [IRIS Online Module– Classroom Management Part 2](#) Developing your own comprehensive behavior management plan (Review from behavior management. course)
- [CSFEL Module 1](#) (Preschool or Infant) Promoting Children's Success: Building Relationships and Creating Supportive Environments

Discuss

- Topic: Topic: Setting Up a High-Quality Learning Environment that Conveys High Expectations and Contributes to Student Success.
- Purpose: The purpose of this discussion is to learn practices that are essential in setting up classrooms for success. The readings and lecture provide strategies educators can use to set up a classroom for success. After completing the behavior support self-assessment, discuss ideas and ways you can implement or plan to implement some strategies for success in your classroom.
 - Provide the rationale for why you think these strategies are important to use.
 - For those already teaching, share what is something you are striving to improve upon when it comes to your classroom environment.

Examples of strategies:

- Greet students at the door
- Schedule time to teach, practice, and acknowledge routines
- Maximize academic engagement and success
- Actively supervise and teach others how to do the same
- Have at least four positives for every one negative EACH hour
- Acknowledge every student at the end of the day/hour

Module 2 – Topic: Addressing Social Emotional Learning

Objectives and Learning Opportunities	Assessments
Objectives • Define social and emotional learning (SEL) • Identify the five core areas of SEL • Describe the importance of SEL competency	Due by Sunday at midnight: Tier 1 Setting Up Positive Learning Environments for Success

• Write IEP goals and objectives • Design data collection forms and progress monitoring practices for goals and objectives Lecture • Introduction to Social, Emotional, and Behavioral Learning and Interventions (16:17) Read • Scheuermann & Hall (2016) Chapter 6 Providing Support Through High Quality Instruction • Scheuermann & Hall (2016) Chapter 9 Providing Support Through Social Skills Instruction • Weissberg, R., Durlak, J. A., Domitrovich, C. E. & Gullotta, T. P. (2016). Why social and emotional learning is essential for students • Skim 1 of the following CASEL Effective Social and Emotional Learning Program Guides ◦ Preschool and Elementary School Edition (2013) ◦ Middle and High School Edition (2015) • Cheney, et al. (2010). The Check, Connect, and Expect Program: A Targeted Tier 2 Intervention in the School Wide Positive Behavior Support Model Preventing School Failure, 54, 152-158. Optional • CASEL: Tools for educators: SEL and academic performance • CSFEL Module 2 (Preschool or Infant) Social-Emotional Teaching Strategies • Hawkins, Smith, & Catalano (2004). Social development and social and emotional learning– chapter in Building Academic Success on Social and Emotional Learning. Chapter articulates the importance of SEL instruction and intervention, along with the components necessary for effective SEL in schools • Jones, S.M., & Bouffard, S.M. (2012). Social and emotional learning in schools: From programs to strategies. Social Policy Report, 26 (4) Society for Research in Child Development. This article articulates the elements necessary for generalization and maintenance of social emotional skills in the schools beyond small group, pull-out instruction • Meadan, H. & Monda-Amaya, L. (2008). Collaboration to promote social competence for students with mild disabilities in the general classroom: A structure for providing social support. in Prevention in School and Clinic, 43, 158-167. This article articulates why collaboration is critical in meeting both the academic and social needs of your students • Yates, T., Ostrosky, M. M., Cheatham, G. A., Fettig, A., Shaffer, L., & Santos, R. M. (2008) Research Synthesis on Screening and Assessing Social-Emotional Competence. Center on the Social Emotional Foundations for Early Learning Videos	Tier 3 Behavior Plan • Create a data collection form to collect data on a student’s challenging behaviors.

- [Smart Hearts Video](#): Example of how school districts teach and assess social and emotional skills just like skills in math and reading (15 minutes) [Transcript](#)

Webinar – Choose 1 of the following webinars to view.

- [Effective Social and Emotional Learning Programs](#) (2013) Preschool and Elementary School Edition. (53 minutes)
- [Integrate Social Emotional Learning into the Core Functioning of the School](#) (1 hour and 7 minutes)
- [Integrating Early Childhood Social Emotional Development into Part C](#) (54 minutes)
- [Screening for Social & Emotional Development & Linking to Program Planning](#) Jane Squires
- [Social-Emotional Learning Integrated with Academic Literacy Equals Secondary Students' Common Core Success](#) (1 hour and 30 minutes)

Discuss

- **Topic:** Social Emotional Learning Intervention
- **Purpose:** The purpose of this discussion is to discuss how to address intervention to meet the social emotional needs of students.
- **Task:** The readings and lecture provide the definition of social emotional learning and strategies for SEL interventions.
 - Describe a student who has social emotional needs who might benefit from [The Check, Connect, and Expect Program: A Targeted Tier 2 Intervention in the School Wide Positive Behavior Support Model](#) (Reference Cheney, et al., 2010).
 - Describe how you would implement a check-in check-out system for this student.
 - Describe how the check-in check-out strategy could build and maintain a positive relationship with the student, while pre correcting and reinforcing expectations.

Module 3– Topic: Understanding the Development of Social Skills

Objectives and Learning Opportunities	Assessments
Developing and Building Core Social and Play Skills • Describe typical early core social skill development • Utilize assessment tools that identify challenges in core social and play skills development. • Articulate the importance of play • Define play and describe typical development in play • Define friendship • Identify intervention strategies to develop and facilitate friendship including Circle of Friends and Peer Mediated Instruction & Interventions (PMII) • Learn strategies to increase acceptance of differences • Define world knowledge/ hidden curriculum, perspective taking skill, theory of mind and social cognition	Tier 3 Behavior Plan • Observe student with challenging behavior to collect 3 to 5 data points for baseline data

- Identify difference between social skill acquisition and social cognition
- Identify hidden curriculum items that student might need to be taught
- Identify difference between acquisition, mastery, generalization, and fluency in use of social skills
- Review how to write a goal and objective
- Write individualized education plan (IEP) objectives tied to a core social need or play need
- Identify interventions that engage students in core or play interaction

Lecture

- Core social and play skill development by Lynn Stansberry Brusnahan
- [Friendship Development](#). (05:42) by Ms. Andrea Clepper discusses the importance of play and friendships for social development, along with the social void, inclusion, and the stages of friendship development.

Assessment

- [Indices of Friendship Observation Assessment](#)

Video

- [Circle of Friends](#)

Read

Core Social Skill Development

- Quill, K. & Stansberry Brusnahan (2017). Chapter 2 Understanding social and communication development and challenges pages 23-45
- SKIM Quill & Stansberry Brusnahan (2017) Do Watch Listen Say Chapter 8: Activities to Promote Skill Development

Discuss:

- **Topic:** Teaching core social and play skills
- **Purpose:** The purpose of this activity is to practice planning intervention to meet a student's early core social and play skill challenges.

Task:

- Review [Developmental Milestone Checklists](#) to develop an understanding of early developmental social emotional milestones ([2 years](#), [3 years](#), [4 years](#), [5 years](#))
- Choose one skill development area of social emotional skills and describe what a challenge in this area would look like in a student with a disability.
- Write an individualized education plan (IEP) goal based on the student's educational needs to address the area of social emotional need
- Write 2 objectives linked to the goal.
- Embed an activity that works on the goal/objectives within the school or home setting.
- Vary and expand the activity to generalize the skill.

Module 4 – Topic: Planning Social Skills Groups & Social Skills Curriculum: Utilizing Peer Mediated Intervention and Supports for Friendship Development

Objectives and Learning Opportunities	Assessments
Objectives Teaching Social Emotional Skills - Describe teaching replacement (alternative and desired) behaviors - Discuss the importance of identifying and teaching areas of skill deficits - Discuss when and how to deliver social skills instruction - Discuss how to set up a social skills group - Utilize social skills curriculum and instruction to meet the identified needs of students - Share social skills instruction curriculum and resources - Conduct baseline assessments to understand the student's behavior and influencing events Lecture - Social Skills Curriculum - Social Skills Groups Read: Friendship Development – Choose 1 grade level or disability area article to read - Middle School: Chadsey & Gun Han (2005). Friendship Facilitation Strategies: What do Students in Middle School Tell us?. Teaching Exceptional Children 38, 2. - Autism: Craig-Unkefer, L. (2006/2007) Best Practices in Promoting Friendship Development for Students with ASD. Impact. - High School: Schaffner & Buswell (year) Connecting Students: A Guide to Thoughtful Friendship Facilitation for Educators & Families - Autism: Schlieder, M. Maldonado, N. & Beate. B. (2014). An Investigation of “Circle of Friends” Peer-Mediated Intervention for Students with Autism. Journal of Social Change, 6 (1). - Diverse students; Spencer & Salend (1999) Facilitating Friendships among Diverse Students. Intervention in School and Clinic 35, 9. - Elementary: Turnbull, Pereira, & Blue-Banning (1999) Parents' Facilitation of Friendships. Between Their Children with a Disability and Friends Without a Disability. JASH/Research and Practice for Persons with Severe Disabilities, 24, 2, 85-99. - Autism: Wolfberg, P., Bottema-Beutel, K. & DeWitt M. (2012). Including Children with Autism in Social and Imaginary Play with Typical Peers: Integrated Play Groups Model. American Journal of Play, 5 (1). 55-80. Round Robin - Share 1 key strategy you learned from the article you read on friendship skills. Online Module AFIRM Social Skills Training Module *Need to create a password – site is free. AFIRM Peer Mediated Interventions and Instruction PMII)	Tier 3 Behavior Plan Graph behavioral data Quiz: Academic Vocabulary

Demonstrations • Demonstrate Social Skills Unit Design and Implementation Lesson utilizing Technology Discuss • Topic: Social Skills Curriculum • Purpose: The purpose of this discussion is to learn about available evidence-based social skills curriculum. • Task: • Review a Social Skills Curriculum. • Identify a hidden curriculum item focused on social skills to teach a group of students in a social skills group. • Describe how to use chosen curriculum to teach the hidden curriculum and social skills in a small or large group. • Choose one lesson from the curriculum and discuss the needs, goals, and objectives this lesson would meet. • Describe or model a lesson using the curriculum that could be used with peer mediated instruction and intervention (PMII)	

Module 5 – Topic: Preventing and Addressing Bullying

Objectives and Learning Opportunities	Assessments
Objectives • Define bullying and the types of bullying occurring in schools. • Identify how to integrate anti-bullying interventions and skills in schools. • Communicate a clear moral position against bullying and harassment. • Establish, where absent, consistent, enforceable rules pertaining to bullying & communicate these policies to students, parents & staff. • Integrate the bullying prevention principles in classroom instruction. • Plan how to train students to use anti-bullying intervention skills in real-life situations and how to deal with bullying • Analyze data to hypothesize function of a behavior Read • CASEL brief (2009). Social and Emotional Learning and Bullying Prevention. This brief illustrates the relationship between social and emotional factors and bullying; explains how an SEL framework can be extended to include bullying prevention; and provides suggested resources http://casel.org/downloads/2009_bullyingbrief.pdf. • PBIS Bully Prevention Manual - choose grade level and skim ○ Elementary School by Ross, Horner & Stiller ○ Middle / High School by Horner, Nese, Ross, Stiller, & Tomlanovich <i>Step 1: Use the school-wide “stop phrase.”</i> <i>Step 2: If the person stops, say “cool” or “OK” and move on with your day</i> <i>Step 3: If the person does not stop, decide whether to ignore the person or seek support.</i>	Due: Social Skills Unit Design and Implementation

Step 4: If you decide to ignore, don't look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support

Explore Website

- [PACER National Bullying Prevention](#)

Optional Read

- Rose, C. A., Swearer, S. M., & Espelage, D. L. (2012). [Bullying and students with disabilities: The untold narrative](#). Focus on Exceptional Children, 45(2), 1.
- Pacer ACTION Sheet (2006) Bullying Fast Facts
- Pacer (2003) Common Views about Bullying
- Bullying 101: What You Need to Know Before You Go
- Pacer ACTION Sheet (2007) Is Your Child Being Bullied in Cyberspace?
- Pacer (2003) Your Three-Step Plan to Stopping Bullying
- Pacer (2003) The Individualized Education Program (IEP) and Bullying

Online Training

- [StopBullying.gov course](#) - [Video](#) (1 hour) Training to discover your role in bullying prevention and gain guidance on use of long-term, community-wide prevention strategies.

Discuss

- Topic: Bullying Prevention for Safe Schools
- Purpose: The purpose of this discussion is to learn how to create a bullying prevention lesson.
- Task:
 - Plan a series of 3-5 sequenced small or large group bullying prevention lessons.
 - Create a lesson plan for one of the lessons.
 - Describe the professional resources you utilized to create your lesson (e.g., PBIS bullying manual, PACER website materials).
 - Teach your lesson.
 - Reflect on teaching the lesson.

Module 6 – Topic: Addressing Escalating Behavior and Utilizing a Problem-Solving Framework

Objectives and Learning Opportunities	Assessments
Problem-solving Framework • Describe how problem behaviors occur within the phases of an acting-out/escalation cycle • Provide examples of how you have seen the progression of behaviors in a student that follows the escalation cycle • Reflect and share how behaviors might look differently based on a student's background (e.g., race, cultural, social economic class) • Articulate why teachers need to be able to effectively manage disruptive and noncompliant behaviors before peak escalation • Provide examples of evidence-based practices that could be used to respond to students in different phases of the acting-out/escalation cycle	Tier 3 Behavior Plan: • Complete competing behavior pathways • Write a hypothesis / precision problem statement • Choose a replacement behavior

- Utilize problem-solving models such as the team-initiated (TIPS) approach
- Connect problem-solving approach to analyzing challenges in SEL
- Define self-management and how to utilize self-monitoring and self-evaluation strategies

Lectures

- Understanding the Escalation Cycle
- Problem Solving Frameworks including Team-initiated TIPS

Read

- PBIS Form in Brief (2015): Team-initiated problem solving (TIPS) 7 pages
- Newton, et. al (2012). A pilot study of a problem-solving model for team decision-making
- Walker, Colvin, & Ramsey (1995). Chapter 3: The acting out behavior cycle of anti-social students in the classroom.
- Choose 1 of the following data articles
- Gage, N.A. & McDaniel, S. (2012). Creating smarter classrooms: Data-based decisions for effective classroom management. *Beyond Behavior*, 22(1), 48–55. Discusses the importance of databased decision making in improving instructional efficacy and how to plan for, collect, analyze, and use data to inform decisions.
- Lee, D., Vostal, B., Lylo, B. & Huo, Y. (2011). Collecting behavioral data in general education settings: a primer for behavioral data collection. *Beyond Behavior*, 20(2), 22–30. Provides information regarding behavioral data collection.

Videos

- [TIPS Video Series](#)
 - Overview of TIPS (3 minutes)
 - Meeting Foundations (3 minutes)
 - Identify Problem with Precision (2.30 minutes)
 - Identify Goal for Change (1.30 minutes)
 - Identify Solutions and Create Implementation Plan (3 minutes)
 - Implement Solution with Integrity (1.30 minutes)
 - Monitor Impact (2 minutes)
 - Make Summative Evaluation Decision (3 minutes)
 - Tips for Academics (20 minutes)
 - TIPS Meeting (12 minutes)

Online Module

- Optional [IRIS Online Module - Addressing disruptive and non-compliant behaviors \(Part 1\): Understanding the acting out cycle](#) (Review from behavior management course)

Discuss

- Topic: Data Collection and Problem Solving
- Purpose: The purpose of this discussion is to learn about data based decision making and understand the types of data that needs to be collected for problem solving student's challenging behaviors and how to use that data.

- Task: Based on the readings, lectures, and videos, describe how systematically assessing and utilizing data based decision making steps (defined as the process of collecting, analyzing, reporting, and using data for school improvement) benefit both students with challenging behaviors and the teams working with the students. Address how educators should use assessment data to monitor effectiveness and modify teaching and learning strategies to increase student progress and performance (SEP 8H).

Reference the following resources in your answer.

Team Initiated Problem Solving (TIPS)

- Identify Problem with Precision
- Identify Goal for Change
- Identify Solutions and Create Implementation Plan
- Implement Solution with Integrity
- Monitor Impact
- Make Summative Evaluation Decision

Data based decision-making by Gage & McDaniel (2012)

- Define the problem and establish judgement criteria
- Who, what, where, when, why?
- What are the socially acceptable criteria? What is success (e.g. 80%)?
- Acquire a plan
- Use operational definitions
- How will you collect and analyze data?
- Track data

Consistently and objectively collect and track data

- Actively inspect data and modify instruction
- Organize, describe, and analyze data
- Relate results back to problem
- Evaluate student progress and intervention effectiveness

Five steps of data collection by Lee, Vostal, Lylo, & Huo (2011)

- Scheduling time for data collection
- Defining behaviors of interest
- Collecting data
- Summarizing data
- Interpreting data

Module 7 – Topic: Creating Behavior Plans utilizing a Prevent Teach Reinforce Framework: Planning Prevention and Antecedent-based Interventions

Objectives and Learning Opportunities	Assessments
Objectives • Review Positive Behavior Interventions and Support (PBIS) • Articulate how functional behavior assessment (FBA) data informs behavior intervention plan (BIP) • Utilize the PTR framework for creating a behavior plan and behavioral interventions for students with challenging behaviors	Quiz: Academic Vocabulary Complete course evaluation online Tier 3 Behavior Plan:

• Engage in team building with student’s educational team members (teachers, administrators, behavior experts, parents, and other members) • Set goals to prioritize meeting student’s needs • Engage in data collection assessment to evaluate behavior and identify ABCs and function of behavior • Utilize the PTR assessment to understand the student's behavior challenges and contribute to an effective individualized plan • Evaluate the effects of PTR intervention • Summarize assessment data in a Competing Behaviors Pathways • Plan prevent, teach and reinforce evidence-based intervention strategies based on assessment data in Competing Behavior Pathways • Define prevent and antecedent-based intervention strategies and provide examples of how they can be implemented in a classroom setting • Link Prevent components to competing behaviors pathways Lecture • Positive Behavior Inventions and Supports • Functional Behavior Assessment and Behavior Intervention Plans • Prevent Teach Reinforce Model • Prevention and Antecedent-Based Interventions Read • Simonsen, Sugai, & Negrón (2008). School-wide PBS: Primary systems and practices. <i>TEACHING Exceptional Children</i> • Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C. (2010). <i>Prevent, Teach, Reinforce: The school-based model of individualized positive behavior support</i>. Baltimore: Brookes. Chapter 4 Choose 1 of the following to read • Kern, Choutka & Sokol (2002). Assessment-based antecedent interventions used in natural settings to reduce challenging behavior: An analysis of the literature. <i>Education and Treatment of Children</i>, 25 (1), 113 – 130 • Jolivette, Stichter, & McCormick (2002). Making choices, improving behavior, engaging in learning. <i>Teaching Exceptional Children</i>, 34, 25-30. • Koegel et al. (2012). Interventions for children with ASD in inclusive school settings. <i>Cognitive and Behavioral Practice</i>, 19, 401-412 • Lampi, A. R., Fently, N. S. , & Beaunae, C. Making the Three Ps Easier: Praise, Proximity, and Precorrection. <i>Beyond Behavior</i>, 15 (1) 8-12 Online Module • Autism Focused Interventions and Resources (AFIRM) online module – Antecedent-Based Intervention • Optional: Evaluation and Behavior Support Plan Review (90 minutes) • Define necessary components of plans • Provide examples of goals • Develop a point card to measure progress toward goal linked to incentive plan	• Plan prevent strategies

• Describe data collection procedures to track implementation fidelity and student progress • Know how to conduct a behavior plan meeting Discuss • Topic: Prevention and Antecedent-based Intervention Strategies • Purpose: The purpose of this discussion is to discuss the PTR model – specifically prevention and antecedent-based intervention strategies that can be incorporated into a student’s behavior plan. • Task: • Explain the prevention part of the Prevent Teach Reinforce model. • Choose one prevention or ABI strategy to and describe the intervention strategy. ABI strategies include: ○ Arrange the environment ○ Change the schedule/routine ○ Structure time ○ Use highly preferred activities/items ○ Offer choices ○ Alter manner in which instruction is provided ○ Enrich sensory stimuli access ○ Implement pre-activity interventions (transition cue about next activity, information about schedule changes) ○ Pre-correction ○ Utilize proximity ○ Provide praise ○ Provide a means to communicate • Describe how you have seen this strategy used or how you could use the strategy within a classroom setting to prevent challenging behaviors.	

Module 8 – Topic: Creating Behavior Plans utilizing a Prevent Teach Reinforce Framework: Planning Teach and Consequence-Based Response / Reinforce Strategies

Objectives and Learning Opportunities	Assessments
Objectives • Respond to minor challenging behaviors • Learn the steps for teaching replacement behaviors • Define consequence-based strategies • Provide examples of consequence-based intervention strategies such as group reinforcement contingencies • Link teach and reinforce components to competing pathways • Identify strategies to help students become independent and learn to self-manage (regulate), self-evaluate, and self-monitor their own behaviors • Collect and analyze data after interventions are implemented to evaluate effectiveness of interventions to modify teaching • Assess issues regarding fidelity of implementation of interventions Lectures • Responding to Minor Challenging Behavior (19:12)	Tier 3 Behavior Plan: • Plan teach strategies • Plan reinforce strategies Due in one week by Sunday at midnight: Tier 3 Behavior Plan

- [Group Reinforcement: Contingencies in Practice](#) (29:12) Andrea Clepper provides purpose, pros and cons of group contingency systems, and examples of unique group reinforcement contingencies used in the classroom.

Read

- Fairbanks, Simonsen, & Sugai (2008). Class wide secondary and tertiary tier practices and systems. *TEACHING Exceptional Children*, p. 44-52.
- Rafferty (2010). Step-by-step: Teaching students to self-monitor. *Teaching Exceptional Children*, 43, 50-58.
- Crawford & Hagedorn, Chapter 4 Multicultural Understanding in Classroom Discipline: Guiding adolescents to responsible independence. p. 187-197.

Optional

- Baron-Cohen, S. (2001). Theory of Mind, *Prisme*, 34, p. 174-183.
- Garcia-Winner, M. (2011). Levels of Perspective Taking

Online Module

- IRIS Online Module - [SOS: Helping Students Become Independent Learners](#). Describes how to help students stay on task by regulating their own behavior through four strategies: self-monitoring, self-instruction, goal-setting, and self-reinforcement.
 - Understand self-regulation techniques
 - Know when and where to use regulation strategies
 - List and describe four types of regulation strategies

Discuss

Topic: Teaching Self-Awareness for School and Life Success

Purpose: The purpose of this discussion is to highlight the pivotal skills you want to teach in a student's behavior plan that contribute to self-awareness for school and life success.

Task:

- Choose one area that falls under self-awareness for school and life success and describe the evidence-based and high leverage intervention strategy you could use to teach the skill and the rationale for teaching the skills.

Self-Awareness for School and Life Success

- **Identifying and managing challenging “behaviors” and self-regulation strategies** (e.g., 5 point scale, coping strategies, cognitive-behavioral strategies, SOCCSS - Situations, Options, Consequences, Choices, Strategies, Simulation)
- **Social awareness, perspective taking, and appreciating diversity** (e.g., theory of mind, levels of perspective taking)
- **Responsible decision making** (e.g., analyzing situations, assuming personal responsibility, respecting others, problem solving, SODA-Stop, Observe, Deliberate, Act)
- **Relationship skills** (e.g., communication, building relationships, negotiation, and refusal)

Recognizing personal qualities/strengths and external supports and demonstrating skills related to achieving personal and academic goals (e.g., self advocacy, self-evaluation, and self-monitoring)

- Example: I would teach social awareness and perspective taking to students with autism in a social skills training groups (evidence-based practice). Within the group, I would use the high leverage practice of explicit instruction to teach students about building and maintaining positive relationships. I would utilize the evidence-based practice of modeling and demonstrate different feelings. Then, I would have students practice with a mirror demonstrating their own feelings (e.g., happy, sad, mad). I would then demonstrate an emotion and have students guess my thoughts and perspectives based on my facial expressions. I would use the evidence-based practice of visual supports and use emotion flashcards with faces of emotions on one side and the feeling written on the other side. After students have mastered some simple emotions, I would use the evidence-based strategy of peer-mediated instruction and intervention and partner students to test each other on the flashcards about emotions. The rationale for this lesson is that relationships are central to success in school and life and require the ability to complete be socially aware and have perspective of what others are feeling.

Knowledge Base

Knowledge base of the course, in part, is affirmed in the writing and research of the authors who publish texts about students with disabilities and in the peer reviewed journals that focus on students with disabilities, including the following:

- Alberto, P. & Troutman, A. (2009). *Applied behavior analysis for teachers*, eighth edition. Prentice Hall.
- Barnhill, G. (2005). Functional behavioral assessment in schools. *Intervention in School and Clinic*, 40 (3), 131-143.
- CASEL Guide (2013). *Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition*. Found at <http://www.casel.org/preschool-and-elementary-edition-casel-guide>.
- CASEL Guide (2015). *Effective Social and Emotional Learning Programs—Middle and High School Edition*. Found at <http://www.casel.org/middle-and-high-school-edition-casel-guide>.
- Chaote, J. (2000). *Successful Inclusive Teaching-Third Edition*. Allyn & Bacon, MA. (Chapter 14 Managing Behavior in the Inclusive Classroom, p 368-389).
- Crone, D. & Horner, R. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*. New York: The Guilford Press.
- Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (in press), The Impact of Enhancing Students' Social and Emotional Learning: A Meta-analysis of School-based Universal Interventions. *Child Development*.
- Horner, R.H., Sugai, G., Lewis-Palmer, T., & Todd, A.W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional and Behavioral Disorders in Youth*, 1 (4), pgs. 77-79 & 93-96.
- Lindberg, J. & Swick, A. (2001). *Common sense classroom management. Surviving September and Beyond in the Elementary Classroom*. Corwin Press Inc. Thousand Oaks, CA.
- Lindberg, J., Evans Kelley, D. & Swick, A. (2005). *Common sense classroom management for middle and high school teachers*. Corwin Press Inc. Thousand Oaks, CA.
- Maag, J.W. (2004). *Behavior management: Applications: From theoretical implications to practical applications* (2nd ed.). Belmont, CA: Wadsworth.
- Martin, G. & Pear, J. (2005). *Behavior Modification: What It Is and How To Do It*. Eight edition. Upper Saddle River, NJ: Pearson Prentice Hall.
- Payton J, Weissberg RP, Durlak JA, Dymnicki AB, Taylor RD, Schellinger KB, & Pachan M (2008), *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-grade Students*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning (CASEL) www.casel.org.
- Sutherland, K., Copeland, S., & Wehby, J. (2001). Catch them while you can: Monitoring and increasing the use of effective praise. *Beyond Behavior*.
- Shippen, M., Simpson, R. & Crites, S. (2003). A practical guide to functional behavioral assessment. *Teaching Exceptional Children*, 35 (5), pg 36-44.
- Ryan, A., Halsey, H., & Matthews, W. (2003). Using functional assessment to promote desirable student behavior in school. *Teaching Exceptional Children*, 35 (5), pg 8-15.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional Behavioral Assessment and Function-Based Intervention*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Vitto, J. (2003). *Relationship-driven classroom management. Strategies that promote student motivation*. Corwin Press Inc. Thousand Oaks, CA.

Teaching Field Experience & Student Teaching

REDP 651 Teaching: Field Experience

REDP 652 Teaching: Student Teaching

School of Education (SoED)

Course Syllabus

REDP 651 Teaching: Field Experience (2 credits)

REDP 652 Teaching: Student Teaching (4 credits)

1. Mission Statement

This course is designed and taught within the following context:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

2. Instructor and Course Information

Instructor Name:

Office Location:

Instructor's email address:

Instructor's phone:

Term1: REDP 651: Term 2: REDP 652

Format:

Duration:

Course Site: Course available via [Canvas](https://canvas.stthomas.edu) at <https://canvas.stthomas.edu>

3. Course Description

The purpose of this course is to provide teacher candidates the opportunity to observe, practice and refine knowledge, skills and dispositions in the art of teaching. The field experiences and clinical practice provides opportunities to apply theories and strategies from coursework. These experiences allow the candidate to teach and learn alongside a mentor teacher who will provide ongoing mentoring, Observations, feedback, and coaching specifically related to student and teacher-candidate performance data. Teacher candidates assume responsibility for planning, teaching and assessing learners within an environment of reflective practice.

About the Clinical Practice and Experiences in Teaching Courses:

Course goals and competencies are further addressed through a minimum of a year-long, school-based clinical experience (REDP 651 and REDP 652). Candidates will be assigned a master teacher who will provide ongoing mentoring, Observations, feedback, and coaching specifically related to student and teacher-candidate performance data. The non-conventional pathway model will provide candidates with over 1200 hours of teaching and learning at the host school site. This rigorous model provides opportunities for candidates to go beyond abstract understandings of theories to develop flexible "knowledge-in-practice, of-practice, and for-practice (Cochran-Smith & Lytle, 1999) that is deeply embedded in the context of the classroom, school, and district.

Teaching responsibilities will be identified monthly and weekly based on identified learning targets for the Candidate. Mentor teachers and University Supervisors will identify the learning targets based on performance data, formal Observations , key assessments and skills and dispositions identified in the specific licensure competencies. Candidates will participate in year-long application/reflection.

The Standards of Effective Practice standards are addressed through a school-based clinical experience (REDP 651 Teaching I: Field Experience and REDP 652 Teaching II: Clinical Practice).

REDP 652 is the substantive placement in which the candidates moves into full responsibility for planning, teaching and assessment of learners while maintaining the relationship with the mentor teacher. The edTPA – Teacher Performance Assessment is completed during this term, allowing the candidate to more deeply reflect and evidence the essential skills for success as a beginning teacher.

4. Texts and Materials:

University of St. Thomas- Teacher Handbook
 Developmental Observation Report
 Clinical Practice Summative Evaluation of the Candidate
 Rubric Guide for candidate evaluations
 Year-long Overview
 Gradual Release
 Lesson Plan Template
 Ed-tpa Handbook

Additional readings available on course site

5. Standards

The standards which have primary attention and are assessed in this course appear in the table below:

REDP 651

Standards of Effective Practice: MN Rule 8710.2000		Learning Opportunities and Assessment
1E	Use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings.	Learning Opportunities: • Planning Module and Lesson Planning Workshop • Lesson planning Assess: • Observations • license specific evaluation
1F	Use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts.	Learning Opportunities: • Planning Module and Lesson Planning Workshop • Lesson Planning Assess: • Observations • License specific evaluation
1G	Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and	Learning Opportunities: • Planning Module and Lesson Planning Workshop • Lesson Planning

	usefulness for presenting particular ideas and concepts.	Assess: • Observations • License specific evaluation
1H	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.	Learning Opportunities: • Planning Module and Lesson Planning Workshop Assess: • Observations • License specific evaluation
1I	Develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives.	Learning Opportunities: • Planning Module and Lesson Planning Workshop Assess: • Observations • License specific evaluation
1J	Design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas	Learning Opportunities: • Planning Module and Lesson Planning Workshop Assess: • Observations • License specific evaluation
2E	Assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains	Learning Opportunities: • Planning module, including specific big ideas of planning (learning goal, strategies, and formative assessment), lesson planning and Observations Assess: • Observations • License specific evaluation
2H (secondary)	Demonstrate knowledge and understanding of concepts related to technology and student learning.	Learning Opportunities: • Monthly modules incorporate use of technology in all aspects of foundational/essential elements; lesson planning and Observations Assess: • Observations • License specific evaluation • Video self and peer assessment
3K (secondary)	Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.	Learning Opportunities: • Planning module • Lesson planning Assess: • Observations • License specific evaluation

3L	Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes.	Learning Opportunities: • Modelling and Observations Assess: Observations License specific evaluation
3O (secondary)	Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences.	Learning Opportunities: Module 1: Learning Environments Module 2: Planning; Lesson Planning and Observations Assess: Observations License specific evaluation
3P (secondary)	Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms.	Learning Opportunities: Module 1: Learning Environments Module 2: Planning; Lesson Planning and Observations Assess: Observations License specific evaluation
3Q	Develop a learning community in which individual differences are respected.	Learning Opportunities: Module 1: Learning Environments Module 2: Planning; Lesson Planning and Observations Assess: Observations License specific evaluation Video self and peer assessment
3R	Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Learning Opportunities: Modules incorporate use of technology in all aspects of foundational/essential elements Lesson planning and Observations Assess: Observations License specific evaluation Video self and peer assessment Learning
5H (secondary)	establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.	Learning Opportunities: • Module 1: Learning Environments • Module 2: Planning; Lesson Planning and Observations Assess: • Observations • License specific evaluation • Video self and peer assessment

5I (secondary)	Establish peer relationships to promote learning.	Learning Opportunities: - Module 1: Learning Environments - Module 2: Planning; Lesson Planning and Observations Assess: - Observations - License specific evaluation - Video self and peer assessment
5K	Use different motivation strategies that are likely to encourage continuous development of individual learner abilities.	Learning Opportunities: Lesson planning and Observations Assess: Observations License specific evaluation
5L (secondary)	Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.	Learning Opportunities: Module 1 Learning Environments Assess: Observations License specific evaluation; video self and peer assessment
5N (secondary)	Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.	Learning Opportunities: Module 1: Learning environments: Engagement Module Assess: Observations License specific evaluation;
5O (secondary)	Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.	Learning Opportunities: Module 1: Learning Environment; Lesson Planning and Observations Assess: Observations License specific evaluation and video self and peer-evaluation
5P (secondary)	Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.	Learning Opportunities: Module 1: Learning Environment; Lesson Planning and Observations Assess: Observations License specific evaluation and video self and peer-evaluation
5Q	Analyze the classroom environment and make decisions and adjustments to enhance social relationships student motivation and engagement, and productive work	Learning Opportunities: Module 1: Learning Environment; Lesson Planning and Observations Assess: Observations License specific evaluation and video self and peer-evaluation
5R	organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.	Learning Opportunities: Module 1: Learning Environment; Lesson Planning and Observations Assess: Observations License specific evaluation and video self and peer-evaluation

6F	Use effective listening techniques.	Learning Opportunities: Module on Eliciting Student Thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6G	Foster sensitive communication by and among all students in the class.	Learning Opportunities: Module 1: Learning Environment and Lesson Planning and Observations Assess: Observations License specific evaluation
6H	Use effective communication strategies in conveying ideas and information and in asking questions.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6I (secondary)	Support and expand learner expression in speaking, writing, and other media.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6K	Use a variety of media and educational technology to enrich learning opportunities	Learning Opportunities: modules incorporate use of technology in all aspects of foundational/essential elements; lesson planning and Observations Assess: Observations License specific evaluation and monthly video self and peer assessment Learning
7B (secondary)	Plan instruction using contextual considerations that bridge curriculum and student experiences.	Learning Opportunities: Planning module, regular lesson planning, and Observations Assess: Observations License specific evaluation
7C (secondary)	Plan instructional programs that accommodate individual student learning styles and performance modes.	Learning Opportunities: Planning module, regular lesson planning, and Observations Assess: Observations License specific evaluation
7D	Create short-range and long-range plans that are linked to students' needs and performance.	Learning Opportunities: Planning module, regular lesson planning, and Observations Assess: Observations License specific evaluation
7E	Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help progress.	Learning Opportunities: Planning module, regular lesson planning, and Observations Assess: Observations License specific evaluation
7F	Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and	Learning Opportunities: Lesson Planning and teaching small and whole group (see Year-long overview); Observations and feedback provided Assess: Observations License specific evaluations;

	building new skills on those previously acquired.	
7G (secondary)	Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.	Learning Opportunities: Lesson Planning and teaching with feedback Assess: Observations License specific evaluations;
8F (secondary)	Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.	Learning Opportunities: Assessment Module, regular lesson planning, and Observations Assess: Observations License specific evaluation
9H (secondary)	Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice	Learning Opportunities: All modules; weekly discussions on foundational elements and video self-and peer assessment Assess: Observations License specific evaluation; monthly journal

REDP 651

Core Skills for Teachers of Special Education 8710.5000 Subpart 2		Assignment/Assessment
C5 (secondary)	collaborate with other professionals and parents on the design and delivery of prevention efforts, early intervening services, pre-referral interventions, English language learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students;	Learning Opportunities: Participate on district MTSS and pre-referral teams, Participate with mentor teacher on all PLS and staff meetings; Attend a wide-range of special education meetings including pre-referral, data meetings, evaluation meetings, IEP meetings, etc.; Have opportunities to interact with families (e.g, email, phone call, open house, conferences, meetings, etc.); Interact with general education teachers (including co-teaching opportunities), job coaches, related service personnel, etc (see Year-long overview) Assess: License specific evaluation and seminar journal
D5	facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions	Learning Opportunities: Attend a wide-range of special education meetings including pre-referral, data meetings, evaluation meetings, IEP meetings, etc.; Have opportunities to interact with families (e.g, email, phone call, open house, conferences, meetings, etc.); Interact with general education teachers (including co-teaching opportunities), job coaches, related service personnel, etc (see Year-long overview) Assess: License specific evaluation and seminar journal
D8 (secondary)	direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors	Learning Opportunities: Lesson planning, Observations , lead teaching Assess: License specific evaluations

Elementary Content Area Standards: MN Rule 8710.3200		Assessment/Assignment
A6	apply the standards of effective practice in teaching students in kindergarten through grade 6 and in either preprimary or middle level through a variety of early and ongoing clinical experiences with kindergarten or primary and intermediate students and either preprimary or middle level students within a range of educational programming models.	Learning Opportunities: Regular lesson plans Observations and feedback from mentor and university supervisor; Lesson Planning Assess: Observations and license evaluation; gradual release plan
E5	the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and	Learning Opportunities: Regular lesson plans, Observations , and feedback from mentor, university supervisor, course instructor, Lesson Planning Assess: Observations and license evaluation;

ABS: MN Rule 8710.5050		Assessment/Assignment
D3	provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth	Learning Opportunities: Participate in IEP, Evaluation Process; Attend a wide-range of special education meetings including pre-referral, data meetings, evaluation meetings, IEP meetings, etc.; Have opportunities to interact with families (e.g, email, phone call, open house, conferences, meetings, etc.); Practice supervising the work of para-professionals; Interact with general education teachers (including co-teaching opportunities), job coaches, related service personnel, etc (see Year-long overview) Assess: License specific evaluation
D8	cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes	Learning Opportunities: Participate in monthly module small group; share teaching video clips, provide and give feedback; participate in all special education team meetings with mentor teacher; co-teach and collaborate with general education teachers (see Year-long overview) Assess: License specific evaluation

REDP 652

Standards of Effective Practice: MN Rule 8710.2000		Assessment/Assignment
2D	Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.	Learning Opportunities: Planning module, including giving feedback; lesson planning and Observations Assess; Observations License specific evaluation and foundational/essential elements; video self and peer assessment
2F	Link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks.	Learning Opportunities: Planning Module and Lesson Planning Workshop; regular lesson planning Assess: Observations License specific evaluation
2G	Use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussions, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation and self and peer video assessment
3M	Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.	Learning Opportunities: Module 1: Learning Environments; Module 2: Planning; Differentiation Module; regular scheduled lesson planning and Observations Assess: Observations License specific evaluation
4G	Use multiple teaching and learning strategies to engage student s in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;	Learning Opportunities: Module on Engagement; Lesson Planning and Observations Assess: Observations License specific evaluation
4H	Monitor and adjust strategies in response to learner feedback.	Learning Opportunities: Planning Module, including feedback and Assessment module, including checks for understanding Assess: Observations License specific evaluation and self and peer video assessment
4I	Vary the instructional process to address the content and purposes of instruction and the needs of students;	Learning Opportunities: Planning Module, including feedback and Assessment module, including checks for understanding

		Assess: Observations License specific evaluation and self and peer video assessment
4J	Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation and self and peer video assessment; edTPA
4K	Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and	Learning Opportunities: Modules incorporate use of technology in all aspects of foundational/essential elements; lesson planning and Observations Assess: Observations License specific evaluation and monthly video self and peer assessment Learning
4L	Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.	Learning Opportunities: Planning Module, regular lesson planning, and Observations Assess: Observations License specific evaluations; ed-TPA
5M	Engage students in individual and group learning activities that help them develop the motivation to achieve by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.	Learning Opportunities: Module on Planning and differentiation; Lesson Planning and Observations Assess: Observations License specific evaluations; ed-TPA
6F (secondary)	Use effective listening techniques.	Learning Opportunities: Module on Eliciting Student Thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6G (secondary)	Foster sensitive communication by and among all students in the class.	Learning Opportunities: Module 1: Learning Environment and Lesson Planning and Observations Assess: Observations License specific evaluation
6H (secondary)	Use effective communication strategies in conveying ideas and information and in asking questions.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations

		Assess: Observations License specific evaluation
6I	Support and expand learner expression in speaking, writing, and other media.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6J (secondary)	Know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitation factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
6K (secondary)	Use a variety of media and educational technology to enrich learning opportunities.	Learning Opportunities: Module on Eliciting student thinking; Lesson Planning and Observations Assess: Observations License specific evaluation
7E (secondary)	Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help progress.	Learning Opportunities: Planning module, regular lesson planning, and Observations Assess: Observations License specific evaluation
7F (secondary)	Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.	Learning Opportunities: Lesson Planning and teaching small and whole group (see Year-long overview); Observations and feedback provided Assess: Observations License specific evaluations; ed-TPA
7G	Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.	Learning Opportunities: Lesson Planning and teaching with feedback Assess: Observations License specific evaluations; ed-TPA
8F (secondary)	Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.	Learning Opportunities: Lesson Planning and teaching with feedback

		Assess: Observations License specific evaluations; ed-TPA
8G (secondary)	Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized tests.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8H	Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8I	Implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8J	Evaluate the effects of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8K	Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8L	Establish and maintain student records of work and performance.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences; Assess: Observations License specific evaluations; ed-TPA
8M	Responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.	Learning Opportunities: Assessment Module; regular lesson plans; participating in progress reports and family conferences and IEP meetings and other interactions with families Assess: Observations License specific evaluations; ed-TPA

8N	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Learning Opportunities: Assessment Module; participate in progress reports and family conferences and IEP meetings Assess: Observations License specific evaluations, ed-TPA
9I	Use professional literature, colleagues, and other resources to support development as both a student and a teacher.	Learning Opportunities: Weekly seminar activities and discussion of professional responsibilities and connections Assess: Monthly self-assessment, weekly formative assessments
9J	Collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessments
10G	Collaborate with other professionals to improve the overall learning environments for students.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessments
10H	Collaborate in activities designed to make the entire school a productive learning environment.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessments
10I	Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessments
10J	Identify and use community resources to foster student learning.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD

		and teams; weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessments
10K	Establish productive relationships with parents and guardians in support of student learning and well-being.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; participate in conferences, IEP meetings, family nights, open house, etc. Communicate with families regularly weekly “talking about teaching” discussions Assess: Observations License specific evaluation, weekly formative assessment

REDP 652

MN 8710.5000 Core Skills for Teachers of Special Education		Learning Opportunities/Assessment
C5	Collaborate with other professionals and parents on the design and delivery of prevention efforts, early intervening services, pre-referral interventions, English language learning, gifted education, and intervention strategies to promote the academic, behavioral, linguistic, communication, functional, social, and emotional competency of students	Learning Opportunities: Have opportunities to interact with families (e.g, email, phone call, open house, conferences, meetings, etc.), Attend a wide-range of special education meetings including pre-referral, seminar Activities and Discussion Assess: License specific evaluations
D2	Take into account the dynamics, roles, and relationships within families and communities resulting from differences in familial background, socioeconomic status, and cultural and linguistic diversity and collaborate with language interpreters and cultural liaisons when communicating with families and planning and implementing services	Learning Opportunities: Participate in family open houses and conferences, family home visits with mentor teacher; IEP meetings and progress reports Assess: License specific evaluations and monthly journals
D5	Facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions;	Learning Opportunities: Participate in IEP meetings and progress reports Assess: License specific evaluations and monthly journals
D8	Direct and monitor the activities of paraprofessionals, aides, volunteers, and peer tutors	Learning Opportunities: Lesson planning, Observations , lead teaching Assess: License specific evaluations

D11	Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.	Learning Opportunities: seminar activities; post observation reflection, Assess: License specific evaluation, disposition assessment, weekly seminar formative assessment; monthly journal

Elementary Content Area Standards: MN Rule 8710.3200		Assessment/Assignment
A6	Apply the standards of effective practice in teaching students in kindergarten through grade 6 and in either preprimary or middle level through a variety of early and ongoing clinical experiences with kindergarten or primary and intermediate students and either preprimary or middle level students within a range of educational programming models.	Learning Opportunities: Regular lesson plans Observations and feedback from mentor and university supervisor; Lesson Planning Assess: Observations and license evaluation; gradual release plan
A7	Apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching.	Learning Opportunities: Regular lesson plans Observations and feedback from mentor and university supervisor; Lesson Planning from the beginning of the academic year until the end of the year. Assess: Observations and license evaluation; gradual release plan
E3	The ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs	Learning Opportunities: Participate along mentor teacher on all PLCs and with grade-level team; Professionalism part of monthly modules Assess: Observations and license evaluation; gradual release plan
E4	The ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;	Learning Opportunities: Assessment Module for seminar using learning cycle to prepare and rehearse sharing assessment data; participate with mentor teacher in family conferences, grade-level team meetings, Observations Assess: Monthly Observations , license evaluation, and gradual release; seminar formative assessment
F4	The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;	Learning Opportunities: Module on Relationship and Module on Engagement in seminar; Lesson Planning and Observations ; Assess: Monthly Observations , license evaluation and gradual release
G4	Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;	Learning Opportunities: Full year in a building alongside a mentor teacher; lead teach including directing others in the classroom. Assess: Observations License specific evaluation, weekly formative assessment, and gradual release

G6	Collaborate with other professionals on literacy learning initiatives.	Learning Opportunities: Full year in a building alongside a mentor teacher; participate in all PD and teams; participate in conferences, IEP meetings, family nights, open house, etc. Communicate with families regularly weekly “talking about teaching” discussions Assess: Observations License specific evaluation, and gradual release

ABS: MN Rule 8710.5050		Assessment/Assignment
C5 (not on matrix)	Select and apply evidence-based instructional practices, including those supported by scientifically-based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;	Learning Opportunities: Lesson planning and Observations Assess: Clinical practice Observations , license specific evaluations, and ed-tpa
C6 (not on matrix)	Apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;	Learning opportunities: Lesson Planning and Observations ; Identify specific IEP goals and/or objectives and develop progress monitoring systems for a minimum of 2 students; the system can be for academic, functional, or social-emotional behavior Assess: Clinical practice Observations , license specific evaluations, and ed-tpa
C12 (not on matrix)	Design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills	Learning Opportunities: Lesson planning and Observations Assess: Clinical practice Observations , license specific evaluations, and ed-tpa
D3 (secondary)	Provide and receive consultation and collaborate with educators, specialists, families, paraprofessionals, and interagency professionals for the purposes of observation, problem-solving, providing positive behavior supports, and coaching in order to improve the academic and non-academic performance of children and youth;	Learning Opportunities: Participate in IEP, Evaluation Process; Attend a wide-range of special education meetings including pre-referral, data meetings, evaluation meetings, IEP meetings, etc.; Have opportunities to interact with families (e.g, email, phone call, open house, conferences, meetings, etc.); Practice supervising the work of para-professionals; Interact with general education teachers (including co-teaching opportunities), job coaches, related service personnel, etc.

		Asses: License specific evaluation
D8	Cultivate professional relationships that encourage peer observation, coaching, and systems for giving and receiving feedback from colleagues to enhance student instruction and program outcomes	Learning Opportunities: Lesson Planning and Observations ; Attend a wide-range of special education meetings including pre-referral, data meetings, evaluation meetings, IEP meetings, etc.; Interact with general education teachers (including co-teaching opportunities), job coaches, related service personnel, etc Assess: Clinical practice Observations , license specific evaluation, Disposition assessment
D10 (secondary)	Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.	Learning Opportunities: seminar activities; post observation reflection Assess: License specific evaluation, disposition assessment, weekly seminar formative assessment; monthly journal

6. InTASC Standards

To contribute to every student reaching the goal of being ready to enter college or the workforce, this course covers the following InTASC core teaching standards. The InTasc Standards are identified on the Midterm and Final License Specific Evaluation.

The Learner and Learning

1. Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

4. Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Academic Language- Learning the Language of Academic Study

The academic language introduced and used in this course includes but is not limited to:

- Essential elements/core practices
- Learning Cycle
- Ed-tpa
- Formative assessment
- Lesson plans
- Feedback
- Professional responsibilities
- Dispositions
- Culturally responsive lens

7. Course Assessments

You are required to complete assessments throughout your coursework. There are “transition point assessments” and “signature assignments with field experiences”. Completion of these assessments and assignments with field experiences are identified as critical indicators of a candidate’s readiness to move forward in the program and predictors of success for clinical practice and a career in teaching. You must receive a rating of a 2 or better on a four point rubric on each of the assessment at transition points and course’s key assignments to receive a passing score in a course and continue to progress in the program. The assessment at transition point assignments should be placed in the TK20 assessment system. Your course grade will not be entered until this assignment in in the TK20 system.

The key assignment in this course:

- Professional Development Interview, Disposition Assessment, and Clinical Practice Evaluation Rubric
- ed-TPA, Clinical Practice Evaluation Rubric

Field Experience Documentation

A requirement of the ABS license is that you have experience across the K-12 scope of the license. To meet this requirement, you will participate in experiences in a variety of settings. Once you’ve completed this experience, you will reflect on similarities and differences across this age-group and service delivery model. Upon completion, you will upload the Field Experience Documentation form and reflection. Remember, this is a requirement of the license that you demonstrate experience across K-12th grade.

For elementary education, this is not a requirement of the license.

Dispositions

In keeping with the mission of the School of Education, teacher candidates are expected to consistently display a positive professional attitude and behaviors with all members of the learning community. In all communications, verbal and non-verbal, and with all constituents (e.g., peers, university and school faculty and staff, students, families), we will be conscious of our interactions and their contribution to others. Candidate's dispositions are based on a commitment to the mission statement above and are evaluated by the candidate, course instructors, mentor teachers, and field supervisors throughout the program. For this course, your University Supervisor, mentor/cooperating teacher, will complete a disposition assessment and you will also complete a self-assessment towards the end of the semester.

8. Tk20 - University Assessment System

University supervisors and mentor teacher will use the university-wide assessment system, Tk20 to complete field experience and clinical practice evaluations of candidates. Data from professional dispositions, and field-based evaluations will be used to document candidate performance across their program and to make program-wide improvements. Refer to the [Student Tk20 Support Page](#) for more details.

9. Special Accommodations

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

10. Writing Support

Strong writing, reading, and thinking skills are essential for professional teachers. The University of St. Thomas offers all students the opportunity to develop these skill sets in The Graduate Writing Center. The Center provides one-on-one conferences for students at any stage of the writing process: understanding assignments, generating ideas, drafting, revising, or editing. Call The Center at 651-962-4460 or drop in at Minneapolis Opus Hall 330. Web site: <http://www.stthomas.edu/gradwriting>.

11. Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials. Academic dishonesty may result in a failing grade or dismissal from the program in which you are enrolled.

12. Professional Courtesy

Store all electronics once class begins. Cell phones are not allowed ON in K-12 schools because they are disruptive, distracting, and misused; we will follow the same rules. Note taking on a laptop is fine, but checking email or exploring the Internet is not.

Expectations

All students are required to engage in the following expectations.

Be Professional

Demonstrate graduate level professional behavior and treat course instructors, mentor teachers, school staff and administrators and peers with respect and professional courtesy.

Actively Participate In Class

Actively participate in this course by engaging with your course materials, instructors, and peers around the course topics. Seek a balance in sharing information, asking questions, and giving supportive feedback. Follow “netiquette” (i.e., online etiquette) identified in the Course Introduction page.

Complete Assigned Reading And Online Resources

Read required reading and online resources identified as related to the topics of each session. Complete either before or at the beginning of the week for a given class module. Assume that all activities in the class schedule are required unless it is marked optional.

Complete Assignments On Time

Turn in assignments by due dates as points will be deducted if assignments are turned in late without approval from the instructor.

Attendance and Tardy Policy For Courses

An important part of being an effective teacher is professional responsibility. Two indicators of professional responsibility are being on time and having good attendance. These behaviors also demonstrate respect to your instructors and peers. We care about you and your progress towards being an effective teacher and part of your progress is attending class and being on time. Furthermore, your contribution in class adds to everyone’s learning. All absences from UST courses will be reported by the instructors. For a single absence, each instructor will deal with it individually. If a student misses more than two classes over more than 1 day (can be any combination of classes), Instructor will schedule a time to meet with you to develop an action plan to make up missed class sessions and to address any future missed classes.

We realize there are multiple cultural practices to being on time. In this cohort, we will follow the dominant American culture’s perspective and be in class before the starting time or right at the starting time. This does not mean pulling on to campus at the start of the class or walking into the building at the start of the class. It means you are seated in the classroom when class starts. We realize life happens and sometimes you can’t be on time. When this occurs, please email or call your instructor as soon as you realize you are not going to make it on time. Again, each instructor will deal with tardiness individually and if it becomes a chronic issue (late at the beginning of class or after break more than 2 times), instructors will schedule a time to meet with you and design an action plan to be on time.

Late Assignments – Expectations

All assignments have due dates listed in the syllabus. This is the date the assignment is due. The instructor has identified these dates for several reasons. The due date is established because you need feedback to be ready for the next assignment; this timeline works best in the scope and sequence of the course, the instructor may need this date to provide feedback or this amount of time to review and grade by instructor’s deadline to submit grades.

- When you submit an assignment past the due date it has several consequences for you as a student and the instructor. You may not receive feedback in a timely manner to use for your learning, you jeopardize the chance to revise the assignment in a timely manner, which may impact your final grade, and you may be

adding additional burden to instructors because they may need to rearrange their schedules to grade in time to submit your grade.

We also know life happens and this is a rigorous and intense program. There may be a rare occasion when you need an extension. If you anticipate that you need an extension, make the request at least 24 hours in advance, state why you need an extension and when you plan to have the assignment completed. Individual instructors may decide whether to grant the extension or not and if points will be docked from your assignment for being late.

Student Achievement

Application of materials from this course will improve student achievement by establishing foundational knowledge and is required for continued learning in the discipline as well as for practice in the field.

13. Grading

THIS IS A PASS/NOT PASS COURSE. TO PASS THE COURSE YOU NEED TO OBTAIN A MINIMUM OF 85 POINTS EACH SEMESTER AND MEET THE CLINICAL ASSOCIATED WITH THIS SEMESTER:

- Observations Scores Average 2 or above on 50% of the item on the University of St Thomas evaluation tool and all items deemed foundational or essential (see year-long overview)
- Observation scores 2 or above on all items of the University of St Thomas evaluation rubric.
- Disposition survey 2+ (Completed by Mentor/Cooperating Teacher and University Supervisor)
- Twos or higher on all areas of the Professional Development Interview
- Required Observations with lesson plan completed
- if action plan, making progress on action plan
- 1st MN License edTPA Track - edTeacher Performance-Assessment (edTPA) must receive the following ratings via the external Pearson evaluation: Task 1 – 13 points, Task 2 – 13 points, Task 3 – 12 points. “Task(s) Retake” via the Pearson e-portfolio system is the responsibility of the Teacher Candidate in order to acquire the benchmark scores. In the event of a retake, there is a fee of \$100 per Task. You are responsible for this retake fee.
- Completing all assignments associated with the seminar and outlined below.

Note: Grades of C+ or lower are not accepted into program coursework and the course must be repeated with a grade of B- or better at student's expense. To initiate an incomplete grade (I), student must submit an Incomplete Form and the instructor must agree to give the student an extension for completion of the course assignments. Student must submit completed work to the instructor by the agreed upon date. An incomplete grade automatically converts to an F the semester after the work is not completed. No student will be allowed to register for an additional class if they have more than one incomplete.

REDP 651: Fall

Assignment/Assessment Method	Points Possible
Self-assessment and goal writing at the beginning of each module	5 pts/module for a total of 15
Monthly Video for Learning Cycle	10 pts/video for a total of 30
Journal on Canvas at the end of each module	10 pts/journal for a total of 30
Exit Tickets	2 pts/exit ticket for a total of 16 points
Fall Learning Rotation Forms	9 points
Total possible points	100 points

Observations and Evaluation

The University supervisor and cooperating/mentor teacher will each observe a minimum of once a month for a total of 3-4 times this semester 4-5 times next semester at minimum. The Observations will be scheduled between the Candidate, the University supervisor, and the Cooperating/mentor teacher as appropriate.

It is the Candidate's responsibility to be prepared for each observation and have available the completed lesson plan (the lesson plan template can be found on the Community Canvas Site). Following the observation, the teacher candidate and the University Supervisor will meet to discuss the observation (see prompts at the end of the lesson plan).

Teacher candidates will be evaluated during the clinical experience using formative and summative evaluation procedures. The purpose of these evaluations is to provide the candidate with feedback related to their demonstration of the competencies for the Minnesota Special Education teacher license and foundational elements. Ongoing evaluation of Candidates' performance will occur throughout the clinical experience. The Candidate and supervisors will communicate through email, phone calls, formative written evaluations, and face to face (or electronic) Observations /meetings to complete ongoing evaluation of the candidate's performance during the clinical Experience. University Supervisors will share ideas for maximizing opportunities for the Candidate to demonstrate competency in the MN Professional Educator Licensing and Standards Board (PELSB) approved licensure program.

Evaluation Meetings. The candidate, university supervisor, and cooperating/mentor teacher at minimum will meet at the beginning of the semester and again at the end of the semester. At the end of fall term, the University Supervisor and Mentor Teacher will independently complete the St Thomas evaluation rubric. Once this is completed, the Cooperating/mentor teacher, and Candidate will meet to discuss how the Candidate is doing on the items on the clinical practice competency evaluation form and set goals for the future. If at the midterm evaluation conference with university supervisor, Cooperating Teacher/mentor teacher and Candidate, the Candidate does not have an **Average 2 or above on 50% of the items on University of St Thomas evaluation tool and all of the foundational/essential elements** an action plan is written. The action plan is written only for a Candidate who needs very specific focus and growth to achieve the competencies required for licensure. In addition to the observation reports completed by the UST supervisor, the action plan indicates target areas and support systems for immediate attention.

For more information on this process see the handbook. Additionally at the mid-term each member of the triad will complete the Dispositions Assessment in TK20.

Final Meeting - The "final evaluation" conference is typically scheduled sometime towards the end of the clinical practice. Again, to prepare for this meeting the University Supervisor and Cooperating/Mentor Teacher will each complete the Clinical Practice Evaluation form on tk-20. Students must receive 2's, 3's & 4's on elements/competencies by the final clinical practice in order to satisfactorily pass the clinical practice.

Receiving a Fail Grade

A Fail Grade would be received when a candidate does not reach the minimum (2 or higher on each competency) in the Clinical Practice Evaluation at the final conference and/or does not reach the minimum (2 or higher for each disposition) on the Dispositions Assessment, and/or does not complete seminar or clinical practice assignments as noted in the syllabi.

Incomplete: Incompletes are only given in unusual circumstances, such as serious illness or death of family, serious illness of the candidate. If an incomplete is requested, it needs to be submitted in writing to Program Staff no later than the last day of the semester.

13. Course Schedule, Topics and Assignments

Note: Detailed instructions for accessing and working with the materials and assignments can be found in the Course Site.

REDP 651 MODULE 1: Learning Environment

Essential Elements: Building Relationships, Professionalism, Teaching through a Culturally Responsive Lens, and Due Process (SPED only)

Expectations: Share responsibility for classroom routines (lead 1-2 each day), Lead a small group in one content area/class period 2-3 days a week, Candidate creates a classroom routine that builds relationship

Due Process - Review all IEPs ; participate in Child-study and all SPED team meetings (continue all year)

Date	CONTENT & ACTIVITIES	ASSIGNMENTS DUE
	Learning Goals: Candidates will be able to name the three domains of the SUTR SET; Candidates will self-assess elements of SUTR SET and set goals Instructional Activities: Circle of Power of Respect (greeting, share on clinical work; activity on evaluation); review observation cycle Formative Assessment: Evaluation self-evaluation and goal setting	Review: Evaluation (SUTR SET or SOEI) Submit: Evaluation and Goal Setting Document on Canvas
	Learning Goals: Candidates will be able to name three strategies they use to build relationships with students; describe why that's important to student outcomes, and culturally relevant practices. Instructional Activities (focused on Learning and Review of Learning Cycle): Introduce learning cycle; review concepts from Environments for Success related to relationships and transitions and routines; share strategies observed and tried using Give one-Get One; review relationships and routines and procedures Formative Assessment: Exit Ticket on strategies to build relationships and routines	Exit Ticket
	Learning Goals: Candidates will demonstrate at least 2 relationship strategies, and procedures/routines teaching strategies; give and receive feedback; make a plan for implementation and video recording Instructional Activities (focused on rehearsal of Learning Cycle): Access prior knowledge activity; meet with norming buddy and join another partner to create seminar small group for the semester; in small groups, roleplay relationship strategies and ways to teach procedures and routines; provide peer feedback using the evaluation. Formative Assessment: Exit Ticket with next steps for enactment	Also Lesson Plan Day Exit Ticket
	Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment of relationship strategy or routine; Candidates will give and receive feedback to one another on the video Instructional Activities (focus on enactment): review evaluation rubric on focus elements; in small groups share video clips and receive feedback; Closure on next steps for enactment Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment	Exit Ticket
	Learning Goals: Candidates will reflect on growth and next steps on these focus elements 1 Instructional Activities (focus on reflection): Circle of Power and Respect; share learning related to essential element; activity on big ideas related to essential elements	Journal by Monday at midnight; Self-assessment on foundational elements of the module

Formative Assessment: Journal and self-assessment	
REDP 651 MODULE 2: Planning Essential Elements: Planning And Preparation; written lesson plans, pedagogical knowledge, content knowledge, Professionalism, Teaching through a Culturally Responsive Lens, Due Process (SPED only) Expectations: Lead a small groups in one content area/class period 2-3 days a week, Teach one content area block/class period each day (should be same content area for at least 2 weeks), Continue to share responsibility for routines, relationships, and instruction Due Process: Participate in child-study meeting and at least one IEP or evaluation meeting, support mentor teacher in data collection for at least one student (prepared for conferences)	
Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of evaluation and set goals; introduce learning rotations Instructional Activities: Circle of Power of Respect (greeting, share on clinical work; activity on community building); introduce learning rotations for community building activity Formative Assessment: Self-evaluation and goal setting	Submit: Evaluation and Goal Setting Document on Canvas
Learning Goals: Candidates will be able to name parts of effective lesson using the GANAG or other part; share systems for lesson planning Instructional Activities (focused on Learning): Accessing prior knowledge link back to Effective Teaching and Learning and application to student outcomes and ed-tpa, anchor chart activity with parts of a lesson; and gallery walk; Next steps for learning rotation Formative Assessment: Exit Ticket on parts of a lesson and next steps for Lesson Planning	Exit Ticket
Learning Goals: Candidates will be able to plan a lesson using the component of an effective lesson; share their lesson planning system Instructional Activities (focused on rehearsal): Review parts of an effective lesson using Padlet; in Seminar Small Groups-role-play favorite part of lesson and lesson that needs some feedback or help: receive feedback from group. Formative Assessment: Exit Ticket on plans for enactment when return from learning rotation Out on Learning Rotations (look for components of effective lessons and how it changes depending on grade, curriculum, and needs of students)	Exit Ticket
Learning Goals: share learning from learning rotations, identifying key differences and similarities; document learning from rotations. Instructional Activities (focus on learning and rehearsal): Accessing Prior knowledge-parts of lesson and review expectations for lead teaching; Share template for lead teaching; Formative Assessment: Exit Ticket Check-in on Lead teaching	Exit Ticket
Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment of lesson; Candidates will give and receive feedback to one another on the video Instructional Activities (focus on enactment and reflection): review SUTR SET rubric on focus elements; in small groups share video clips	Journal by Monday at midnight and self-assessment on essential elements from module

and receive feedback; Closure on deepening learning and improving skills on this area Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment and journal	

REDP 651 MODULE 3: Behavior	
Essential Elements: High Behavioral Expectations And Proactive Behavior Monitoring And Response, professionalism, Teaching through a Culturally Responsive Lens, Due Process (SPED only) Expectations: Candidate will continue share in the responsibility for classroom routines, (lead 2 - 4 each day), Lead small groups in a content areas/class period, Lead teach at least two content area/ block/class period each day (should be the same content area for at least 2 weeks) Due Process: Write at least one present level of Academic and Functional Performance, one goal with objectives; give Brigrance and/or W-J	
Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of SUTR SET and set goals; Instructional Activities: Circle of Power of Respect (greeting, share on clinical work; activity on community building); plan for next week to bring visuals of examples from classroom (at least 2) Formative Assessment: SUTR SET self-evaluation and goal setting	Submit: SUTR SET Evaluation and Goal Setting Document on Canvas
Learning Goals: Candidates will be able to describe effective strategies for teaching rituals, routines, and expectations, describe and model the steps of active supervision, and role play strategies for preventing misbehavior and responding effectively to misbehavior. Instructional Activities (focus on learning and rehearsal); access prior knowledge by reviewing classroom engagement plan from Environments for Success Class; share visuals and strategies from classroom for teaching rituals and expectations; in small groups, role play ways to prevent misbehavior and respond to misbehavior; Formative Assessment: exit ticket on continuum of responses to misbehavior and plan for recording for next time	Exit Ticket
Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment of high behavioral expectations and/or proactive behavior monitoring; Candidates will give and receive feedback to one another Instructional Activities (focus on enactment and reflection): review SUTR Set rubric on focus elements; in small groups, share video clips and receive feedback; closure on next steps for enactment Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment	Exit Ticket
ed-tpa orientation	ed-tpa handbook activity
Learning Goals: Candidates will reflect back on the semester and identify areas of growth and next steps Instructional Activities (focus on reflection and celebration): Circle of Power and Respect, share learning over the course of the semester, activity related to celebration of the semester Formative Assessment: Journal	Journal by Monday at midnight and self-assessment on foundational elements of the module

REDP 652 MODULE 4: Engagement

Essential Elements: Engaging Students In Learning, Professionalism, Teaching through a Culturally Responsive Lens, Process (SPED)

Expectations: 1 week lead experience, Lead Teach a different half-day (am or pm) using co-teaching strategies, continue to share responsibility for routines, relationships, and instruction

Due Process: Identify additional evaluations and IEPs to participate; collect behavior data/observation and write up for eval; present at meeting

Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of SUTR SET and set goals; Instructional Activities: Circle of Power of Respect (greeting, Talk about Teaching; model activity on community building); Formative Assessment: SUTR SET self-evaluation and goal setting	Submit: SUTR SET Evaluation and Goal Setting Document on Canvas
Learning Goals: Candidates will be able to describe effective strategies for engaging students; including accessing prior knowledge, checks for understanding, turn and talks, choral response, describe, model, and practice teacher moves to engage students. Instructional Activities (focus on learning and rehearsal); access prior knowledge by reviewing engagement strategies and why important. Analyze video clips from Engage NY or district videos in small groups, role play ways to engage students; prepare for enactment; Formative Assessment: exit ticket on teacher moves for engagement and plan for enactment	Exit Ticket
Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment of give and receive feedback to one another Instructional Activities (focus on enactment and reflection): review evaluation rubric on focus elements; in small groups, share video clips and receive feedback; closure on next steps for enactment Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment to deepen learning for Candidate and for their students	Exit Ticket
Learning Goals: Candidates will reflect on growth and next steps on these focus elements Instructional Activities (focus on reflection): Circle of Power and Respect; share learning related to essential element; activity on big ideas related to essential elements Formative Assessment: Journal and self-assessment	Journal by Monday at midnight and self-assessment on foundational elements of the module

REDP 652 MODULE 5: Assessment

Essential Element: Assessment of Student Learning And Use of Student Work and Data, Professionalism, Teaching through a Culturally Responsive Lens, Due Process (SPED only)

Expectations: Lead Teach half-day using co-teaching strategies, Continue to share responsibility for routines, relationships, and instruction, Implementing EdTPA, Co - lead conferences, MSTR- Conferences

Due Process: design a pbis plan; implement and evaluate at minimum 1 part

Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of SUTR SET and set goals;	Submit: SUTR SET Evaluation and Goal Setting Document on Canvas

Instructional Activities: (focus on learning) Circle of Power of Respect (greeting, talking about teaching; activity on community building); Discussion about basics of assessment and link to ed-tpa Formative Assessment: SUTR SET self-evaluation and goal setting	
Learning Goals: Candidates will be able to describe effective strategies to assess learners, including formative, checks for understanding, and summative; share ways using assessment data in clinical responding effectively to misbehavior. Instructional Activities (focus on learning and rehearsal); access prior knowledge by reviewing assessment discussion from previous week; Analyze and interpret case-studies in small groups, prepare for enactment; Formative Assessment: exit ticket on assessment, plan for enactment	Exit Ticket
Learning Goals: Candidates will share a video clip and or work samples (up to 3 minutes) of enactment of assessment strategies; Candidates will give and receive feedback to one another; Candidates will reflect on goals, progress, and next steps Instructional Activities (focus on enactment and reflection): review SUTR Set rubric on focus elements; in small groups, share video clips/work samples and receive feedback; closure on next steps for enactment Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment and Journal	Journal by Monday at midnight and self-assessment on foundational elements of the module
REDP 652 MODULE 6: Eliciting Student Thinking Essential Elements: Eliciting Student Thinking Through Purposeful Talk And Questioning and Discussion, Professionalism, Teaching through a Culturally Responsive Lens, Due Process Expectations: Lead Teach a more than half-day (am or pm) using co-teaching strategies, Continue to share responsibility for routines, relationships, and instruction, Completing EdTPA Due Process: Work on at least 1 evaluation and 1 IEP; attend manifestation determination meeting; participate in 1 home-visit	
Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of SUTR SET and set goals; Instructional Activities (focus on learning) Circle of Power of Respect (greeting, Talking about Teaching); activity on community building); plan for next week to bring visuals of examples from classroom (at least 2) Formative Assessment: SUTR SET self-evaluation and goal setting	Submit: SUTR SET Evaluation and Goal Setting Document on Canvas
Learning Goals: Candidates will be able to describe effective strategies for eliciting student thinking through purposeful talk and questions. Candidates with practice strategies in small groups Instructional Activities (focus on learning and rehearsal); access prior knowledge; view video clips of teachers using effective teacher moves; make anchor charts; In small groups, practice using strategies, make a plan for enactment	Exit Ticket

	Formative Assessment: exit ticket – Anchor chart and plan for enactment	
	EdTPA Work Day	
	Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment of eliciting student thinking through purposeful talk and questioning, will give and receive feedback to one another, will reflect on learning Instructional Activities (focus on enactment and reflection): review SUTR Set rubric on focus elements; in small groups, share video clips and receive feedback; closure on next steps for enactment Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment and Journal	Video Journal by Monday at midnight and self-assessment on foundational elements of the module
REDP 652 MODULE 7: Differentiation Essential Elements: Differentiation, Professionalism, Teaching through a Culturally Responsive Lens, Due Process (SPED only) Expectations: 3 week lead experience, Co- teach full day (flexibility with individual needs, ie co-teach in a variety of settings) Due Process: Create an IEP Agenda; Co-lead at least one IEP Meeting		
	Learning Goals: Candidates will be able to describe the essential element focus; Candidates will self-assess essential elements of SUTR SET and set goals; Instructional Activities (focus on self-assessment and learning): Circle of Power of Respect (greeting, talking about teaching; activity on community building); Formative Assessment: SUTR SET self-evaluation and goal setting	Submit: SUTR SET Evaluation and Goal Setting Document on Canvas
	Learning Goals: Candidates will be able to describe effective strategies for differentiating learning; share learning so far; and link to ed-tpa Instructional Activities (focus on learningl); access prior knowledge by reviewing UDL and other differentiation strategies; jigsaw reading from Thousand et al. (2015); Given a learning goal and focus learners, identify ways to differentiate; role play strategies for differentiating during a lesson Formative Assessment: exit ticket	Exit Ticket
	Learning Goals: Candidates will be able to describe ways to differentiate and make a plan for enactment Instructional Activities (focus on rehearsal); Practice differentiating given their group of learners based on the UDL framework. Formative Assessment: Exit Ticket sharing experience with giving and receiving feedback and next steps for enactment	Exit Ticket
	Learning Goals: Candidates will share a video clip (up to 3 minutes) of enactment; Candidates will give and receive feedback to one another; Instructional Activities (focus on enactment and reflection): review SUTR Set rubric on focus elements; in small groups, share video clips and receive feedback; closure on next steps for enactment Formative Assessment: Exit Ticket	Video Exit Ticket

Celebration and Reflection Candidates will reflect back on the semester and identify areas of growth and next steps Circle of Power and Respect, share learning over the course of the year, activity related to celebration of the year and next steps	Journal by Monday at midnight and self-assessment on foundational elements of the module

14. Assignments

Self-Evaluation and Goal Setting: At the beginning of each module, you will review the SUTR SET and St Thomas evaluation rubric. Once you are familiar with the rubric, you will self-evaluate your skills and competencies on each of the essential/foundational elements using a 1-4 rubric. Once you've completed the self-evaluation, you will identify 1-3 goal areas for the module. This will be done on Canvas.

Due Dates:

Points: 5 points per evaluation for a total of 15 points

Journal: At the end of each module you will reflect on your learning and progress on the essential/foundational elements and the goals you identified at the beginning. Additionally, you will discuss your use and growth on culturally relevant practices. This will be completed on Canvas.

Due Dates:

Points: 10 points per evaluation for a total of 30 points

Exit Tickets: At the end of each seminar, you will have an opportunity to share what you learned, plans for application, and next steps for your learning. At the beginning and end of each module, you will do this through your self-evaluation or journal. In between these assessments, you will complete weekly formative assessments.

Due Dates:

Points: 2 points for each for a total of 16 points

Monthly Video for Enactment: During the course of the module, we will be focused on learning, rehearsal, enactment and reflection of essential/foundational elements. As part of the enactment piece, you will capture up to 3 minutes of enactment of the essential element in your classroom. During seminar, you will share your video clip in small groups to share your learning and practice receiving and providing feedback.

Due Dates:

Points: 10 points for a total of 30 points

Learning Rotation Assignment: As part of the requirements of the license, you need to experience different classrooms and schools. I You will document your experience on a field experience form and compare and contrast your experiences.

Due Date:

Points: 9 points

Appendix H

Supporting Documents

Table of Contents

list Of Priorities And Location Of Key Grant Aspects	3
Performance And Outcome Measures	16
Recruitment Strategies	19
Application, Interview, And Selection Process	20
License Test Support.....	29
Residency Information.....	30
CROSSWALK RESOURCE	30
SAMPLE OF DISTRICT TEACHER EVALUATION SYSTEM.....	33
YEARLONG OVERVIEW.....	43
MENTORSHIP IN RESIDENCY PATHWAY	47
RESIDENCY PRE SERVICE EDUCATOR TRACKING METHODS	48
MENTOR TEACHER PROFESSIONAL DEVELOPMENT - SCOPE AND SEQUENCE.....	52
EXCERPT OF GRADUAL RELEASE PLAN	53
Induction Support Plan Overview.....	55
FIVE-YEAR INDUCTION SUPPORT PLAN OVERVIEW.....	55
UNIVERSAL COURSEWORK RETENTION SUPPORTS (YEAR 1).....	56
MULTI-TIERED INDUCTION SUPPORTS (START YEAR 2).....	57
Plans For Dissemination.....	58
Hyflex Highly Flexible Course Format	59
Learning Cycle: University Of Washington Model.....	63
Adult Learning Theory: Knowles	64
Minnesota Institute For Trauma-Informed Education (Mitie).....	65
High-Quality Educational Program Rankings And Accreditations	68
Micro Credentials.....	69
#1 TEACHING SOCIAL, EMOTIONAL LEARNING & FOUNDATIONS OF MENTAL HEALTH DEVELOPMENT FROM AN ANTIRACIST APPROACH.	70
#2 ADDRESSING BEHAVIOR FROM A CULTURAL AND TRAUMA INFORMED PERSPECTIVE TO PROVIDE CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES.....	78
#3 ENGAGING IN PERSONAL SELF CARE TO SUPPORT EMOTIONAL WELLBEING AND RETENTION OF EDUCATIONAL PROFESSIONALS	88
#4 INSTRUCTIONAL COACHING FOR EQUITY TO SUPPORT EDUCATORS AND TEACHER RETENTION	93
Transition Point Assessments And Benchmarks	99

Academic Behavioral Strategist (Abs) Evaluation	100
Disposition Assessment	104
Assessment Of Teacher Educator Dispositions	104
Cultural Assessment.....	110
University School Of Education DEI Statement	113
University Of St. Thomas School Of Education Justice, Equity, Diversity, And Inclusion Work	115
School Partners Demographic Information: Mps & SPPS	125
Minneapolis Public Schools High Need Eligibility: Free & Reduced Lunch	126
MINNEAPOLIS PUBLIC SCHOOLS HIGH NEEDS ELIGIBILITY: TEACHER NEED	128
MINNEAPOLIS PUBLIC SCHOOLS QUALIFIED OPPORTUNITY ZONES	131
St. Paul Public Schools Ramsey County Qualified Opportunity Zones	133
Charter Schools High Need Eligibility: Free & Reduced Lunch.....	135
CHARTER SCHOOLS HIGH NEEDS ELIGIBILITY: TEACHER NEED.....	136
CHARTER SCHOOLS QUALIFIED OPPORTUNITY ZONES	137
Work Initiative Strategies	139
Equal Opportunity Statement And Notice Of Nondiscrimination	140

List of Priorities and Location of Key Grant Aspects

Table 1. List of Priorities and Location of Key Grant Aspects (Purpose, Priorities, & Requirements)

Purpose of Program: The SEED program provides funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators. These grants allow eligible entities to develop, expand, and evaluate practices that can serve as models to be sustained and disseminated.	Page # 1 The purpose of our project is to comprehensively PREPARE (Plan, Recruit, Educate, Practice, Advance, Retain, and Enhance) 300 educators, including those from traditionally underrepresented communities, utilizing our GYO practice-based educator preparation residency pathways, which are embedded with evidence-based (EBP), high-leverage (HLP), and culturally and linguistically sustaining practices (CLSP), as well as technology and standards. Our goal is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas and serve in traditionally underserved high-needs LEAs. Page 2 In this project, we will enhance and expand our model beyond our current graduate (GR) programming to undergraduate (UG) preparation based on district and community requests.
Absolute Priority 1 Supporting Effective Teachers, which requires Moderate Evidence (1) Providing teachers from nontraditional preparation and certification routes or pathways to serve in traditionally underserved Local Educational Agencies (LEAs)	Page 1 Our goal is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas and serve in traditionally underserved high-needs LEAs. Our project provides three nontraditional “Grow Your Own” residency pathways for pre-service to receive a special education license.
2) Providing teachers with Evidence- Based professional enhancement activities, which may include activities that lead to an advanced credential.	Page 2 Our high-quality nontraditional residency model will support the preparation of effective preservice educators (PSEs) through rigorous coursework, one-year of practice-based <i>Learn, Work, and Earn</i> clinical experiences (field work and student teaching) with multi-layered mentor support from field development facilitators (trained on-site mentors - cooperating teachers (CT) and university supervisors (US)), and advanced professional development (PD) through micro credentials.

	Page 16 Part of our framework includes professional enhancement in the form of four advanced micro-credentials, embedded with EBP, and awarded with digital badges: (1) three for educators and (2) one for mentors. Since 2016, we have been designing evidence-based micro credentials to help educators acquire knowledge and build skills to improve practice.
Meeting Evidence Requirements An applicant must identify at least one, but no more than two, citations for the purposes of meeting the evidence requirements under either Absolute Priority. An applicant should clearly identify these citations in the Evidence form. The Department will not review a citation that an applicant fails to clearly identify for review. Studies included for review may have been conducted by the applicant or by a third party. Ensure all evidence is available to the Department from publicly available sources and provide links or other guidance indicating where it is available.	Attached Evidence Form 6 citations provided Glazerman, S., Dolfin, S., Bleeker, M., Johnson, A., Isenberg, E., Lugo-Gil, J., Grider, M., & Britton, E. (2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: https://eric.ed.gov/?id=ED503061 Schmidt, R., Young, Cassidy, L., Wang, H., & Laguarda, K. (2017, June). Impact of the New Teacher Center’s new teacher induction model on teachers and students. Menlo Park, CA: SRI International. https://www.sri.com/work/publications/impact-newteacher-centers-new-teacher-induction-model-teachers-and-students Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs (NCEE 2013-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://eric.ed.gov/?id=ED544171 Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. <i>Science</i>, 333(6045), 1034–1037. Retrieved from: https://eric.ed.gov/?id=ED556046 https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/635 Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2018). Brief teacher training improves student behavior and

	student-teacher relationships in middle school. School Psychology Quarterly, 34(2), 212–221. https://doi.org/10.1037/spq0000296 Cook, C.R., Coco, S., Zhang, Y., Fiat, A.E., Duong, M.T., Renshaw, T.L., Long, A. C., Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the Establish–Maintain–Restore (EMR) Method, School Psychology Review, 47:3, 226-243
Evidence-Based An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other Relevant Outcomes based (1) Strong evidence (2) Moderate Evidence (3) Promising Evidence	Page 40 Following the WWC 5.0 guidelines, we will use a quasi-experimental design to examine the effectiveness of teachers trained in our GYO nontraditional pathways model (treatment group) compared to those in our traditional on-campus program (control). We will examine perceived sense of preparation, teaching skills, self-efficacy, and supervisors’ perspectives of recent graduates’ performance as novice teachers.
Positive Outcome (1) describe the positive outcome(s) and practice(s) the applicant intends to replicate under its SEED grant and	Page 44 Outcome: Determine effectiveness of nontraditional pathways on training teachers in utilizing effective practices. We will focus on examining the impact of application of the following SEL HLPs and CLSPs: (1) Relationships with students and in the learning community; (2) Feedback to impact student learning; (3) Build, nurture, and facilitate caring, humanizing, relationships; and (4) Cocreate a welcoming and affirming classroom environment. All these areas connect to the HLPs in the CEC Social Emotional Behavioral Domain (7, 8, 9, 10).
Relevance (2) describe the relevance of the outcome(s) and practice(s) to the SEED program.	Page 44 Relevance is the preparation of effective educators. We will answer the following questions: (1) When PSEs participate in practice-based teaching approaches, do they apply specific HLPs and CLSPs in the classroom and to what extent? (2) When PSEs apply HLPs and CLSPs, what impact does it have on student-teacher relationships (STRs)?
Population Describe how the population it proposes to serve overlaps with the population or settings in the citations.	Attached Evidence Form The Glazerman et al., (2008) study included 17 school districts across 13 states, 418 elementary schools. These study samples overlap with both the populations and settings proposed for the project.

	The Clark et al., (2013) study included 44 secondary schools in nine school districts in eight states. While we will not be studying the performance of math teachers, we will be including teachers who teach math in urban and more rural settings. The Allen et al., (2011) study including teachers and middle and high school students. Some of our PSEs will be working with middle and high school students, although our student population will include students receiving special education. Our control group will be a matched population. The Duong et al., (2018) study included 20 teachers and middle school students. Some of our teacher candidates will be teaching in middle school. The Cook et al. (2018) study included 10 elementary classrooms. We will also use a sample of elementary classrooms for our study and extend to special education teachers.

(a) Quality of the Project Design In determining the quality of the design of the proposed project, the Secretary considers the following factors: (1) The extent to which the training or PDt services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.	Page 2 Quality. The quality of our project is demonstrated through our recognition from sources such as US News & World Reports and the assessment data results of our previous students (edTPA, state license testing, % of licensed teachers). Page 3 Intensity & Duration. We have three pathways that allow preservice educators to choose the intensity & duration that meets their needs.
(2) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.	Page 4 We have identified multiple examples of how to sustain our project and build capacity & field results that extend beyond this grant period/ • Learn, Work, & Earn Focus • Multiple pathways to meet needs • Make micro credential PD public • Teacher Pathways Summit Page 46 We have purposefully created our PREPARE conceptual framework systematically to easily guide model replication and help us identify effective practices.
(3) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.	Page 4-21 Our conceptual framework is well thought-out and aligned to the acronym PREPARE. In our project, we have organized our activities under each component of our framework. These components include plan, recruit, educate, practice, advanced PD, retain, and enhance through evaluation. age 28-29 We have organized our goals and objectives around our conceptual framework. Page 30-36 Our management plan conforms to the format of our conceptual framework as well.
(4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate	Page 5 We have sustained collaborative partners that we will work on in this project. 1. St Paul Public Schools (SPPS) 2. Minneapolis Public Schools (MPS)

partners for maximizing the effectiveness of project services.	3. Charter Schools Consortium of ~15 schools Independent school districts 1. Anoka-Hennepin Public Schools 2. District 196 Rosemount-Apple Valley-Eagan Public Schools Intermediate school districts (ISD) 1. ISD 916 Northwest Metro with 14 member schools 2. ISD 917 with 9 member districts 3. ISD288 with 11 member and 4 associate member districts
(5) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.	Page # 6 - 7 Our PREPARE framework provides an appropriate foundation for the design of our model and our grant priorities address identified needs. Our grant priorities include: • Create more diverse pipelines • Expand our graduate residency program to the undergraduate level • Increase the number of racially, culturally, and linguistically diverse educators • Prepare preservice educators through high-quality coursework, aligned to standards, and embedded with EBP, HLP, CSLP, and up-to-date technology • Provide high-quality practice-based one-year clinical experiences and multi-layered mentor support • Remove financial barriers • Provide advanced PD micro credentials • Provide multi-tiered retention and induction support • Participate in annual Teacher Pathways Summits

(b) Significance (1) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.	Page # 21 Our model addresses important priorities that impact teaching and students' achievement including (1) teacher shortages, (2) lack of diversity, (3) preparation of effective educators, (4) retention, and (5) equitable, inclusive, and SE teaching practices.
(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	Page # 27 Our project costs are reasonable as we address important needs identified at the national, state, and school district levels. Our results lead to an innovative GYO model in how we prepare educators.
(3) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.	Page # 27 We have established robust school partnerships. Our multiple Learn, Work, and Earn pathways provide multiple entry points are sustainable. Our nontraditional graduate pathways offer preservice educators a saving in tuition. We will continue to provide and Learn, Work, and Earn to remove some of the financial barriers to becoming a teacher. We will move our micro credential content into continuing education PD opportunity for the public. We will continue to work with a variety of stakeholders through our Pathways Summit.
(4) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.	Page # 28 We will fill current gaps in literature on GYO pathways and PSEs use of effective practices. We will also disseminate the outcomes of the micro credentials awarded by digital badges. We will publish in peer-reviewed journals and share the design of our model at our annual summits

(c) Quality of the Management Plan (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.	Page # 28-20 The outcomes of our project have the capacity to impact both teacher's skills and student achievement. Our outcomes will be... • A sustainable nontraditional GYO teacher preparation pathways model to prepare, develop, and enhance the skills of PSEs to meet students' needs. • Educators prepared in critical shortage areas who are committed to serve in traditionally underserved high-needs LEAs and meet all students' needs. • Diversity in the workforce with teachers from traditionally underrepresented communities who contribute to an equitable education for all and impact student achievement. Effective educators thriving in an evolving technological landscape utilizing effective practices aligned to standards to support student achievement. • Highly effective teachers who possess knowledge in how to provide an equitable SE and CLSP education to students to promote the development of skills that improve student academic performance. • Teachers who remain in the field and impact student achievement.
(2) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.	Page # 29-36 We have provided a detailed management plan table, which highlights our plan to keep the project on track with clearly defined responsibilities, timelines, and milestones. Additionally, we have included aligned evaluation questions and evaluation components (components, methods, and responsibility).
(d) Quality of the Project Evaluation (1) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook.	Page 40 Following the WWC 5.0 guidelines, we will use a quasi-experimental design to examine the effectiveness of teachers trained in our GYO nontraditional pathways model (treatment group) compared to those in our traditional on-campus program (control). We will examine perceived sense of preparation, teaching skills, self-efficacy, and supervisors' perspectives of recent graduates' performance as novice teachers.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.	Page 39 We will engage in ongoing interim reporting of key descriptive information for formative feedback and program improvement, including emerging findings from surveys, advising sessions, interviews, course assessments, and benchmark activities of PSEs, to provide timely feedback to improve the program towards intended outcomes. We will report findings each semester at AC meetings to provide systematic opportunities for periodic assessment of progress towards outcomes, fidelity issues, and needed adaptations. Findings will include retention data for all graduates and current PSEs, survey results, and district teacher evaluation data on items related to SE and CLSP learning.
(3) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.	Page 42 Our goal is to increase the number of effective educators who stay in the teaching profession, including those from traditionally underrepresented communities, in critical shortage areas to serve in underserved LEAs through GYO EP pathways. Our evaluation plan includes specific performance measures and range of data to determine our impact on retention and fidelity of implementation.
(4) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.	Page 46 All the NeXT instruments have acceptable reliability and validity with the TTS and SS items loading on four factors: instructional practice, diverse learners, learning environment, and professionalism. The STRS includes 28 items measured on a 5-point Likert scale and has demonstrated good reliability and validity in prior research (Pianta, 1992).
(5) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project	Page 46 After implementing and evaluating our model design components and identifying impactful practices, our PIs, with school partners, will disseminate this information for replication at our pathway's summits, EED summits and thought labs, conferences (national, state, regional), and peer-reviewed publications. We have purposefully created our PREPARE conceptual framework systematically to easily guide model replication and help us identify effective practices.

Competitive Preference Priority 1 Focuses on promoting educator diversity in classrooms across the Nation.	Page 8 -9 This project will continue our 30-year track record of successfully recruiting, preparing, supporting, developing, graduating, and retaining licensing teachers from traditionally underrepresented groups through our high-quality preparation in projects such as (a) CUE/CGMEC, (b) NCTR, (c) OSEP, and (d) TQP. Like our previous projects, we will continue to provide opportunities for our preservice educators to have diverse clinical experiences in high- need schools. Our project will focus on diversifying the workforce by targeting recruitment on underrepresented communities (e.g., Hmong & Somali) who have expressed feelings of vulnerability and cultural barriers within the education system especially special education (MN Department of Health, 2014). MN has the largest Somali population outside of Somalia, with nearly 1 in 3 in the U.S. living in our state (Star Tribune, 2011). Minneapolis and St. Paul have the largest urban Hmong population in the world (Census data, 2015).
Develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high- quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher pre-service educators, and that include one year of high- quality clinical experiences (prior to becoming the teacher of record) in high- need schools.	Page 1 The purpose of our project is to comprehensively PREPARE (Plan, Recruit, Educate, Practice, Advance, Retain, and Enhance) 300 educators, including those from traditionally underrepresented communities, utilizing our GYO practice-based educator preparation residency pathways, which are embedded with evidence-based (EBP), high-leverage (HLP), and culturally and linguistically sustaining practices (CLSP), as well as technology and standards. Our goal is to increase the number of well-prepared educators, including those from diverse communities, who fill critical shortage areas and serve in traditionally underserved high-needs LEAs.

Competitive Preference Priority 2 Focuses on the importance of preparing teachers to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.	Page 1 This project will focus on seeding and advancing change in educator preparation (EP) through our “Grow Your Own” (GYO) practice-based residency model that supports effective educators to create inclusive, supportive, equitable, and unbiased learning environments for all students.
(1) Demonstrate project designed to promote educational equity and adequacy in resources and opportunity for Underserved Students— (1) In one or more of the following educational settings: (ii) Elementary school. (iii) Middle school. (iv) High school. (vii) Alternative schools and programs. (viii) Juvenile justice system or correctional facilities;	Page 8 Collaborating with DFC, we will begin recruitment of 2-year college students early by providing internships in high-needs elementary, middle, and high schools one day a week during the second year of their associate degree program. Page 12 Our commitment to diversity is demonstrated in our actively engaging PSEs and teaching them how to meet the diversity of the student populations they will encounter in prek-12 schools. During clinical experiences, we place our PSEs in diverse settings and high-needs elementary, middle, and high schools.
(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students	Page 12 We don’t stop with just examinations; we prepare educators to promote educational equity and adequacy in resources and opportunities for underserved students. We embed pedagogical practices in our preparation that are inclusive regarding race, ethnicity, culture, language, gender identity, sexuality, linguistics, and disability status so educators are prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments.

Competitive Preference Priority 3 Provides explicit support for developing students’ social and emotional skills, such as their ability to collaborate with peers and persist through challenging tasks. The priority directs applicants to incorporate pathways into teaching that provide a strong foundation in child and adolescent development and learning, including skills for implementing social and emotional learning strategies in the classroom.	Page 17 We will prepare our PSEs to explicitly support students’ development of SE skills that support all areas of their growth. Our PSEs will learn to teach SE skills within the larger sociopolitical context, which is fraught with injustice and inequity that affects students' lives. Our PSEs take three courses and two micro credentials embedded with EBPs (social skills training, FBAs) and SE focused HLPs
Projects that are designed to improve students’ social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that— (1) Fosters skills and behaviors that enable academic progress;	Page 19 In two of our four credentials, we provide structured PD around SE learning addressing the social, emotional, behavioral, and mental health challenges experienced by students based on competencies for foundational mental health and research-based cultural and trauma-informed perspectives. Appendix H includes objectives, rationale, and contents for each credential. Our university’s newly formed Institute for Trauma-Informed Education (MITIE) center provides an arena for us to prepare teachers to learn about the latest practices in the field of trauma-informed education to meet the SE needs of students to enable academic progress. .
(2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety;	Page 16 and Appendix H Micro credential Understanding Behavior from a Cultural and Trauma-Informed Perspective (created in collaboration with MITIE) The Objectives of the module on trauma in the micro credential cover the following objectives: • Explain how trauma affects individuals • Explain what trauma looks like in children and families • Recognize trauma behaviors in home, community, and classroom settings and conditions that may negative impact well-being

	(social, emotional, physical safety) for all students, including those who are underserved
(3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.	Page 19 One of our micro credentials focuses on trauma. It is titled “Understanding Behavior from a Cultural and Trauma-Informed Perspective”. It will be created in collaboration with MITIE (see Appendix H) Our university’s newly formed Minnesota Institute for Trauma-Informed Education (MITIE) center provides an arena for us to prepare teachers to learn about the latest practices in the field of trauma-informed and trauma-engaged education to meet the SE needs of students. Appendix H The Objectives of the module on trauma in the micro credential covers the following objective: • Define and recognize trauma, toxic stress, and adverse childhood experiences (ACES) such as violence and trauma specific to military or veteran-connected students

Performance and Outcome Measures

Performance Measures

The project will gather information and report annually on all the performance measures.

Table. *Performance Measures*

Performance Measures
For the purpose of Department reporting under 34 CFR 75.110, the following performance measures have been established for the SEED program: (a) The percentage of teacher, principal, or other School Leader participants who serve concentrations of high-need students; (b) the percentage of teacher and principal participants who serve concentrations of high-need students and are highly effective; (c) the percentage of teacher and principal participants who serve concentrations of high-need students, are highly effective, and serve for at least two years; (d) the cost per such participant; and (e) the number of grantees with evaluations that meet the WWC standards with reservations. Grantees will report annually on each measure.

High-Leverage Practices in Special Education

We will track for assessment purposes the following 10 target HLPs:

1, 3, 4, 6, 7, 8/22, 10, 12, 13, 18

What Are HLPs?

“A set of practices that are fundamental to support...student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten & Stroupe, 2012, p.880).

What Were Criteria for HLP

1. Focus directly on instructional practice.
2. Occur with high frequency in teaching.
3. Research based and known to foster student engagement and learning.
4. Broadly applicable and usable in any content area or approach to teaching.
5. Skillful execution is fundamental to effective teaching.

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward a specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide Intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903.

**Council for
Exceptional
Children
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www.cec.sped.org**

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www.highleveragepractices.org

Recruitment Strategies

The following describes our targeted culturally and linguistically relevant recruitment activities.

Table. *Recruitment Strategies*

Recruitment Strategies
• Host information sessions in cultural, immigrant, and refugee communities with interpreters. • Advertise with local African American, Hmong, Karen, and Somali media outlets such as Hiirran online (outlets that truly reach multicultural communities). • Create translated printed marketing materials in multiple languages and target distribution. We will develop printed marketing materials in Somali and posted informational materials at Mosques and will extend these efforts to Hmong and Karen sites. • Advertise at community colleges, targeting student affinity groups for immigrant and refugee students, students of color, and students with disabilities. • Utilize existing alumni networks through the CUE educational program and the Immigrants and Refugees track of the MSW program. • Market at professional meetings (SpEd Director meetings; MN Social Service Association).

Application, Interview, and Selection Process

The following highlights the interview process we will utilize to screen, interview, and select prospective educators.

Table. Interview Process

Screen
Post Information Online We will create a project informational web landing page that includes an invitation for prospective educators to apply for consideration into the program. We will ensure this website contains relevant information and documents in a format that meets government or industry-recognized standards for accessibility.
Interest Surveys Interested applicants will complete a screening and questions such as... • Describe background, experiences, knowledge, and/or skills you have regarding culturally and linguistically responsive practices in the field of SpEd. • Describe your background in working with young children with disabilities and their families. • Describe background, experiences, and skills you bring to teaching or supporting underrepresented populations (for example new immigrants and refugees) in diverse communities. Include all relevant personal, volunteer, and/or work experience. List any previously completed training or coursework. • Describe your experience in collaborating. Include your role and your style. • Describe how this opportunity aligns with your career goals and professional interests and what interests you in this career path. • Describe your personal strengths and limitations that you would bring to your chosen career path. • Are you committed to serve as a professional in the field including working with diverse and underrepresented populations following completion of the program?
Screen Surveys A team, consisting of grant personnel, university faculty and staff, school district partners, graduates, and our advisory council members, will blindly screen applicant's interest surveys with an unbiased rubric. Prior to screening, the screening team will establish inter-rater reliability using a rubric. Each interest survey will be scored by a minimum of 4 screening team members. Based on rubric scores, we will select applicants for an interview.
Interview
Interview Process We will utilize a 4-part interview process. Prospective educators will participate in: (1) a 5-minute oral presentation on why they want to be a special educator working with students with disabilities (2) a 5-minute individual interview with identical questions asked to all (3) a 30-minute small group discussion around a reading and/or a video by Gloria Ladson Billings on culturally relevant pedagogy (4) a written essay linked to our university mission

Interview Team Training

The interview team will consist of grant personnel, university faculty and staff, school district partners, graduates, and our advisory council members. In advance of the interviews, we will send out training videos on Fair and Respectful Hiring Process practices in hiring to the interviewers.

Selection Rubrics

Our interview selection rubric was developed by our former diversity and equity manager and has been used for over 15 years in public school systems to establish unbiased hiring practices. Our interview team will be trained on cultural competence and the *Fair and Respectful Hiring Process* prior to initiating the applicant screening, interview, and selection process.

Interview Panels

We will have interview panels, consisting of 3-5 members, to participate in each step of the 4-part process. Each panel will assess candidates using a rubric created for each of the four specific parts of the interview process. The different rubrics measure skills necessary to be successful in graduate courses.

Selection**Selection Criteria**

Based on combined rubric scores, we will select PSEs to participate in each cohort. Our Dept of SpEd has piloted this recruitment to admission process for five years and it has helped us select diverse cohorts of educators who have successfully completed our graduate programming. We will ensure equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Scoring Sheet for Racial and Ethnic Autobiography

Candidate's Name:

Interviewer Name:

Date:

Scores

Racial Biography Score (10 possible points)	
Interview Questions Score (10 possible points)	
Comments Strengths: Concerns:	
Do you recommend this individual receive a scholarship?	Yes or No

Rubric

Key: 0-5: 5 is highest score and 0 is lowest score.

5 = Exceptional answer. The depth and breadth are beyond what was expected.

4 = Answer better than the "*look for*" answer. (Includes all elements of the *look for* answer and goes beyond in depth and/or breadth of response.)

3 = Answer to *look for*. This answer is determined to be a good answer.

2 = Includes some element(s) of the *look for* answer, but not totally complete.

1 = A weak answer related to the question.

0 = A totally irrelevant answer.

Script:

Hello. I am ... and this is ...

Your interview will be for 10 minutes.

- The first 3 minutes you will present your racial and ethnic autobiography.
- The next 5 minutes, we will ask you 2 questions giving you approximately 2 minutes to answer each question.
- Any time remaining, you can ask any questions you have.

Racial and Ethnicity Autobiography

Script: Let's start with the racial and ethnic autobiography. You have 3 minutes.

Our understanding of our cultural backgrounds and values are important when we consider working cross-culturally. We each bring our own unique perspective to our observations and interpretations based on our cultures. In exploring our own cultures, we can increase our awareness of how our views and backgrounds might affect what we pay attention to or the way we interpret what we experience. We would like you to present a racial and ethnic autobiography. Let the following questions guide but not limit your thinking to identify unique aspects of your cultural background. What can you recall about the earliest and/or most recent events and conversations about race, ethnicity, race relations, and/or racism that may have impacted your current perspectives and/or experiences? What is your race and ethnicity's importance to you? Where do you feel a sense of belonging? What's the most important encounter you've had regarding race and/or ethnicity? Have you felt threatened? marginalized? privileged? How would you seek to challenge power imbalances and ensure all individuals and communities, particularly those that experienced marginalization are included?

Autobiography	5	4	3	2	1	0
Quality of Autobiography	5 Includes many varying significant experiences that detail racial and ethnic development and perspective.	4 Includes some varying significant experiences that detail racial and ethnic development and perspective.	3 Includes a couple of experiences that detail racial and ethnic development and perspective.	2 Includes only one experience that details racial and ethnic development and perspective.	1 Includes weak examples of experiences that detail racial and ethnic development.	0 Irrelevant answer
Analysis of Experience	5 Thoughtfully analyzes the importance of experiences and uses examples of events that have shaped their development and perspective.	4 Analyzes the importance of experiences and uses examples of events that have shaped development and perspective.	3 Analyzes the importance of some experiences and uses some examples of events that have shaped development and perspective.	2 Does not provide a thoughtful analysis for the experiences included or does not use examples of events that have shaped development and perspective.	1 Weak analysis of experiences that have shaped development and perspective.	0 Irrelevant answer

Scoring Sheet for Individual Interview Questions

Script: Now we will move on to the interview questions.

There are 2 questions, and you have about 2 minutes to answer each question.

Our University educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good. At St. Thomas, we prepare both special education teachers or social workers to meet our mission and advance the common good.

Question #1 Referencing the advancing the common good in our university's mission, tell us about your interest in becoming a special education teacher or social worker at the University of St. Thomas supporting the needs of young children with disabilities.

Question #2. Tell us about your experiences and why you want to serve diverse children and families including those from immigrant and refugee communities.

Interview	5	4	3	2	1	0
Special Education or Social Work	5 Includes many significant and passionate reasons for interest in becoming a special education teacher or social work that demonstrates motivation to be part of this community and links directly to the university mission.	4 Includes some significant reasons for interest in becoming a special education teacher or social work that demonstrates motivation to be part of this community and links to the university mission.	3 Includes a significant reason for interest in becoming a special education teacher or social work.	2 Includes one reason for interest in becoming a special education teacher or social work.	1 Includes weak reason(s) for interest in becoming a special education teacher or social work.	0 Irrelevant answer
Serving diverse students & families	5 Demonstrates enthusiastic commitment to serve children with disabilities and families in diverse communities with specific examples of experiences, connections, relationships, or skills they possess with individuals with disabilities in diverse communities	4 Demonstrates commitment to serve children with disabilities and families in diverse communities with some examples of experiences with individuals with disabilities in diverse communities	3 Demonstrates commitment to serve children with disabilities and families in diverse communities with an example of experiences with individuals with disabilities in diverse communities	2 Does not demonstrate commitment to serve children with disabilities and families in diverse communities	1 Weak demonstration of commitment to serve children with disabilities and families in diverse communities.	0 Irrelevant answer

Script

Time permits = Do you have any questions? No time=I'm sorry time does not permit any questions. Tell them where they go next!

Scoring Sheet for Article Group Discussion

Candidate's Name:

Interviewer Name:

Date:

Scores

Principle 1	
Principle 2	
Preparation, Knowledge, & Effectiveness	
Human Relations	
Comments:	
Concerns:	
Do you recommend this individual receive a scholarship?	

Rubric

Key: 0-5: 5 is highest score and 0 is lowest score.

- 5 = Exceptional answer. The depth and breadth are beyond what was expected.
4 = An answer better than the "*look for*" answer defined that includes all elements of the *look for* answer and goes beyond in depth and/or breadth
3 = Answer to *look for*. This answer is determined to be a good answer.
2 = Includes some element(s) of the *look for* answer, but not totally complete.
1 = A weak answer related to the question.
0 = A totally irrelevant answer.

Script:

This activity is to simulate a graduate school group class discussion.

We, on the interview panel, will not be participating in the discussion.

The small group discussion aspect of the application process is intended to measure your oral communication skills, collaboration skills, as well as your ability to consider and apply abstract thinking processes.

There are no right and wrong answers; the focus is on clear thinking, speaking, and collegial interaction.

There are 2 prompts and you have approximately 25 minutes to discuss the article.

- With three of you, that gives each of you about 3-4 minutes to speak during each discussion prompt.
- With two of you that gives each of you about 6 minutes to speak during each discussion prompt

We will read the prompts and then give you a one-minute warning when time is up.

Guiding Question #1 (time for 10-12 minutes)

The article you read provides a framework with 4 guiding principles that offers a way for Early Intervention service providers to better meet the needs of the culturally diverse children and families they serve.

Principle 1 focuses on “Examining One’s Own Culture”.

Discuss why the examination of one’s own culture is a critical component of providing early intervention culturally responsive services.

Guiding Question #2 (time for 10-12 minutes)

Principle 2 focuses on Acquiring Knowledge of Family Cultures.

Family-centered Early Intervention services are rooted in collaborative coaching that reflects families’ beliefs and practices, which support the needs of infants and toddlers with disabilities and their families.

Describe some practices that service providers, collaborating with families to meet the needs of their children, can utilize to ensure consideration of the cultural beliefs and practices valued by the families.

Figure 1
Framework for Providing Culturally Responsive Early Intervention Serv



Scoring – Used to guide discussion

Key: 0-5: 0 is low; 5 is highest

Name	5	4	3	2	1	0
Principle 1 focuses on “Examining One’s Own Culture”	Discusses why the examination of one’s own culture is a critical component of providing culturally responsive services through recognition of how his or her own culture plays into his or her professional perceptions and practices. Also provided specific exams from the article and their own experiences during this discussion	Discusses why the examination of one’s own culture is a critical component of providing culturally responsive services through recognition of how his or her own culture plays into his or her professional perceptions and practices. Also provided specific exams from the article during this discussion	Discusses why the examination of one’s own culture is a critical component of providing culturally responsive services through recognition of how his or her own culture plays into his or her professional perceptions and practices.	Discuss why the examination of one’s own culture is a critical component of providing culturally responsive services but does not reference how their own culture plays a role in their perceptions and practices.	Addresses the fact they should examine their culture but does not make the connection to this being a critical component of culturally responsive services	Does not address the importance of examining ones’ own culture.

Principle 2 focuses on Acquiring Knowledge of Family Cultures.	Discuss and provide specific examples from the articles and their own experiences about what service providers need to acquire knowledge of the cultural beliefs and practices valued by the families they serve which relate to forming a collaborative relationship with the family.	Discuss and provide specific examples from the articles about what service providers need to acquire knowledge of the cultural beliefs and practices valued by the families they serve which relate to forming a collaborative relationship with the family.	Discuss what service providers need to acquire knowledge of the cultural beliefs and practices valued by the families they serve which relate to forming a collaborative relationship with the family.	Discuss what service providers need to acquire knowledge of the cultural beliefs and practices valued by the families they serve but do not address how this supports a collaborative relationship.	Addresses the fact providers need to acquire knowledge of a family's culture but does not address how this leads to understanding the values of a family or how to work collaboratively with families	Does not address the importance of acquiring knowledge of family cultures.
Preparation, Knowledge & Effectiveness in Responding to Prompts	Came prepared, referenced article multiple times, made connections among the points of the article and how it relates to social work, special education, and provided real life examples.	Came prepared, referenced article multiple times, effective in articulating points and how it relates to social work or special education	Came prepared, referenced article, effective in articulating points	They effectively articulated the points, but did not reference the article	They addressed only a few ideas from the article and do not reference the article	They did not come prepared for the session
Human Relations	Ensured everyone had a chance to speak and asked follow-up questions or other relevant comments directed towards peers	Made sure that their comments with peer building off information peers shared	Projects a positive attitude, feeling of cooperation, and enthusiasm	Showed an overall positive attitude, but a feeling of cooperation as in their comments are not related to peers comments	They tend monopolize the conversation but have an overall positive attitude	They tend monopolize the conversation and have a negative view towards the viewpoints of others

License Test Support

The following flyer demonstrates the type of support we will provide for license tests.



School of Education Students

**MTLE Support -
Teacher Candidates are required to pass these exams
to apply for a Tier 3 license**

SCHEDULE 5:30 - 7:30 PM

We are offering support through collaborative Zoom participation with practice exams that prepare future educators for MTLE success.

Elementary Ed students will need to pass the ELED Pedagogy exam while Special Ed students can take either ELED or Secondary Pedagogy Exams.

The Tiered License requirements can be found at [this link to PELSB](https://www.educationminnesota.org/resources/credentialtials-licensure/Tiered-licensure): (<https://www.educationminnesota.org/resources/credentialtials-licensure/Tiered-licensure>)

ZOOM Information

You will receive the zoom link/meeting location in the email you use for registration

Secondary Pedagogy Practice

January 26, 2022
February 10, 2022
March 10, 2022

Special Ed Content Practice

April 21, 2022
May 19, 2022

Elementary Pedagogy Practice

January 24, 2022
February 8, 2022
March 8, 2022

Elementary Content Practice

April 19, 2022
May 17, 2022

Register Today

To register for the MTLE Test support click [here](#) or use the QR code to the right.

Copy this into your browser if the link does not work:
https://stthomas.az1.qualtrics.com/jfe/form/SV_doPx661EiNSJCgB



For more information,
contact Kirk Q. Smith at:

kirk.smith@stthomas.edu



Residency Information

Crosswalk Resource

<u>Crosswalk Resource:</u> A Crosswalk of High Priority Resident Practices (page 1)					
St Thomas	SOEI Foundational Elements	St Paul Public School SET	CEC Practices	TW High Leverage Practices	Danielson Clusters
Indicator: Learning targets aligned with standards and student data and are used to inform planning; uses content, resources, and student strengths and knowledge to design effective instruction; plans for assessment and differentiation	Plans units and lessons effectively (1Ai)	Planning and Preparation	HLP 11: Identify and prioritize long- and short-term learning goals HLP 12: Systematically design instruction toward a specific learning goal	Designing Single Lessons and Sequences of Lessons	Clarity of Purpose and Accuracy of Instructional Content
Indicator: Assessment – uses varied assessment techniques to advance student learning	Uses formative assessment to inform instruction (3Ci)	Assessment of student learning and use of student work and data	HLP 6: Uses assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes	Checking Student Understanding During and at the Conclusion of Lessons Selecting and Designing Formal Assessments of Student Learning	Successful Learning by All Students
Indicator: Uses reflection, self-assessment, and feedback; Maintains ethical practice and responsibilities of the profession	Uses self-reflection to improve instruction (4A.i) Uses feedback to improve instruction (4Aii) Completes tasks in an organized and timely manner (4ciii)	Professionalism: managing teaching roles and responsibilities to best support students and the teacher	HLP 1: Collaboration with professionals to increase student success (doesn't really align except that it's under professional responsibilities) HLP 3: Collaborate with families to support student learning and secure needed services		Professionalism
Indicator: facilitates activities and discussions to promote high cognitive activity	Uses Pacing and structure (3Biv) Uses instructional strategies to engage students (3B.i)	Differentiation Engagement demonstrated by leading small and whole group instruction	HLP 13: Adapt curriculum tasks and materials for specific learning goals HLP 18: Uses strategies to promote active student engagement	Explaining and modeling content, practices, and strategies Leading a Group Discussion	Clarity of Instructional Purpose and Accuracy of Content

Crosswalk Resource:

A Crosswalk of High Priority Resident Practices (page 2
)

St Thomas	SOEI Foundational Elements	St Paul Public Schools SET	CEC Practices	TW High Leverage Practices	Danielson Clusters
Element under Indicator above: Uses questioning and discussion techniques to deepen student learning		Eliciting Student thinking through Purposeful talk Questioning and Discussion		Eliciting and Interpreting Student Thinking	Student Intellectual Engagement
Indicator: Creates a respectful classroom culture of trust, safety, and high expectations; Establishes and maintains clear expectations for classroom and behavior management	Creates a safe learning environment (2Ai) Establishes and maintains classroom routines and procedures (2Bi) Monitors and provides feedback on student Behavior (2Bii)	Relationships High behavioral expectations and proactive behavior monitoring and response	HLP 7: Establish a consistent, organized, and respectful learning environment HLP 8 & 22: Provides positive and constructive feedback to guide students' learning and behavior HLP 9: Teach social behaviors	Building Respectful Relationships with Students Implementing Norms and Routines for Classroom Discourse and Work Implementing Organizational Routines Specifying and Reinforcing Patterns of Productive Student Behavior Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction	A Safe, Respectful, Supportive, and Challenging Classroom Environment Classroom Management
Designs culturally relevant instructional strategies; Implements content that respects diverse groups and attempts to make instruction relevant and accessible; Applies cultural competencies when working with students, colleagues, and families	Minneapolis Equity Policy	SPPS Equity Policy			

<u>Crosswalk Resource:</u> A Crosswalk of High Priority Resident Practices (page 3)					
St Thomas	SOEI Foundational Elements	SUTR SET	CEC Practices	TW High Leverage Practices	Danielson Clusters
Special Education Only – Referral, Evaluation, Planning and Programming	Special Education Evaluation, Program planning, IEP implementation and progress monitoring	Due Process	HLP 2: Organize and facilitate effective meetings with professionals and families HLP 4: Use multiple sources of information to develop a comprehensive understanding of students strengths and needs HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans		

Other CEC HLPS to consider:

- HLP 14: Teach cognitive and meta-cognitive strategies to support learning and independence HLP 15: Provide scaffolded supports
- HLP 16: Use explicit instruction HLP 17: Use flexible grouping
- HLP: Use assistive and instructional technologies HLP 20: Provide intensive instruction
- HLP 21: Teach students to maintain and generalize new learning across time and settings

Sample of District Teacher Evaluation System

Ten Foundational Elements of the SOEI

INDICATOR 1A: What will you teach? Learning targets aligned with standards and student data inform planning				
Element	Requires Attention	Developing	Proficient	Exemplary
1Ai. Plans units and lessons effectively	There is no evidence of planning daily, weekly and/or unit instruction.	Daily, weekly and/or unit planning is inconsistent.	Daily, weekly and/or unit planning is consistent, collaborative when possible and builds on students' prior knowledge and experience.	Daily, weekly and unit planning is consistent, collaborative and builds on students' prior knowledge and experience and connects to other content areas.
	Learning targets* are not aligned to MN standards.	Learning targets* are aligned to MN standards.	Learning targets* are assessable, aligned to MN standards and are stated in terms of student learning.	Learning targets* are assessable, aligned to MN standards and are stated in terms of student learning.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors
			- Implement a daily entry prompt (Do Now) to either introduce the day's objective or review materials from the previous day. - Develop effective lesson plans that are based on learning targets and include: opening, closure, accessing prior knowledge, checks for understanding, and formative assessment - Learning targets are written in a student friendly language that is specific to the content of the lesson and focuses on intended learning - Script a basic "I Do, we do, and you do" as a core part of the lesson - Design an exit ticket/formative assessment	- Plans units and lessons effectively - Applies content knowledge and knowledge of how students learn - Learning targets align with standards and are consistently referenced throughout the lesson - Student data is used to inform planning - Lesson plans are readily available when requested

INDICATOR 2A: How does your classroom promote a culture of learning? Creates a respectful classroom culture of trust, safety and high expectations				
Element	Requires Attention	Developing	Proficient	Exemplary
2Ai. Creates a safe learning environment	The physical environment is not safe.	The physical environment is safe.	The physical environment is safe. Teacher actions consistently promote the development of students’ positive social and personal skills.	The physical environment is safe. Teacher actions consistently promote the development of students’ positive social and personal skills.
	Teacher actions inhibit the development of students’ positive social and personal skills.	Teacher actions inconsistently promote the development of students’ positive social and personal skills.	Teacher and students build positive relationships.	Students assume the responsibility to create positive relationships that contribute to learning activities.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors:
			• Narrate the Positive - What are student doing well, not what they do wrong; Ex: I see xxx has gotten right to work on his writing assignment. • While narrating the positive and/or while scanning during a redirect, look at the student(s) who are off-task or use proximity • Use language that reinforces students progressing: Praise answers that are above and beyond or strong effort • Provide opportunities for students to greet one another and give feedback to one another • Assess learning environment for visibility, accessibility and distractibility from student and teacher perspective	• Respect & Rapport between T/S and S/S, and S/T • Specific Positive reinforcement (S/S, T/S & S/T) class-wide systems and individual systems • Teacher monitors all students all time- active supervision • T/T initiate interactions • Shows respect for student • S working together/redirecting • S presenting to the group (take questions from group) • S experts lead discussions

INDICATOR 2B: How do you manage your classroom? Establishes and maintains clear expectations for classroom and behavior management				
Element	Requires Attention	Developing	Proficient	Exemplary
2Bi. Establishes and maintains classroom routines and procedures	Teacher does not communicate expectations for classroom behavior, routines and procedures and excessive instructional time is lost. Students do not follow classroom procedures.	Teacher communicates expectations for behavior, routines and procedures. There is inconsistent management of routines and instructional time is lost. Students inconsistently follow procedures that are set and monitored by the teacher.	Teacher communicates expectations for behavior, routines and procedures. Transitions are organized and orderly and minimal instructional time is lost. Students consistently follow procedures that are set and monitored by the teacher.	Teacher and students communicate expectations for behavior, routines and procedures. Transitions are organized and orderly and no instructional time is lost. Students assume responsibility for classroom routines and procedures.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors
			- Plan & practice specific critical routines and procedures moment by moment; Teach, model, reinforce transitions and procedures - Strong voice – Stand and speak with purpose - Narrate the positive - Use Visual supports and non-verbal cues - Have clear beginning, ending, signals, and cues	- Routines posted, reviewed and practiced - Expectations clear, teacher redirect - Transition routine defined, signaled - S leading and initiating routine based on expectations - S add to routines/procedures with their own ideas

INDICATOR 2B CONTINUED: How do you manage your classroom?

Establishes and maintains clear expectations for classroom and behavior management

Element	Requires Attention	Developing	Proficient	Exemplary
2Bii. Monitors and provides feedback on student behavior	Teacher does not provide constructive or timely behavior feedback. Students receive no acknowledgement of positive behavior.	Teacher provides behavior feedback that is constructive and timely, but not preventative. Students infrequently receive acknowledgement of positive behavior.	Teacher provides behavior feedback that is constructive, timely, preventative and respectful. Students receive acknowledgement of positive behavior.	Teacher provides behavior feedback that is constructive, timely, preventative and respectful. Students receive acknowledgement of positive behavior. Students assume responsibility for monitoring their behavior and the behavior of their peers.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors:
			• Narrate the positive • Implement system to acknowledge and provide feedback on meeting expectations • Use pre-correction/pre-teaching • Use Proximity, Eye contact, non-verbal, Say students name quickly, do so in private, deliver small consequences	• Positive feedback is descriptive • Withitness –scanning, noticing, providing feedback to prevent problem behaviors • Feedback follows behavior (T/S, S/T, S/S) positive or negative • “What will you do differently next time?”- opportunity to show correct behavior
			• Individual Student Corrections: Anticipate students off task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: • While narrating the positive and/or while scanning during a redirect, look at the student(s) who are off-task • Use self-monitoring	• Verbal/visual expectations are clearly stated • Rubric for students to monitor their own behavior or of peers • Modeling behavior is pointed out • Response are respectful and effective in “fixing” student behavior • Teacher can walk away to reduce power struggles

INDICATOR 3B: What strategies do you use to engage students and promote their ownership of learning?
Facilitates activities and discussions that promote high cognitive engagement

Element	Requires Attention	Developing	Proficient	Exemplary
3Bi. Uses instructional strategies* to engage students in learning	Students are minimally engaged or disengaged in the lesson. Students do not have opportunities to practice, apply or demonstrate that they are learning.	Students may be behaviorally engaged, but are inconsistently engaged in rigorous and relevant learning experiences. Higher order thinking demand is infrequent in instruction and discussion. Instructional strategies* are not aligned with learning targets and/or do not promote learning for some students. Students have limited opportunities to practice, apply and demonstrate that they are learning.	Students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline. Instructional strategies* are aligned with learning targets and promote learning for all students. Students have opportunities to meaningfully practice, apply and demonstrate that they are learning.	Students are cognitively engaged in rigorous and relevant learning experiences demonstrating the use of higher order thinking through varied instruction and the use of inquiry methods relevant to the discipline. Students initiate experiences to increase relevance and cognition. In addition to differentiated and aligned instructional strategies* and group work, the lesson provides appropriate options for student initiative and choice. Students have opportunities to meaningfully practice, apply and demonstrate that they are learning.
			Get Better Faster Scope & Sequence - Engage all students: - Use instructional strategies that increase student participation (turn and talk, stop and jot, musical shares, cooperative learning groups) - Use strategies to increase students who are called on (equity sticks, numbered heads together, choral response, etc.), Cold call students - Alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks - Prepare discussion questions in advance to elicit student thinking - Visuals for good questioning and accountability talk - Notice when students aren't engaged and uses strategies to re-engage	SOEI Observer Look Fors: - Open ended questions - Students participating in discussion - Pair/share – large group - Students understand expectations by showing engagement - Varied learning activities - Teacher modeled, organizers - Students can make connection between activity and learning target - Students reflect on learning targets - S can summarize their learning - S can make connections from learning to their experiences

INDICATOR 3B CONTINUED: What strategies do you use to engage students and promote their ownership of learning? Facilitates activities and discussions that promote high cognitive engagement

Element	Requires Attention	Developing	Proficient	Exemplary
3Biv. Uses appropriate pacing and structure	The lesson has no evidence of a structure. Pacing of the lesson is too slow, too rushed or both. As a result, pacing hinders student engagement and learning.	Lesson has a recognizable structure, however may be missing some components and is not taught using the gradual release of responsibility**. Students are limited in their opportunities to engage and reflect during the lesson. Pacing is generally appropriate for the class as a whole. Students who progress at different learning rates have limited opportunities for success within lesson structure.	Lesson has a coherent structure that includes all lesson components and is taught based on the gradual release of responsibility**. Students have opportunities for engagement and reflection during the lesson. Pacing is appropriate. Students who progress at different learning rates have opportunities for success within lesson structure.	Lesson has a coherent structure that includes all lesson components and includes the gradual release of responsibility**. Students develop opportunities for cognitive engagement and reflection during the lesson. Pacing is appropriate. Students who progress at different learning rates develop opportunities for success within lesson structure.
			Get Better Faster Scope & Sequence • Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on • Alert to rate of questioning: don't delay teacher talk when needed to no more than 2 seconds between when a student responds and a teacher picks back up instruction • Use countdowns to work the clock ("do that in 5..4..3..2..1") • Use Call and Response for group attention signal • Following questions provide wait time and think time based on students different learning and response rates • Use appropriate prompts when needed • Scaffold instruction to include "I do, we do, you do"	SOEI Observer Look Fors: • Warm-up/launch • Communicates sequence – would order matter? • Time stamps • Gradual release • Students ask extension questions • Teacher describes what students will do • Turn/talk – writes – shares out • Students work time – student led • Plan for students who finish at different times • Check for understanding with groups • Beginning, middle and end • Summary/close/reflect

INDICATOR 3C: How do you utilize student data to advance each student's learning?

Uses varied assessment techniques to advance student learning

Element	Requires Attention	Developing	Proficient	Exemplary
3Ci. Uses formative assessments to inform instruction	Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.	Teacher uses formative assessment techniques to monitor student progress, but does not adjust instruction to meet the learning targets.	Teacher uses formative assessment techniques to monitor student progress and make immediate instructional adjustments to meet learning targets.	Teacher uses a repertoire of formative assessment techniques throughout the lesson , to monitor student progress and adjust instruction for individual students to meet learning targets. Students use results of formative assessments to meet the learning targets.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors:
			- Check for Whole-Group Understanding through quick ways – thumbs up, fist of five, restate to a partner, choral response, around the room share-out, popcorn, white-boards, pinch cards - Based on response, adjust instruction - Plan for learning misconceptions and re-teaching - Target the error: focus class discussion on the questions where students most struggle to answer correctly - Closure and ending lesson assessment to match learning target (exit ticket, 1 minute paper, what stuck, etc.)	- Learning targets and daily plan are linked verbally to students - T asks students questions - Pre-assessment administered - Examine student samples - Students assess peer work - Re-grouping occurs after pre- assessment - Peer or teacher re-teaching - Student reflect on how their work links to the learning targets - Results of assessment are used to modify and adjust lesson or go forward

INDICATOR 4A: How do you reflect on your teaching? Reflects on teaching practice				
Element	Requires Attention	Developing	Proficient	Exemplary
4Ai. Uses self-reflection to improve instruction	Teacher does not effectively use reflection and self-assessment.	With guidance, teacher uses reflection and self-assessment to assess student learning. With guidance, teacher describes how a lesson met goals and how adjustments could be made to meet the needs of most students in future lessons.	Teacher accurately assesses his or her own effectiveness using lesson artifacts and student data/work to identify areas of strength and areas for growth.	Teacher accurately assesses his or her own effectiveness using lesson artifacts and student data/work to identify areas of strength and areas for growth. Teacher models reflective practices for other educators, through peer coaching, sharing, facilitating or modeling in professional learning communities.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors:
			• Use student data and feedback for reflection; identifies strengths and areas of growth • Reflect on how teaching works for all learners • Reflect on how race and culture affect teacher/student relationships and student engagement and student learning; seek cultural allies to gain greater understanding and perspective • Internalize & rehearse key parts of the lesson, • Use a regular method for reflection (journal, notebook, google docs, mentor, etc.)	• Reflections in the post-observation • Reflections via e-mail or conversation after informal observations from peers/administrators • Journaling • Changes in Lesson Plans over time as a result of your reflection

INDICATOR 4A CONTINUED: How do you reflect on your teaching? Reflects on teaching practice				
Element	Requires Attention	Developing	Proficient	Exemplary
4Aii. Uses feedback to improve instruction	Teacher does not seek or use feedback from colleagues, administrators, families and students to enhance professional practice.	Teacher seeks feedback from colleagues, administrators, families and students to enhance professional practice.	Teacher seeks feedback from colleagues, administrators, families and students to enhance professional practice. Teacher uses feedback to implement alternative instructional approaches that result in increased student learning.	Teacher seeks feedback from colleagues, administrators, families and students to enhance professional practice. Teacher uses feedback to implement alternative instructional approaches that result in increased student learning. Teacher models utilizing feedback to increase student learning with colleagues.
			Get Better Faster Scope & Sequence • Demonstrates ways to seek and document feedback • Makes a plan to incorporate feedback in lessons, classroom engagement, due process • Documents ways/methods/opportunities to seek feedback from colleagues, mentors, admin, etc. • Uses methods for seeking student feedback -offer to observe peers and provide feedback	SOEI Observer Look Fors: • Exchanges with Mentors/Coaches/Coordinators • Notes from Informal Observation or Peer Exchanges • Changes in Lesson plans, teaching and classroom engagement over time • Observe feedback from previous observations in teaching

INDICATOR 4C: How do you conduct yourself as a professional? Professionalism				
Element	Requires Attention	Developing	Proficient	Exemplary
4Ciii. Completes tasks in an organized and timely manner	Teacher does not complete required and/or routine tasks and duties in a timely manner.	Teacher requires occasional reminders to complete required and/or routine tasks and duties.	Teacher completes required and/or routine tasks and duties in a timely and well organized manner .	Teacher has developed systems for recording and communicating individual student knowledge, skills and learning goals. Teacher completes required school/district tasks and duties in a well-organized and timely manner.
			Get Better Faster Scope & Sequence	SOEI Observer Look Fors:
			• System for due process completion and to-dos • Sets aside time daily to respond to emails, phone calls, etc • Uses system for prioritizing tasks	• Submits tasks on-time (lesson plans, IEPS, and no stop signs on ed-Plan; report cards) • Responds to emails and other correspondence in timely manner • Has a system to complete due process (calendar, to –do list, etc.) • Has material for lessons ready to go for teaching and does not delay instruction

Adapted from Edison High School, Minneapolis Public Schools

Yearlong Overview

At-A-Glance

Mentors (Cooperating Teachers and University Supervisors) and Pre Service Educators

	September (Weeks 4 - 8)	October (Weeks 8 - 12)	November (Weeks 12 - 14)	December (Weeks 14 - 16)
Essential Elements	Creates safe learning environment, Establishes and maintains classroom routines and procedures, uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	MSTR: Plans units and lessons effectively , uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	Monitors and provides feedback on student behavior ; uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	uses pacing and structure, uses instructional strategies to engage students , uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring
Pre Service Educators Clinical Expectation (initiated in this month; achieve outcome by following month PD or site visits)	Share responsibility for classroom routines (lead 1-2 each day), Lead a small group in one content area/class period 2-3 days a week, Resident creates a classroom routine that builds relationship Due Process - Review all IEPs ; participate in Child-study and all SPED team meetings (continue all year)	Lead a small groups in one content area/class period 2-3 days a week, Teach one content area block/class period each day (should be same content area for at least 2 weeks), Continue to share responsibility for routines, relationships, and instruction Due Process: Participate in child-study meeting and at least one IEP or evaluation meeting, support mentor teacher in data collection for at least one student (prepared for conferences)	Resident will continue share in the responsibility for classroom routines, (lead 2 - 4 each day), Lead small groups in a content areas/class period, Lead teach at least two content area/ block/class period each day (should be the same content area for at least 2 weeks) Due Process: Write at least one present level of Academic and Functional Performance, one goal with objectives; give Brigrance and/or W-J	Lead Teach One Week (MSTR) Resident leads in all areas for at least half a day Due Process: Participate in at least one eval; eval planning meeting, work with Mentor Teacher to collect evaluation data (administer tests, observe, etc.), write up section of report with mentor teacher, attend eval meeting (use ed-plan as much as possible) , write at least one IEP alongside mentor teacher; contact family

Courses	El Ed: Literacy and Math Methods ABS: Fundamentals of Mild to Moderate All: Pathways, Environments for Success, Lesson Planning (SUTR only), Educational Equity and Inclusive Practices	El Ed: Literacy and Math Methods ABS: Fundamentals of Mild to Moderate and start elementary academic interventions All: Pathways to Teaching, Educational Equity and Inclusive Practices	El Ed: Literacy and Math Methods ABS: Elementary Academic Interventions and start secondary academic Interventions All: Pathways, Environments for Success Educational Equity and Inclusive Practices (finish)	El Ed: Literacy and Math Methods ABS: Secondary Academic Interventions All: Environments for Success and ed-TPA orientation
Assignments		ABS: Fundamentals Eval-IEP and Progress Monitoring and AT	All: Critical Analysis Paper	All: Classroom Engagement project (performance assessment)
Key Assessments			Professional Development Inventory Critical Analysis Paper	Mid-term evaluation and disposition assessment
Mentor Observation Cycle	Full, formal observation Look fors: greetings, positive feedback, smiling, appropriate humor, developmentally appropriate handshakes, high-fives, etc. pre-correcting behavior, visuals or non-verbals for routines and expectations , discuss IEPs Informal Tools: Tally resident/student interactions, Note and record student interactions, engagement; Reflection Log, Heart/?/Light Bulb	Full, formal observation Look fors: weekly lesson plans submitted, daily lesson plans include lesson objectives, learning strategies, and assessment at minimum or use GANOG; beginning content knowledge, planned accommodations, etc. , completed data collection Informal Tools: Reflection Log, Review of lesson plans, measures of student engagement during small group instruction	Full, formal observation Look fors: all of previous months and questioning and discussion methods and Informal Tools: SUTR Dispositions Self Assessment; list of questions and types of student responses, measures of student engagement, quality of feedback and interactions	Full, formal observation Look fors: Clear rituals and routines followed by students; smooth transitions, direct teaching of SEL skills, differentiation for individual PBIS plans as needed; responses to challenging behavior and student reaction Informal Tools: Tally student behavior, Video tape a lesson and watch together for evidence of behavior monitoring and response, Reflection Log

Mentor PD	Building relationships with students* Building Rapport * Informal Observation Tools * Mindset * Building Trust * Co- Teaching * Observation Cycle and documentation * Formal and Informal Observations * instructor Share Out* Gradual Release Dig - Summary Report - Observation Form	Planning and Preparation*Revisit Observation Protocol, Yearlong Observation Overview, Observation Form, Observation Protocols, and Scripting, Mentor goal setting* Evidence-Based Observation and Feedback, set up Learning Lab info*Practice Observing and rating on nstructor Share Out*Gradual Release Dig - Summary Report - Observation Form	Instructor Share Out*Gradual Release Dig - Summary Report - Observation Form	High Behavioral Expectations and Proactive Behavior Monitoring and Response* Essential Element Dig*Informal Observation Tools, Problem Posed, Problem Solved* Difficult Conversations *Co- Teaching* Instructor Share Out*Gradual Release Dig - Summary Report - Observation Form
Gateways	>B in all courses, >2 in dispositions, <5 Absences, <3 Tardies, <3 late assignments, >2 in observation scores, Test Prep as needed, Allied course progress Summer; BD Training, Sub License, >B in all courses, >2 in dispositions, NES Completed, <3 Absences, <3 Tardies, <3 late assignments, Allied course progress			
Other:	Mentor Goal Setting, Learning Rotations (SUTR)	Mentor Learning Lab, Learning Rotation(MSTR)		

	January (Weeks 16-20)	February (Weeks 20 - 24)	March (Weeks 24 - 28)	April (Week 28 - 32)	May - June (Week 32 - 36)
Essential Elements	uses pacing and structure , uses instructional strategies to engage students , uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	uses questioning and discussion techniques , uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	uses formative assessment to inform instruction , uses self-reflection and feedback to improve instruction, completes tasks in organized and timely manner, teaching through a culturally responsive lense, program assessment, planning, implementing and progress monitoring	All Focus elements	MSTR: All Focus Elements
Pre Service Educaator Expectations Guideline	1 week lead experience, Lead Teach a different half-day (am or pm) using co-teaching strategies, continue to share responsibility for routines, relationships, and instruction Due Process: Identify additional evaluations and IEPs to participate; collect behavior data/observation and write up for eval; present at meeting	Lead Teach half-day using co-teaching strategies, Continue to share responsibility for routines, relationships, and instruction, Implementing EdTPA, Co - lead conferences, MSTR- Conferences Due Process: design a pbis plan; implement and evaluate at minimum 1 part	Lead Teach a more than half-day (am or pm) using co-teaching strategies, Continue to share responsibility for routines, relationships, and instruction, Completing EdTPA Due Process: Work on at least 1 evaluation and 1 IEP; attend manifestation determination meeting; participate in 1 home-visit	3 week lead experience, Co-teach full day (flexibility with individual needs, ie co-teach in a variety of settings) Due Process: Create an IEP Agenda Co-lead IEP Meeting	
Courses	ABS: Elementary Academic Interventions All: Pathways, Start ed-tpa	Educational Assessment All: Pathways, ed-tpa	Assessment All: Pathways, ed-tpa	ABS: Educational Assessment All: Pathways	Social Emotional Behavioral All: Pathways,
Assignments					Social Skills teaching lessons PBIS Plan
Key Assessment			ed-tpa		Clinical Evaluation

Mentorship in Residency Pathway

Mentorship in Residency Pathway
Criteria. The planning team collaboratively establishes clear criteria for the selection of tenured mentor teachers based on measures of teacher effectiveness, experience, education, license, subject area knowledge, and building administrator recommendation.
Selection. District selects mentors who possess a strong belief in racial and gender equity policies and have demonstrated effective teaching as measured by the district evaluation system that measures planning and preparation, learning environment, instruction, assessment, and professional responsibilities.
Framework. Candidates teach alongside a trained and experienced district mentor teacher. This mentor provides a yearlong co-teaching partnership that fosters the development of effective teaching practices in residents and improves learning outcomes for students.
Orientation. Mentors attend an orientation to learn about the residency pathway, co-teaching practices, coaching, and professionalism, and they begin to plan with the resident in summer.
Modeling. Mentors spend ~1,200 hours verbalizing instruction and making teaching moves, actions, decisions, and practices explicit to teach the art and skill of teaching.
Planning Time. Mentor teachers and clinical supervisors participate in planning time and a structured framework to develop a weekly plan and the gradual release process. This requirement ensures planning occurs and the resident has consistent expectations set by mentors and supervisors. The district releases the mentor from teacher duties one day a month to complete the planning by allowing the resident with a sub license to teach that day. Mentors and supervisors plan the resident's month based on the foundational elements and monthly expectations and discuss how resident will take on more responsibility to meet the expectations, co-teaching models, lesson plan expectations, and incorporate CSPs.
Observations. Mentors observe and provide candidates with coaching and feedback and engage in coaching conversations based upon candidate's growing instructional and professional practices and use of technology. Mentors and University supervisors conduct coaching observations at least monthly for full school year. Coaching observations include coaching, guidance, modeling, practice, reflection, feedback, and encouragement to support competency acquisition. We train our mentors and supervisors to coach through an equity lens and discuss how our own racial identity shows up in teaching, evaluating, and feedback.
Targeted Elements. Mentors view and score video examples of monthly targeted foundational elements (HLP) used in the district. We discuss opportunities for the resident to demonstrate proficiency on elements and ways to provide evidence-based feedback.
Performance Review and Prioritization. Monthly, program staff, clinical supervisor, and mentor teachers come together to summarize the resident's performance over past month, set priorities for next month, and plan the gradual release of responsibilities for upcoming month.
Meet with Resident. Monthly, the mentor teacher meets with the resident and discusses the plan for the upcoming month. This is akin to a "monthly unit plan for the resident."
Professional Development. Mentors participate in a scope and sequenced monthly professional development, focused on co-teaching, modeling, coaching strategies, providing evidence-based feedback, and having courageous conversations about race. Importantly they are providing space and time to reflect on their own growth as teacher leaders.
Retreats. Mentors can participate in instructional retreats to help improve programs where we discuss ways residents can be observed and provided feedback on equitable practices.

Residency Pre Service Educator Tracking Methods

Residency Candidate Tracking Methods
Regularly, the project director and residency coordinator examine evaluation data to (1) determine candidate's growth on the path to becoming a teacher; (2) examine trends of overall needs to address in course-work and provide emphasis on practice elements; and (3) look at candidate progress on proficiency to determine need for support.
Weekly, the project director and residency coordinator co-teach a seminar. District coaches, mentors, clinical supervisors, and other district leaders recommend its content. Candidates attend the seminars organized around review, self-assessment, rehearsal, enactment, video analysis, reflection, and next steps to deepen learning and improve practice.
Monthly, the planning team selects one targeted foundational element for candidates to gain competency in performing the practice. Residents review and practice foundational elements in seminar and then enact it in the classroom and capture it on video. The mentor and clinical supervisor provides feedback to residents on the focused elements within the videos, then they observe and provide additional feedback. Residents self-reflect, receive peer feedback, and identify next steps for improving their practice. All steps are repeated monthly.
Monthly, the mentor teacher and clinical supervisor provide the resident's feedback through a joint perspective on the resident's progress utilizing a condensed version of the district's full teacher evaluation tool as a feedback tool.
Monthly, at least one instructor comes to talk with the mentors during monthly mentor PD. They discuss course, requirements, assignments, and evidence-based practices that residents are learning. This provides an opportunity for the mentors and the instructors to adapt experiences, assignments, and expectations based on the coursework.

Cooperating Teacher Competencies

Make Your Teaching Explicit and Public		
		Goals:
	1. Develop and maintain a caring and supportive relationship with the Resident 2. Name and frame teaching practices and strategies 3. Deconstruct and label the components of a teaching practice into manageable parts 4. Model effective instruction that supports standards and responds to student data 5. Make decision making and thinking about teaching practice visible by sharing the knowledge and beliefs that underlie instructional choices 6. Analyze how a particular teaching practice plays out in multiple teaching settings/situations 7. Explicitly name ways in which a particular teaching practice can disrupt (or entrenched) patterns of inequity in classrooms 8. Model how to work with an instructional team and families (other teachers, Special Ed, ELL, coaches, etc.) 9. Model planning for and facilitating IEP meetings, family conferences, progress reports, and evaluations 10. Model managing special education due process responsibilities 11. Model and teach how to use ed-plan, conduct evaluations and write and monitor IEPs.	

Provide Evidence Based and Continuous Feedback		
		Goals:
	1. Implement weekly sacred planning/Coaching time 2. Ground feedback in the Foundational Elements 3. Provide growth-minded feedback to improve Resident practice 4. Share strengths, growth areas, and next steps 5. Ensure feedback is timely and relevant to promote rapid cycles of improvement 6. Ensure feedback is specific, concrete, and actionable with clear and manageable next steps 7. Collect and share feedback with MSTR program staff to monitor Resident growth and development 8. Support and facilitate follow through on next steps 9. Maintain awareness of how feedback is delivered with regard to how it might be received differently based on Resident racial and/or cultural identity, values, and perspective 10. Develop Residents understanding of content pedagogy 11. Provide feedback on specific drafts of evaluation reports, IEPS, and progress reports 12. Provide feedback on how residents collaborated and communicated with families and other team members	
Provide Multiple Opportunities for Practice		
		Goals:
	1. Increase responsibility and independence for the classroom through a gradual release plan 2. Co-plan with Residents and strategically increases Resident planning responsibilities (sacred time is set aside each day, week to plan instruction together; this can be done face-to-face and/or shared electronically) 3. Allow for multiple opportunities to try out various Co-Teaching strategies(one -teach/one-assist, one-teach/one observe, parallel teaching, team teaching, station teaching) 4. Provide repeated practice planning for, implementing and assessing instruction with individual students, small group, and whole group instruction 5. Provide repeated practice to develop relationships, provide feedback to students and respond to a range of student needs. Over time, residents become more independent 6. Provide repeated practice to participate in due process responsibilities, including collecting assessment information, writing parts of the IEP, and collaborating and communicating with the team 7. Make adjustments as needed to provide repeated opportunities for practice	

Actively Address Patterns of Inequity		
		Goals:
	8. Model principles of diversity and inclusion in instruction 9. Reflect on teaching practice as it relates to equity in conversations with residents 10. Explicitly name and address inequity 11. Promote Equity and social justice in daily work as a teacher 12. Use a lens of Equity to inform practice 13. Engage in Courageous Conversations about inequities- systemic and site-specific 14. Provide opportunities to discuss intersectionality for students with disabilities 15. Model how to unpack current inequities and patterns of injustice 16. Model ways to speak up, take a stand against bias and injustice, and engage in practices to disrupt these patterns in classrooms and school communities 17. Model and provide opportunities for residents to engage in self-reflection to address how beliefs, biases, identity, and race impact teaching and learning	
Reflect, Replicate and Grow		
		Goals:
	18. Improve through continuous learning 19. Model a continuous learner mindset 20. Use data analysis to inform areas for growth and set goals 21. Find and utilize the resources necessary for growth 22. Seek out and incorporate learning from peers, MSTR staff and mentors within the district 23. Apply an Equity lens to continuous improvement efforts	

Notes:

Mentor Teacher Professional Development - Scope and Sequence

Date and Time	Tentative Topics
August 9:00-noon	Co-Teaching Training and Residency Program Overview
September On-site Team Meetings	Building Trust and Modeling
October 8:30 - 12:30	Giving Feedback to Resident Focus Elements Observation and Feedback Skills and Tools (SOEI) Gradual Release with University Supervisor
November On-Site Team Meetings	Guided Feedback Session Gradual release
December 8:30 - 12:30	Mid-year Evaluation and Feedback; Planning for second-half of the year Gradual Release with University Supervisor
January	Spring scope will focus on equity: 1. CTs own racial identity, discussing race and white fragility (white CTs working with RTs of color) 2. How equity impacts observing the performance of RTs and providing them feedback 3. How CTs can observe RTs for equitable practices with students 4. Talking with your RT about equity in Special Ed due process, IEPs, and Special Ed classrooms Planning for spring expectations, 2-week and 3-week lead teaching Gradual Release
February 8:30-12:30	Coaching, difficult conversations, and EdTPA Gradual Release with University Supervisor
March8 8:30 - 12:30	Preparing for Final Lead Teaching; Focus on the formal feedback Full observations Written feedback Letters of recommendation Other written feedback to RT
April On-Site Team Meetings	Guided Feedback Session Gradual Release
May 8:30 - 12:30	Daily planning and instruction embedding equity Implement and manage IEPs Collaboration with colleagues Reflective mindset Final Paperwork

Excerpt of Gradual Release Plan

Dec 17 - Mid Jan

Leading in a Co-Teaching Setting (Planning, Teaching and Assessing) while beginning to lead for at least a half a day

Resident Clinical Expectations: Resident leads in all areas for at least half a day. Resident completes one full week of lead teaching by break.

Foundational Element: Uses Pacing and structure (3Biv); Uses instructional strategies to engage students (3B.i), uses self- reflection and feedback to improve instruction (4Ai & 4Aii); completes tasks in organized and timely manner (4ciii), Teaching through a Culturally Responsive Lens, Due Process

Cooperating Teacher Guidelines

- Participate Triad Conference with Supervisor
- Implement sacred planning time weekly
- Make your teaching public and explicit
- Provide evidence based feedback
- Complete at least three informal observation
- Complete one formal observation
- Complete a Post Conversation following the observation
- Cooperating Teacher provides opportunities for the resident to further grow and still have a safety net as needed.
- Use Cooperating Teaching Language...
 - How do you think it went?

Resident and Cooperating Teacher Guidelines

- Partake in a Triad Conference with Supervisor in January

Resident Guidelines

- Practice more co-teaching approaches (one teach/one observe or assist, parallel teaching, station teaching, team teaching, alternative teaching) with Cooperating Teacher.
- Reflect on lead teaching and set goals for areas of growth

Due Process

- Participate in at least one evaluation; eval planning meeting,
- Work with Cooperating Teacher to collect evaluation data (administer tests, observe, etc.),
- Write up report with Cooperating Teacher teacher,
- Attend evaluation summary meeting
- Use ed-plan as much as

Big Ideas and Events:

- Winter break for UST and MPS
- Term 3 begins
- Learning rotations

Suggestions for Gradual Release:

- Plans for due process shared responsibility

Informal Observation Tools:

- Tally student behavior
- Video tape a lesson and watch together for evidence of behavior monitoring and response
- Reflection Log
 - What went well?
 - What could have gone better?

Courses and

Assignments: UDL Project, Sentence-writing Strategy project, and ed-tpa orientation

Monthly Gradual Release Plan: Please review the above expectations, consider your informal and formal observation data and then complete the following plan to help best support your resident in the coming month.

**December 17 - Mid January
(triad meetings)**

Resident Clinical Expectations: Resident leads in all areas for at least half a day. Resident completes one full week of lead teaching by break. Following lead week, resident leads in all areas for at least half a day. **Due Process:** Participate in at least one eval; eval planning meeting, work with Mentor Teacher to collect evaluation data (administer tests, observe, etc.), write up section of report with mentor teacher, attend eval meeting (use ed-plan as much as possible) , write at least one IEP alongside mentor teacher; contact family

Foundational Element: Uses Pacing and structure (3Biv); Uses instructional strategies to engage students (3B.i), uses self- reflection and feedback to improve instruction (4Ai & 4Aii); completes tasks in organized and timely manner (4ciii), Teaching through a Culturally Responsive Lens, Due Process

	Week 1	Week 2	Week 3
Classes/subjects/ small groups/ activities/routines for which the resident will own the planning, teaching and assessing and which Co-teaching strategies will be implemented (team teaching, one teach/one assist, one teach/one observe, parallel teaching, station teaching)			Learning Rotations
Mentoring Skills that will be used to make your teaching explicit while providing targeted and continuous feedback.			
Lesson plan expectation for which the resident will demonstrate a measurable goal, instructional strategies, and assessment	<i>What is the format? When will it be turned in?</i>		
Culturally Relevant Pedagogy: messaging to students that they are to achieve high standards; relating curriculum to students' experiences, interests, and backgrounds; ensuring students are able to show up as their authentic selves; building relationships			

Induction Support Plan Overview

Five-Year Induction Support Plan Overview

Five-Year Induction Support Plan Overview for Candidate / Graduate	
Candidate / Graduate Supports	Data
Teacher Preparation Program 1-2 years -Participate in coursework and practice-based experiences. -Receive trained mentor support in field. -Navigating Pairs: Receive support from GYO graduate. -Participate in affinity groups -At end of clinical, complete an induction plan in collaboration with mentor and supervisor identifying support needs for next year	Monthly evaluations Mid-year and end of year survey Principal survey NeXT entry NeXT Exit
First Year as Teacher of Record, fully licensed and after teacher preparation completed for initial license -Receive universal induction supports • Summer workshops and PD opportunities. • District provides mentors. -Receive PD on STEM or SEL, depending on license area • University provides STEM and SEL micro-credentials. -Receive social supports. Graduating cohorts identify volunteer cohort co- captains to plan and facilitate social supports. Volunteer creates community-building events, promote affinity support groups and elects a manner to stay connected (Facebook). -Participate in affinity groups -As needed, receive differentiated induction supports.	District teacher evaluation data NeXT transition to teaching survey NeXT supervisor survey PD participation
Second, Third and Fourth Year as Teacher of Record -Can continue to receive universal or differentiated induction supports. -Serve in leadership role in affinity groups. -Year 2 Serve as navigator for Navigating Pairs. -Year 3 Serve as a site for current candidates to observe. -Year 4 Receive tenure and serve as demonstration classroom where candidates can complete assignments.	-District teacher evaluation data -Retention data -PD participation % Demo classroom
Fifth year as Teacher of Record -Can continue to receive universal or differentiated induction supports. -Eligible to serve as a Mentor Teacher or Course Instructor and receive PD on mentoring and leadership-another example of “grow your own.”	-% Mentor teachers -% Teaching at University

Universal Coursework Retention Supports (Year 1)

Universal Coursework Retention Supports (Year 1) - Offered to All
Diverse Cohort Model. Our pathways place candidates into learning cohorts where they take their class work together. The cohort structure promotes the development of community and contributes to enhanced academic rigor (Murphy, 1993). Students motivated by a group setting, social interaction, and a collaborative learning environment are likely to be more successful in a cohort model for their education. The goals of our cohort model are to promote retention, graduation, and success rates of candidates. Studies indicate that there is an increased likelihood of finishing the program when students work with faculty and other students over time (Barnett, Basom, Yerkes, & Norris, 2000). The cohort model can reduce isolation and provide affiliation (Hill, 1995; Kasten, 1992), create belonging and social bonding (Hill, 1995), and encourage advocacy (Milstein & Krueger, 1993).
Navigating Pairs: Our model provides retention support as soon as preservice educators start the teacher preparation program. Current residents requested ways to connect with graduates of the program to provide collegial support during the residency. We have launched an initiative referred to as Navigating Pairs. This strategic activity not only provides support to the current residents, but also leadership and mentor opportunities to graduates. We have learned that graduates who have gone through the program can provide important mentorship and navigation to the unique experiences residents of color may face in their transition to teaching. We piloted this strategic activity in January of 2020 and launched 31 pairs across our urban teacher residency. The outcomes we aim to achieve are to provide peer support to the candidate to help them navigate experiences, situations, and hurdles during the residency year and provide early experiences for graduates to serve as mentors and leaders. We plan to evaluate Navigating Pairs through monthly surveys and end of the year outcome and satisfaction surveys of the residents and graduates.
Affinity Groups: Teachers of color may experience significant isolation and inequities in school communities. We have piloted affinity groups to attend to the social emotional challenges faced by teachers of color as well as the tools needed to improve teaching practices (Bristol, 2015). We have established affinity groups for residents and graduates in our urban teacher residency programs to build community and promote program completion for residents and candidates of color. These affinity groups launched in January 2020 and continued throughout the school year, including virtual sessions when the spread of Covid-19 caused our Governor to close down face-to-face interactions. The leaders of the affinity groups include graduates of the residency as well as district leaders who have been integrally involved in residency selection and programming. Furthermore, leading the affinity groups provides another opportunity for graduates to take on mentoring and teacher leadership roles, which further increases their retention, professional development and opportunities. We plan to evaluate the outcomes by examining retention rates, surveys, and year-end focus groups including leaders and participants.
Mentors: Cooperating Teachers, University Supervisors, and Program Staff. All preservice educators have mentors, which include cooperating teachers, university supervisors, and program staff to work alongside and provide regular support, feedback, as well as access to resources. Some candidates share that the mentors and supervisors are like a life coach during the clinical preparation. Program staff provide ongoing support through regular advising sessions, office hours, and teaching some classes.

Multi-Tiered Induction Supports (Start Year 2)

Multi-Tiered Induction Supports - Start Year 2 / First Year as Teacher of Record

Tier 1 Universal Supports

District-designed induction support. Induction is the time of early career development for educators as they move from their preparation programs into teaching. Induction support will vary depending on the district. All will receive mentoring support and we will analyze different levels of support across the districts and compare outcomes. This will allow us to make policy recommendations to the state and districts and contribute to the field. Induction is a system of strategies for developing dispositions and practices that promote continuous improvement of educational practices. The majority of approaches to induction represented in the research and policy literature use mentoring of initial educators by more experienced educators as the cornerstone of induction.

Professional Development: Social Emotional and Culturally and Linguistically Sustaining Practices. We will have micro credential PD to build the skills of our educators. This will provide additional expertise in these areas and increase important teaching skills.

Tier 2 Supplemental Supports

MDE Mentorship. After graduation, candidates will have an induction mentor provided by their district. In addition, graduates who feel they may need some additional support can apply through our state Department of Education Minnesota Mentor Program. MMP is a first-year teacher mentorship program where novice teachers are assigned an experienced induction mentor for on-going support. The MDE mentors have a lot of expertise in high-needs area

Observations. If a graduate needs supplemental support, the pathways coordinator can observe the new teacher and complete an assessment. In this tier, the graduate will collect self-monitoring data through recorded lessons and/or a reflection journal. Graduates film, view, self-evaluate, and monitor progress on teaching and share with pathways coordinator for feedback. We encourage graduates who need additional support to attend PD opportunities linked to the candidate's identified areas of need. Graduates can attend monthly small group work sessions for assistance with lessons, due process, classroom management, and other areas led by pathways coordinator. For sustainability purposes, we will transition this role to previous candidates, after working in the district over 3 years, as part of leadership development.

Tier 3 Intensive Support.

Induction Plan. If intensive support is needed for help mastering teaching, the pathways coordinator creates an induction plan that meets targeted needs. This plan includes identified specific assets and strengths. This written individual growth plan has measurable goals and objectives. The pathways coordinator conducts 1:1 classroom observations utilizing the cycle of 1) plan, 2) observe, and 3) debrief or live coaching either via web-conference or in person. Graduate can also participate in site visits to observe and learn from veteran teachers identified as distinguished in the area of identified growth. When progress is made, support is faded and the graduate moves to less intensive levels of support.

Plans for Dissemination

Conference Presentations. State education conferences invited presentations at the NCTR new site development training where we shared how we orient and support faculty teaching in the residency program. Additionally, we have submitted twice at CEC related to our work on culturally relevant pedagogy and high leverage practices and will continue to submit proposals to additional local, state, and national conferences through the duration of this grant project.

Publish in Peer-Reviewed Journals. Teacher Education Quarterly, Active Learning in Higher Education, Council for Exceptional Children publications such as Teacher Education Special Education (TESE), and other education journals.

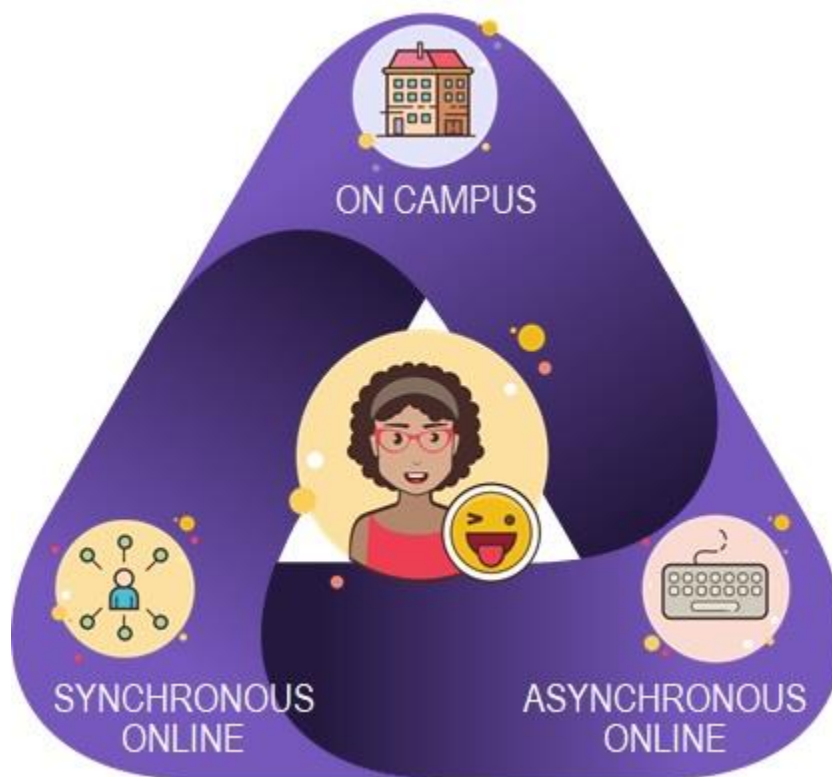
Hyflex Highly Flexible Course Format

The following highlights our innovative course format. In the Department of Special Education at the University of St. Thomas, we have been using a highly flexible format since before the pandemic and all our on-campus courses are offered in this format. Hyflex learning is defined as hybrid learning provided in a highly flexible format. Preservice educators in our hyflex offerings can select how they complete course content from three different methods each class session. This flexibility does not mean they can take a week off.

Table. Hyflex Three Options

1. Face-to-face: Learners participate in-person by sitting in an actual classroom on-campus with an instructor present in real-time.
2. Synchronous online: Learners participate through chat and video conference (Zoom) remotely in real-time. Learners are co-located (in two locations at once).
3. Asynchronous online: Learners participate through online recordings and discussions (VoiceThread or Discussion Board) on own time.

Graphic. Hyflex Three Options



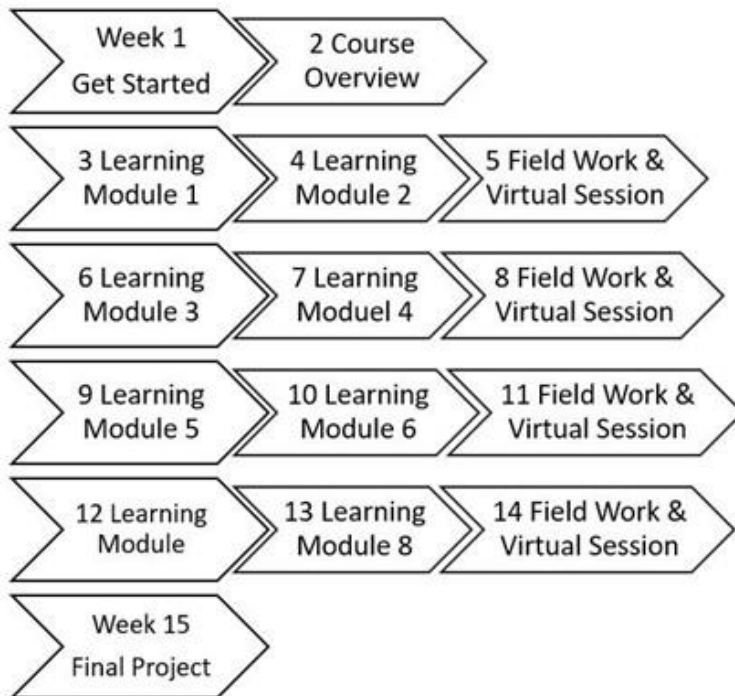
The following table illustrates how preservice educators participate based on the format they choose each week to participate.

Table. Example of Weekly Hyflex Learning Options

1.Face-to-face on campus	2.Synchronous online	3.Asynchronous online
Lecture		
Attend live lecture face-to-face class on campus in real-time during scheduled class time	Participate in live lecture online at different location in real time during scheduled class time	View prerecorded lecture at leisure during week of class
Optional: View prerecorded video lectures to preview or review lecture	Optional: View prerecorded video lectures to preview or review lecture	Optional: View recorded live lecture posted after class
Discussion		
Live discussion in real-time with instructor and peers who are face-to-face and online during scheduled class time	Live discussion in real-time with instructor and peers who are face-to-face and online during scheduled class time	Participate in Discussion Board or Voice Thread online discussions
Optional: Participate in Discussion Online (Discussion Board or VoiceThread)	Optional: Participate in Discussion Online (Discussion Board or VoiceThread)	
Activities		
Completed in class in real time	Completed online in real time	Completed independently during week of class
Fieldwork		
Apply content and practices in the field.		
Virtual Synchronous Meetings		
Optional: Participate in virtual meetings	Optional: Participate in virtual meetings	Mandatory: Attend virtual session synchronously during scheduled class time

The following graphics provides examples of how we spread out eight content modules across a 15-week semester with four field work and virtual session weeks.

Figure. 15-Week Hyflex Schedule with 8 Learning Modules Example 2



The following table describes some of the modules and the semester experience for the hyflex format.

Table. Hyflex Weekly Module Content

Week 1 Get Started. During the first week, students engage online in a self-paced online completion of a premodule. The premodule provides opportunities for students to practice all the technology required for success in class and start to build their learning community online. Students complete a preassessment to gauge knowledge of course content and complete a survey to ensure they understand the hyflex course model and syllabus details. Instructor has virtual office hours during scheduled course time to answer questions and allow students to practice Zoom.
Week 2 Course Overview. In the second week, students are encouraged to participate face-to-face to meet instructor and classmates in-person. If distance is a factor, students can attend synchronous online (Zoom). The instructor records class for students who absolutely cannot get to campus or be online at the time of class. The instructor provides a course overview, explains course format, and provides assignment details.
Weeks 3-14 Content Learning Modules and Field Work/Virtual Sessions. In week 3, students begin the first of 8 course content learning modules. As we planned our move to hyflex, we adopted 8 modules for course content giving us the opportunity to embed field experiences and virtual sessions to check in with students who are completing modules asynchronously. The following tables outlines how students engage in each of the three choices with module contents.
Field Work and Virtual Sessions. A minimum of four field work / online virtual sessions is distributed throughout the semester. The field work weeks give students the opportunity to do fieldwork and complete assignments. This gives students the opportunity to apply what they are learning in the course in a school setting. The field work weeks provide students time to preview upcoming or review previous module content. The field work content is available online and there is no in-person class during these weeks. The field work weeks give students an opportunity to catch up if they have become behind on work. During the field work weeks, learners who completed any of the previous modules (since the last virtual session) completely online asynchronous are required to attend synchronous (Zoom) virtual sessions. Students who attended previous modules in-person or synchronously can optionally attend these virtual sessions to review course content. Virtual sessions are scheduled during the same time as the face-to-face in-person classes. Virtual sessions are recorded and shared on the Canvas site to review. Instructors may require an additional assignment if students who are required to attend are not live at the virtual session.
Finals Week. This is an assignment focused session (final project practice, group project work, presentations). During this class period, students work to complete all assignments. The instructor is available to answer questions and help students. The goal of this session is to reduce incompleteness of assignments and retain scholars.

Learning Cycle: University of Washington Model



Table. Learning Cycle

Introduce. Learn new knowledge to prepare professions through interdisciplinary studies. Define a topic and vocabulary, describe the rationale for learning, introduce linked interdisciplinary competencies, introduce evidence-based interventions associated with competencies, discuss the additional impact of the issue on refugee and immigrant families.
Prepare. Provide practice to rehearse skills collaboratively. Introduce a case to engage in consultation based on interdisciplinary work. Discuss how similar cases have been observed during interdisciplinary experiences.
Enact. Apply knowledge and skill by going into actual settings. Discuss the practical implementation of evidence-based intervention associated with competency in the work of ECSE and SW and how interdisciplinary collaboration could contribute to positive outcomes for children and their families.
Analyze. Analyze the teaching, intervention, and support that occurred during the field experience. Reflect on the practices utilized and what scholars learned about student learning, needed supports, culture, and how decisions arose in the enacted experience. Have scholars reflect in pairs and create a personal action plan for interdisciplinary work in their professional careers.

Adult Learning Theory: Knowles

Our project uses current research and builds on Malcolm Knowles (1989) evidence-based professional development practices for adult learners.

No single theory can be applied to all adult learners yet literature over the past decade has yielded a substantial knowledge base providing insight into adult learners.

Our faculty are versed in this knowledge base which results in more effective and responsive teaching to meet learner's needs.

1. <i>Understand why something is important to know/do.</i> Scholars will learn necessity of competencies associated with coursework and how research informs intervention.
2. <i>Learn in own way.</i> Scholars will make decisions about how they learn with choice built into our highly flexible courses with opportunities to demonstrate knowledge in various forms.
3. <i>Experiential learning.</i> Scholars will engage in extensive hours of field and clinical experiences in settings with students from diverse backgrounds.
4. <i>Positive and encouraging experience.</i> Based on supports, such as establishing an interdisciplinary learning community, scholars will feel encouraged and supported.
5. <i>Time is right to learn.</i> Screening and selection will include identifying scholars' motivation, passion, and whether time is right for scholars to commit to completing a program.

Minnesota Institute for Trauma-Informed Education (MITIE)

The following document provides information about the Minnesota Institute for Trauma-Informed Education (MITIE) with information about how this institute will collaborate with TIIP.

The Vast Urgency of Addressing Childhood Trauma in Education

Childhood trauma has a direct impact on a child's ability to learn, grow, and thrive and research suggests that between half and two-thirds of school-aged children experience it. Trauma doesn't discriminate. It can happen to children of all ethnicities, backgrounds, and socioeconomic levels. With the current Covid 19 pandemic, the importance of understanding the impact of trauma on young people and the adults who work with them has become even more urgent and important. Covid-19 battered families, put parents out of work, enveloped homes in grief and loss, and shut children out of the schools that taught and cared for them. We have a nation of children coping with trauma, illness and disruption.

Minnesota Institute for Trauma Informed Education

Founded in Fall 2020, the Minnesota Institute for Trauma-Informed Education seeks to develop, support, and advance the field of trauma-informed education by providing an arena for educators, school administrators, practitioners, clinicians, researchers and policy experts to convene and learn, implement, and publicly disseminate the latest practices in trauma-informed education. The Institute is a unit of the School of Education, in partnership with the Morrison Family College of Health. Leading experts in the field Dr. David Johnson (Yale University) and Dr. Hadar Lubin (Yale University), will serve as co-executive directors of the Institute. Dr. Kathlene Campbell, Dean of the School of Education and Dr. MayKao Hang, Founding Dean of the Morrison Family College of Health are the leaders of MITIE at the University.

The priorities of the Institute are to:

- Establish a sustainable model for trauma-informed and trauma-engaged education
- Conduct trainings, workshops, webinars, conferences, and seminars to expand the knowledge basis of trauma-informed education
- Create a pipeline of teachers, social workers, and professionals who are knowledgeable about trauma-informed and trauma-engaged education
- Scale the number of schools that adopt trauma-informed approaches.

The Minnesota Institute for Trauma Informed Education will use four core strategies to achieve the priorities.

- Creation of the Minnesota Institute for Trauma-Informed Education
 - Establish a board of senior fellows that will serve as a think tank for thought leaders, research fellows, Institute fellows, and expert practitioners through quarterly round-table discussions. This will be held virtually, facilitated by the Co-Executive Directors and will report to the University of St. Thomas leadership.
- Trauma Informed School Network
 - Provide monthly seminars to advance the knowledge of trauma-informed education.
 - Provide expert speakers to present at schools, districts, conferences, and/or businesses.
 - Certify schools that fulfill standards, show results, and make progress toward trauma-informed schools.
 - Create awards for teachers, principals, and districts to acknowledge best practices.
- Trauma Informed Educator, Social Worker, Administrator, and School Development
 - Strategically designed for New School Partners, Pre-Service and In-Service Teachers.
 - Provide courses and professional development for teachers-in-training and teachers-in-practice.
 - Provide certification for teachers in training as well as current educators.
 - Provide yearly “instructional rounds” where new sites and pre-professional teachers can visit exemplary trauma-informed schools and educators.
 - Provide year “practice and consultation rounds” for new social support professionals.
- Research & Policy
 - Expand knowledge to connect to state and federal policies that impact trauma-informed education.
 - Consult to inform policy development at State and Federal level.
 - Develop a list of criteria for trauma-informed schools and districts that could be used to influence State standards of education.
 - Evaluate, measure, and share results.

Fellows: MITIE seeks to provide an arena for scholars, educators, philanthropists, and researchers to convene and share ideas that help educational institutions embed trauma-informed practices. Senior fellows are appointed by the Co-Executive Directors and the University of St. Thomas Leaders. At the heart

Think Tank: At the heart of the Institute will be a bi-monthly think tank virtual session facilitated by the two Co-Executive Directors, Drs. Lubin and Johnson. These sessions will be interactive discussions among the Senior Fellows about specific topics identified for each session. In addition, sub-committees of the Institute will be formed to focus on specific topics or projects of interest from among the Senior Fellows. Senior Fellows are asked to serve as resources to the University and larger community so that there can be a community-wide impact of their work.

The critical work that MITIE is undertaking will serve as a strong foundation for our program. MITIE Fellows and our grant leadership will engage with the program in several capacities.

- MITIE has developed an online, self-guided course for educators on becoming Trauma-Informed. This course will serve as the basis for the TIIP microcredential course on Trauma-Informed Practice.
- MITIE Senior Fellows will provide consultation to the the Trauma-Informed Practice micro credential course.
- MITIE Leadership/Senior Fellows will serve on our advisory council for our grant.

High-Quality Educational Program Rankings and Accreditations

Table. Program Rankings

The following statements highlight our quality educational programs rankings and accreditations.

Level	Accreditation
University	Accredited Higher Learning Commission of North Central Association of Colleges & Schools
SoED	Accredited by Professional Educator and Licensing Standards Board (PELSB)
	Rankings and Awards
University	2022 US News & World Reports Best Colleges National Universities
SoED	2022 US News & World Reports Top Graduate Programs Education
SoED	2019 and 2020 Best Online Colleges for Value: Master's Special Education
SoED	2020 Best Online Master's Special Education Degrees -Best Faculty Interaction
SoED	2020-2021 Top Picks: Early Childhood Education ITP Masters - Opportunities for diverse experiences, accelerated path to licensure, and track record for producing successful graduates

Micro Credentials

Rationale for Graduate Micro-Credentials

In a recent article entitled [Triumphs and Challenges for Graduate, Adult, and Online: What the Data Tell Us About the Future](#) (2020, Education Insights,) author Scott Jeffe identifies graduate non-degree education as a priority for post-secondary educational institutions. He writes:

“Post-baccalaureate and graduate certificates demonstrated the greatest growth among all credentials this fall—5 percent for post-bac certificates (after just 0.8 percent growth in 2019) and 4.1 percent for graduate certificates (building on 2.9 percent growth in 2019). This is a strong indicator that at the graduate level, institutions are wise to move forward with these non-degree alternatives as more and more working (and non-working) professionals realize that they may not need a master’s degree for their next career move, but do indeed need some additional education.”

Graduate micro-credentials meet the changing needs of prospective graduate students and employers. Learners are increasingly less willing to invest the time and money necessary to complete Master’s programs. Instead, they value the flexibility of shorter and more focused learning on the specific skills and knowledge they can immediately apply in support of their career advancement. Graduate micro-credentials are designed to appeal to a variety of learners and can be beneficial to early, mid- and late career learners.

Core Elements of a Graduate Micro-Credential

A graduate micro-credential academic program is a cohesive group of courses which enables students to develop a focused set of specific skills and knowledge in a topic or area of study. A graduate micro-credential is offered in a way that is consistent with the academic standards of the university.

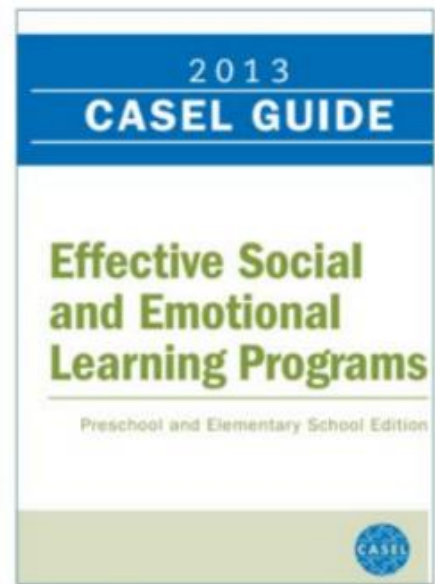
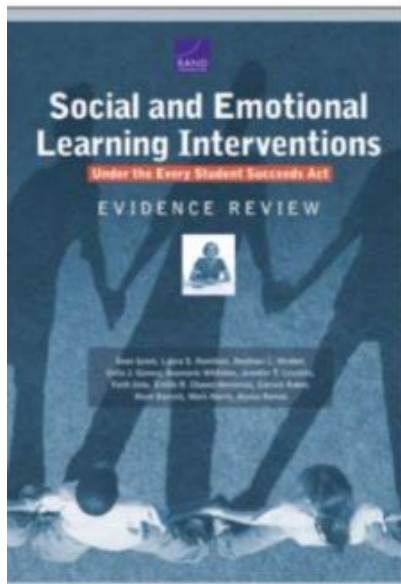
Courses offered for a graduate micro-credential are taught by St. Thomas faculty at the same level, and with the same standards, as other courses that lead to a degree.

- Completion of a graduate micro-credential program results in a digital credential.
- Each graduate micro-credential must specify learning outcomes that are connected to one or more of the university-wide graduate student outcomes:
 - the acquisition and application of specialized knowledge in a particular discipline or interdisciplinary program;
 - critical thinking and analysis that utilizes research method or problem-solving skills appropriate to a given discipline or interdisciplinary program;
 - the capacity to collaborate with others in a diverse environment and/or to build positive relationships in one’s professional context;
 - ethical behavior or decision-making in personal or professional interactions
- A graduate micro-credential must have an assessment plan for the learning outcome(s) and engage in ongoing implantation of the plan.
- A graduate micro-credential, when appropriate, should be endorsed and recognized by relevant outside agencies and should be seen in a positive manner by the community.

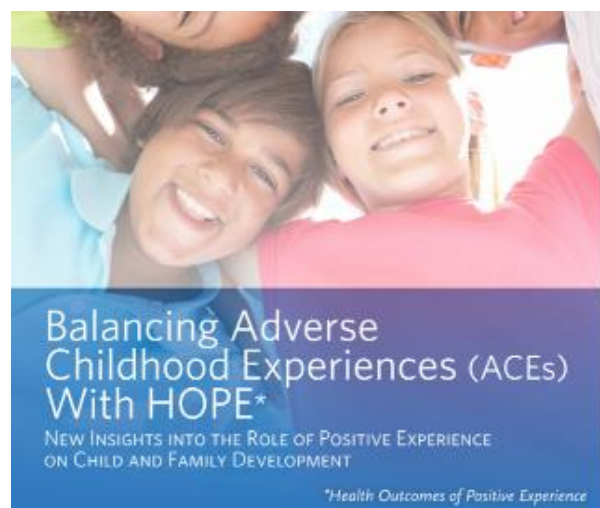
#1 Teaching Social, Emotional Learning & Foundations of Mental Health Development from an Antiracist Approach.



Rationale for Professional Development	Working with students and their families requires a specialized set of competencies firmly grounded in the developmental and relational need of the earliest years.
Course Description	Led by key grant personnel working in partnership with MN Association of Children's Mental Health, St. Thomas will create a micro credential to prepare educators to understand and meet foundational mental health development and social and emotional needs of students. This credential will meet identified Michigan Association for Infant Mental Health Competency Guidelines®.
Resources	• Collaborative for Academic, Social, and Emotional Learning (CASEL) • Pursuing Social and Emotional Development Through a Racial Equity Lens (Aspen Institute, 2018) • Learning for Justice (Teaching Tolerance) • Teaching SEL through a culturally and linguistically relevant lens (Ladson Billings, 2017).
Evidence-Based & High Leverage Practices	• WWC Social Skills Training • HLP Teach social behavior



Standards	
These are the MN teaching standards embedded in this micro credential.	
Core Skills for Teachers of Special Education	
Core C7	Design and manage positive instructional environments that convey high expectations for students to develop their independence, self-motivation, self-direction, self-regulation, and self-advocacy.
Academic Behavioral Strategist Subject Matter Standard: MN Rule 8710.5050	
ABS C2	Design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs.
ABS C5	Select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for social skills instruction, effective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting.
ABS C6	Apply strategies to increase coping skills, social skills, self-awareness, self-management, self-control, and self-esteem, to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition.
ABS C12	Design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills.
ABS C14	Design functional and safe school and classroom environments, utilize classroom management theories and strategies, establish consistent classroom-based positive behavioral support practices, and apply individual positive behavioral interventions and practices to support learning, behavior, social, and emotional needs.
ABS D6	(6) apply cultural competencies, including self-awareness of one's personal perspectives, when communicating and problem solving, taking into account differences in familial background, socioeconomic status, and cultural and linguistic diversity.



Module Foundations of Mental Health and Early Development of Social and Emotion Skills in Children and Adolescents

Objectives:

- Provide a theoretical overview of attachment theory and the ways it can impact parent-child relationships in children with disabilities.
- Identify the ways in which parent-child attachment influences intervention activities.
- Describe how educators can explicitly support students' development of social and emotional learning, skills, and behaviors that support all areas of their growth including attachment.
- Identify common adverse childhood experiences (ACEs).
- Describe the longitudinal impact of ACEs on the mental and physical health of individuals.
- List common risk factors and protective factors for ACEs.
- Illustrate the ways in which educators can engage, assess, and intervene with students and their families and provide positive experiences and create supportive relationships.

Reading:

Alexander, S. L., Frederico, M., & Long, M. (2018). Attachment and children with disabilities: knowledge and views of early intervention professionals. *Children Australia*, 43(4), 245-254.

CDC (2019). Childhood Trauma Is A Public Health Issue And We Can Do More To Prevent It.

Retrieved from <https://www.npr.org/sections/health-shots/2019/11/05/776550377/cdc-childhood-trauma-is-a-public-health-issue-and-we-can-do-more-prevent-it>

Sege, R., Bethell, C., Linkenbach, J., Jones, J., Klika, B. & Pecora, P.J. (2017). Balancing adverse childhood experiences with HOPE: New insights into the role of positive experience on child and family development. Boston: The Medical Foundation. Accessed at www.cssp.org. Retrieved from:

<https://static1.squarespace.com/static/51c386a4e4b0c275d0a5bbf2/t/591b191ecd0f68438d8b913d/1494948133553/Balancing+ACEs+with+HOPE+WEB+v.5.pdf>

Overview:

Attachment

This module focuses on attachment and considerations of children with disabilities regarding developing the capacity to (1) experience, regulate, and express emotions, (2) form close and secure interpersonal relationships; and (3) explore the environment and learn in the context of family, community, and cultural expectations (Zero to Three Infant Mental Health Task Force). “Attachment theory”, pioneered in 1958 by psychologist John Bowlby, is the idea that the early bonds between parent and child are critical to emotional development. Scientists have discovered that insecure attachment during formative years can significantly stress both the developing brain and body, resulting in long-term psychological and physical challenges.

Resource: *Attachment Theory: Understanding the Essential Bond*, 2009. American Museum of Natural Science, *Science Bulletins*

ACES

Adverse childhood experiences (ACEs) are stressful events and experiences occurring before age 18 and can include verbal, physical, or sexual abuse, as well as family dysfunction such as an incarcerated, mentally ill, or substance-abusing family member, witnessing a parent treated violently, or the absence of a parent because of divorce or separation. There is an association between ACEs and multiple medical and mental health conditions. Individuals with an ACE score of four or higher were 460% more likely to suffer from depression. Having any ACE increases the risk of attempted suicide two- to fivefold throughout a person's life span. Individuals who had six or more ACEs had over 24 times increased odds of attempting suicide. This calls attention to the impact of ACEs on mental health.

Resource: Onigu-Otite, E., & Idicula, S. (2020). *Introducing ACEs (Adverse Childhood Experiences) and Resilience to First-Year Medical Students. MedEdPORTAL : the journal of teaching and learning resources*, 16, 10964. https://doi.org/10.15766/mep_2374-8265.10964

Positive Experiences and Supportive Relationships

Positive experiences and supportive relationships provide the buffering that allows children to withstand, or recover, from adverse experiences. Nurturing care and attention in infancy profoundly influences brain development and forms the foundation of human development. Four broad categories of positive childhood experiences that encourage health, functioning, and quality of life outcomes have been identified: (1) nurturing and supportive relationships; (2) safe, stable, protective, and equitable environments in which to develop, play, and learn; (3) constructive social engagement and connectedness; and (4) social and emotional competencies. When children are nurtured and free from harm, they can gain mastery across domains that establish the basis for future learning.

Resource: Sege, R., Bethell, C., Linkenbach, J., Jones, J., Klika, B. & Pecora, P.J. (2017). *Balancing adverse childhood experiences with HOPE: New insights into the role of positive experience on child and family development. Boston: The Medical Foundation.*

Activity:

Video: Attachment Theory <https://www.youtube.com/watch?v=WjOowWxOXCg>

Video: ACES Primer

https://vimeo.com/139998006?embedded=true&source=vimeo_logo&owner=20949959

Case study: Consider ways to support parent-child attachment.

Discussion Questions:

- What was the theory proposed by John Bowlby regarding a child's development? (Answer: Bowlby proposed that, besides food, a child needed to be held in order to forge a bond with an understanding, sensitive, and responsive adult and that this bond was critical to the child's emotional development.)
- In tests scientists observed a child's response to a parent leaving the room. How did an insecurely attached child react when the parent left the room? (Answer: The insecurely attached child acted independently and seemed not to notice when the parent left the room. Physiologically the child was agitated and remained agitated even when the parent or caregiver returned.)
- How did a securely attached child react when the parent or caregiver left the room? (Answer: The child would be upset or would cry. The child would look to the parent or caregiver for comfort when he or she returned. The child cease being agitated would return easily to the previous task.)
- In terms of health, what psychological and biological challenges might people with adverse childhood experiences be susceptible to? (Answer: Substance abuse, depression, suicide, cardiovascular disease, diabetes, stroke, bronchitis/ Emphysema.)

Resource: *Attachment Theory: Understanding the Essential Bond*, 2009. American Museum of Natural Science, *Science Bulletins*

Assessment: Pretest

Module 2 Understanding Social Emotional Skills and Impact on Quality of Life

Objectives:

- Define quality of life and discuss the multi-dimensional construct of family quality of life, which includes family interaction, parenting, emotional well-being, and physical/material well-being.
- Explain SE Frameworks: A tool for organizing SE skills and competencies – Examples: CASEL, Strive Network, and Chicago Consortium
- Explain SE Competencies: A group or category of students' SE skills – Examples: Social awareness and self-management
- Foster knowledge, skills, and attitudes across five areas of CASEL's social and emotional competence
- Establish equitable learning environments and coordinate practices across key settings that support students' social, emotional, and academic development.
- Name SE Skills: Students' behaviors and dispositions that display their SE – Examples: Shows understanding and empathy for others (social awareness); recognizes one's emotions, values, strengths, and limitations (self-management)
- Describe impact of social emotional skills on quality of life.

Reading:

Sherman, R. (2022). Social-Emotional Learning Works. But It Cannot Replace Mental Illness Care. EdSurge. Retrieved from <https://www.edsurge.com/news/2022-04-05-social-emotional-learning-works-but-it-cannot-replace-mental-illness-care>

Grant, Sean, Laura S. Hamilton, Stephani L. Wrabel, Celia J. Gomez, Anamarie A. Whitaker, Jennifer T. Leschitz, Fatih Unlu, Emilio R. Chavez-Herrerias, Garrett Baker, Mark Barrett, Mark A. Harris, and Alyssa Ramos, Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research_reports/RR2133.html. Also available in print form

Beach Center on Disability (2015). Beach Center Family Quality of Life Scale. Retrieved from: <https://beachcenter.lsi.ku.edu/sites/default/files/inline-files/Family%20Quality%20of%20Life%20Psychometric%20Characteristics%20and%20Scoring%20Key.pdf>

Zuna, N., Summers, J. A., Turnbull, A. P., Hu, X., & Xu, S. (2010). Theorizing about family quality of life. In *Enhancing the quality of life of people with intellectual disabilities* (pp. 241-278). Springer, Dordrecht..

Content:

Family Quality of Life

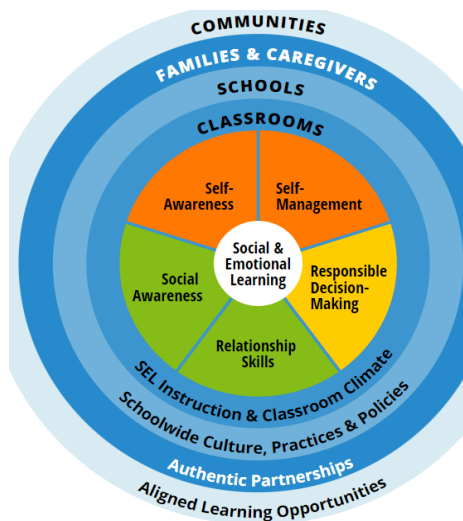
Present the multi-dimensional construct of family quality of life, which includes family interaction, parenting, emotional well-being, physical/material well-being.

Introduce SEL Competencies.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

What is CASEL Framework? CASEL. Retrieved from: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework>



Activity:

Video lecture describing the key elements of the family quality of life construct, how it was developed, its use in diverse populations, and measurement of the construct.

A case study accompanies video where students will identify their roles and responsibilities in responding to FQoL elements and how they might work together as a school teams to support FQoL.

Assessment: Complete the Family Quality of Life Scale

Video: SEL Competencies https://www.youtube.com/watch?v=ouXhi_CfBVg&t=3s

Video: Foundations of Social Emotional Learning <https://www.youtube.com/watch?v=jgKNn-JcYPE&t=1s>

Discussion Questions

Use the “Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review” and answer questions based on a selected intervention.

- What is the level of evidence for SEL intervention?
- What are the outcomes of the intervention?
- What population of students and schools included in the study (urban/rural, elem/middle/high, diversity, free & reduced lunch)?
- What resources are needed to implement the intervention (staff, resources, supports, buy-in)?

Module 3 Ensuring We Are Not Whitewashing Social Emotional Learning and Engaging in Healing Centered Practice

Objectives:

- Describe the 10 diversity informed tenets for working with children and their families.
- Describe healing centered engagement and practices.
- Describe the impacts of stress and trauma on young children and their families and caregivers, and why trauma-informed care matters in early childhood.
- Describe ways to support children and families with a stress and trauma-informed lens and put knowledge into practice as you become more comfortable with your understanding of stress/trauma in early childhood.
- Use a stress/trauma-informed lens to transform and sustain systems.

Reading:

Simmons, D. (2019). Why we can't afford whitewashed social-emotional learning. Retrieved from <https://www.ascd.org/el/articles/why-we-cant-afford-whitewashed-social-emotional-learning>

Ginwright, S. The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement. Retrieved from: <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

Social-emotional learning (SEL) skills can help us build communities that foster courageous conversations across difference so that our students can confront injustice, hate, and inequity. SEL refers to the life skills that support people in experiencing, managing, and expressing emotions, making sound decisions, and fostering interpersonal relationships.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines [five core SEL competencies](#), including self-awareness, social awareness, self-management, relationship skills, and responsible decision making. These competencies seamlessly lend themselves to preventing violence and to building a more peaceful world.

DIVERSITY-INFORMED TENETS FOR WORK WITH INFANTS, CHILDREN, AND FAMILIES

Irving Harris Foundation Professional Development Network Tenets Working Group



CENTRAL PRINCIPLE FOR DIVERSITY-INFORMED PRACTICE

1. Self-Awareness Leads to Better Services for Families:

Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.

STANCE TOWARD INFANTS, CHILDREN, AND FAMILIES FOR DIVERSITY-INFORMED PRACTICE

2. Champion Children's Rights Globally: Infants and children are citizens of the world. The global community is responsible for supporting parents/caregivers, families, and local communities in welcoming, protecting, and nurturing them.

3. Work to Acknowledge Privilege and Combat Discrimination: Discriminatory policies and practices that harm adults harm the infants and children in their care. Privilege constitutes injustice. Diversity-informed practitioners acknowledge privilege where we hold it, and use it strategically and responsibly. We combat racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression within ourselves, our practices, and our fields.

4. Recognize and Respect Non-Dominant Bodies of Knowledge: Diversity-informed practice recognizes non-dominant ways of knowing, bodies of knowledge, sources of strength, and routes to healing within all families and communities.

5. Honor Diverse Family Structures: Families decide who is included and how they are structured; no particular family constellation or organization is inherently optimal compared to any other. Diversity-informed practice recognizes and strives to counter the historical bias toward idealizing (and conversely blaming) biological mothers while overlooking the critical child-rearing contributions of other parents and caregivers including second mothers, fathers, kin and felt family, adoptive parents, foster parents, and early care and educational providers.

PRINCIPLES FOR DIVERSITY-INFORMED RESOURCE ALLOCATION

6. Understand That Language Can Hurt or Heal: Diversity-informed practice recognizes the power of language to divide or connect, denigrate or celebrate, hurt or heal. We strive to use language (including body language, imagery, and other modes of nonverbal communication) in ways that most inclusively support all children and their families, caregivers, and communities.

7. Support Families in Their Preferred Language: Families are best supported in facilitating infants' and children's development and mental health when services are available in their native languages.

8. Allocate Resources to Systems Change: Diversity and inclusion must be proactively considered when doing any work with or on behalf of infants, children, and families. Resource allocation includes time, money, additional/alternative practices, and other supports and accommodations, otherwise systems of oppression may be inadvertently reproduced. Individuals, organizations, and systems of care need ongoing opportunities for reflection in order to identify implicit bias, remove barriers, and work to dismantle the root causes of disparity and inequity.

9. Make Space and Open Pathways: Infant, child, and family-serving workforces are most dynamic and effective when historically and currently marginalized individuals and groups have equitable access to a wide range of roles, disciplines, and modes of practice and influence.

ADVOCACY TOWARDS DIVERSITY, INCLUSION, AND EQUITY IN INSTITUTIONS

10. Advance Policy That Supports All Families: Diversity-informed practitioners consider the impact of policy and legislation on all people and advance a just and equitable policy agenda for and with families.

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Diversity is used in the most inclusive sense possible, signaling race and ethnicity, as well as other identity markers, and referring to groups and individuals on both the "up and down side of power" along all axes.

Diversity-informed practice is a dynamic system of beliefs and values that strives for the highest levels of diversity, inclusion and equity. Diversity-informed practice recognizes the historic and contemporary systems of oppression that shape interactions between individuals, organizations and systems of care. Diversity-informed practice seeks the highest possible standard of equity, inclusivity and justice in all spheres of practice: teaching and training, research and writing, public policy and advocacy and direct service.

This is an update to the 2012 Diversity-Informed Infant Mental Health Tenets

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Activity

MACMH Toolkit for Healing Centered Practice Video:

<https://www.youtube.com/watch?v=cIA4ldaG4vE&t=1s>

Assessment: Posttest

#2 Addressing Behavior from a Cultural and Trauma Informed Perspective to Provide Culturally and Linguistically Sustaining Practices



Overview	Educators learn how to work with students in accessible, effective, and culturally sustaining ways to address behaviors. Course will incorporate both culturally sustaining and linguistically sustaining practices from the educational field and cultural humility. This course will promote teach educators to (i) promote high expectations, (ii) differentiate instruction, (iii) provide intensive individualized instruction and intervention, (iv) collaborate with diverse stakeholders
Objectives	• Describe the principles of behavior. • Recognize how culture influences interpretations of behavior. • Work cross-culturally through critical self-evaluation of own culture and responses to individuals from other cultures. • Consider how they may address power imbalances in professional relationships to redress oppressive systems.
Rationale for Professional Development	An understanding of how culture influences perceptions of behavior is fundamental because professionals may come from cultural backgrounds different from their students and their families. Without adequate knowledge and understanding of how culture affects behavior, children's actions can be misinterpreted.
Standards	• Social Emotional Behavioral HLP 7: Establish a consistent, organized, and respectful learning environment. • Social Emotional Behavioral HLP HLP 9 Teach social behaviors • Social Emotional Behavioral HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans. • DEC Recommended Practice. TC1 Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and service to meet the unique needs of each child and family.

These are the license standards in this micro credential

Standards of Effective Practice
SEP 1H engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline
SEP 8H use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.
Core Skills for Special Education Teachers
Core C6. apply behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans
Core C7 Design and manage positive instructional environments that convey high expectations for students to develop their independence, self-motivation, self-direction, self-regulation, and self-advocacy

Academic Behavior Strategist
ASD B2 Conduct and interpret functional behavioral assessments taking into account underlying autism spectrum disorders characteristics
ABS A7. research-based theories of behavior and the impact of disability, gender, familial background, socioeconomic status, cultural, and linguistic factors on perceptions and interpretations of behavior for students with emotional or behavioral disorders and other disabilities
ABS B7.complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan
ABS C5 Select and apply evidence-based instructional practices, including those supported by scientifically-based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting
ABS C15. collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintain positive behaviors

Module 1
Title: Understanding the ABCs (Antecedents, Behaviors, Consequences).
Objectives: (Build Knowledge) • Define the ABCs (antecedents, behaviors, and consequences). • Describe behavior objectively utilizing observable and measurable terminology. • Understand escalating behaviors, occurring within an acting-out/escalation cycle • Learn the principles of de-escalation and how to respond to children in different phases of the acting-out cycle
Reading: Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2021). PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches. Center on PBIS, University of Oregon. https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches
Activity: Video: The ABCs of Behavior https://www.youtube.com/watch?v=GxcIM8klHuY
IRIS Module: Addressing Disruptive Noncompliant Behaviors (Part 1) Understanding the Acting-Out Cycle.
Assessment: Pretest

Module 2
Title: Viewing Behavior through a Cultural Perspective
Objectives: (Apply Knowledge) • Understand personal social identity. • Understand bias. • Learn culturally sustaining practices. • Learn how to utilize cultural humility.
Reading: Harkins Monaco, E., Fuller, M. Stansberry Brusnahan, L. L. (2021). Diversity, autism, and developmental disabilities: Guidance for the culturally sustaining educator.
Video: Using the ABC Iceberg: A deeper understanding of children’s behavior. Retrieved from: https://www.youtube.com/watch?v=gsU0H-Va9Gk
IRIS Module Addressing Disruptive Noncompliant Behaviors (Part 2) Understanding the Acting-Out Cycle

Activity:

Scholars become grounded in who they are as professionals through a reflective self-study.

- What are my personal cultural and social identities? (Take assessments)
- What are the social identities of the individual I serve in my professional?
- How are my social identities similar and different from the individuals I serve?
- What are my acquired assumptions and stereotypes about behaviors and disability?
- How do my assumptions and stereotypes about disability and behaviors infiltrate their way into my practices or serve as a barrier to implementing culturally sustaining practices?
- What role do my personal biases play in perpetuating inequities and how can I disrupt my autopilot biased judgements about others?

Activity: Case study. Observe videos of students and discuss how differences in social identities between you the observer and the student might influence your interpretations of the observed behavior.

Social Identities Questionnaire

Identify your personal social identity.		
Dis/Ability	What are my cognitive, emotional, developmental, mental, and physical abilities and capacities to do things (e.g., able-bodied or physically capable vs. physically disabled, developmentally delayed, neurotypical, health issues)?	
Race	What are my physical characteristics that are a result of genetic ancestry and attributes such as skin pigmentation, hair texture, and facial features such as eye shape (e.g., Arab, Asian, Bi/Multiracial, Black, Hispanic, Native American, Pacific Islander, Latino, Latinx, White)?	
Ethnicity / Culture	What are the social groups I share a sense of belonging and common culture, religion, race, language, or heritage (i.e., place of origin) with (e.g., African-American, Asian-American, European-American)?	
Nationality or Citizenship	What is my country of membership and status of my citizenship (e.g., American, Puerto Rican, Italian, Irish, Chinese, Lebanese, Guatemalan, European, citizen, permanent resident, undocumented, immigrant, visa)?	
Indigenous	What are my indigenous affiliations (e.g., Cherokee, Chickasaw, Choctaw, Creek, Seminole, Mohawk, Navajo, Eskimo, Aboriginal) in which I belong?	
Religion or Spiritual Beliefs	What are my self-identified associations with a religion or spirituality institutionalized or personal system of beliefs and practices relating to the divine (e.g., Christianity, Islam, Hinduism, Buddhism, Sikhism, Judaism, Atheism, Agnosticism, Paganism)?	
Education	What is my level of education (e.g., literate, functionally illiterate, no formal education, limited education, certificate, degree [highschool, associate, bachelors, masters, doctorate])?	
Language	What is my first language(s) or the language that I use the most when I speak (e.g., English, Mandarin, Hindi, Spanish, French, Arabic, Bengali, Portuguese, Indonesian, Russian, Somali, Hmong)?	
Sex	What is my sex assigned at birth (e.g., typically based on biological factors, such as reproductive organs, genes, and hormones - typical terms include male, female, and intersex)?	
Gender Identity and Expression	What is the innermost concept of gender in which I see myself, which may or may not conform to the conventional expectations for my birth sex (e.g., feminine, masculine, other gendered, non-binary, cisgender woman, cisgender man, transgender person, genderqueer, a combination, or none of these)?	

Sexual Orientation	What is my self-identified emotional, romantic, sexual, spiritual, affectional, and/or relational attraction to another person and the behavior and/or social affiliation that may result from this attraction (e.g., asexual, bisexual, cisgender, gay, heterosexual, lesbian, pansexual, queer, straight)?	
Occupation	What is my occupational role (e.g., student, teacher, at-home parent or caregiver, principal)?	
Family Role	What is my familial role within my family unit (e.g., mother, father, sibling, aunt, uncle, grandparent, head of the household, elder, caretaker, single parent)?	
Age	What are the years since my birth or current life stage (e.g., child, young, youth, teenage, young adult, adult, middle-age, old, elderly, senior citizen)?	
Socio Economic Status	What is my social position in society or class based on income or measured as a combination of education, income, and occupation (e.g., poor, working class, lower middle-class, upper middle-class, upper class, ruling class, white collar, blue collar)?	
Other Salient Features	What other social identities do I identify with?	

Resources:

Vanderbilt, n.d. <https://cdn.vanderbilt.edu/vu-wp0/wp-content/uploads/sites/140/2016/04/27192427/Social-Identity.pdf>).

University of Wisconsin-Madison, n.d.. Lesson 1 Social Identity: Reflecting on Social Justice Foundational Concepts. https://lo.library.wisc.edu/DEI_foundations/lesson_1.html

Culture Questionnaire

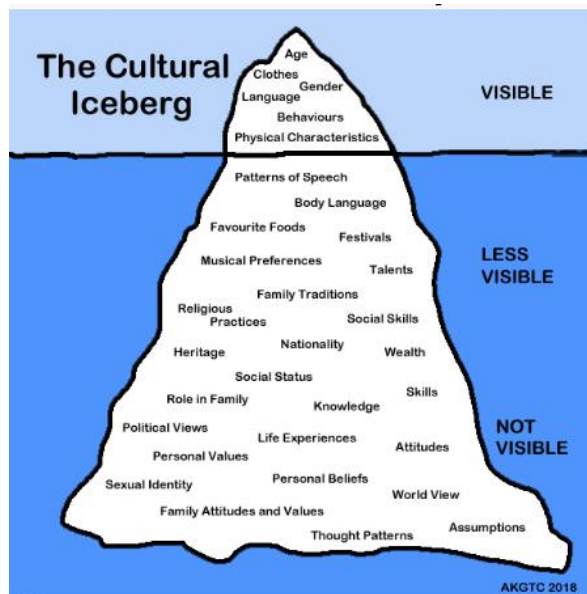
Identify features and patterns of your culture.		
Language	What is the language(s) including dialects (i.e., forms or accents specific to a particular region or group) in which I and/or my family convey our innermost self (e.g., Standard English, Southern English, African American Vernacular English, Appalachian English, Spanglish, Creole English)?	
Religion	What religious or spiritual practices do I and/or my family engage in (e.g., attend church / mosque / synagogue / temple, funeral, buried in cemetery, cremated at death, buried within 24 hours, marriage traditions)?	
Music	What music do I listen to and/or consider to be representative of my culture (e.g., rap, rock, folk, celtic, chants, reggae, ballads, music prohibited)?	
Dance	What dances or sequences of human movement do I engage in and/or consider to be representative of my culture (e.g., polka, square dance, ballet, flamenco, salsa, hula, waltz, dance prohibited)?	
Food	What foods do I prepare and consume and/or consider to be representative of my culture (e.g., hamburgers, lamb, fish and chips, okra, collard greens, kosher, kimchi, sushi, pasta, curry, vegetarian, vegan, avoid meat from cow or pork)?	
Clothes	What style of clothes (i.e., fashion) do I wear and/or consider to be representative of my culture (e.g., jeans, t-shirt, tennis shoes, hijab, burqa, sari, suit and tie)?	
Grooming	What are the personal grooming norms I engage in and/or consider to be representative of my culture (e.g., shower daily, bath weekly, bidet, toilet paper in the bowl, bring your own toilet paper, squat, sit, stand)?	
Family	Who do I consider family and/or what are the family relationship patterns, structures, roles, and interactions in my culture (e.g., hierarchy of authority, defined gender roles and expectations, two parent or single-parent household, grandparents involved, extended kin, multiple wives)?	
Home	Who do I live with and/or what are the living arrangement patterns or structures in my culture (e.g., move out of the family home at 18; live at home with parents until married, live with extended family)?	

Traditions	What traditions (e.g., holidays, celebrations, ceremonies, milestones) do I engage in and/or consider to be representative of my culture (e.g., rights of passage such as quinceañera and bar mitzvah, holidays such as Christmas, Hanukkah, Kwanzaa, Ramadan, 4th of July, Thanksgiving, Chinese New Year)?
Sports and Games	What types of sports or games do I engage in and/or consider to be representative of my culture (e.g., soccer, football, baseball, sumo wrestling, table tennis, caber toss, martial arts, surfing)?
Values	What has influenced my values or the core principles and ideals upon which I exist (e.g., individualism vs. collectivism, cooperation vs. competitiveness, assertiveness vs. passiveness)?
Ethics	What has influenced the ethics that I adhere to out of consideration of others that have formed based on my culture (e.g., respect elder's voices, obey rules, honesty, loyalty, take responsibility, accountability, professionalism, integrity, trust, respect, selflessness)?
Morals	What has influenced how I personally distinguish between right or wrong and appropriate vs. inappropriate and how have my ideas about prohibited activities (i.e., taboo) been formed?

Resource:

Learning for Justice. n.d.;

[https://www.learningforjustice.org/sites/default/files/general/181.%20TT Handout POE Culture%20Worksheet.pdf](https://www.learningforjustice.org/sites/default/files/general/181.%20TT%20Handout%20POE%20Culture%20Worksheet.pdf)



Module 3

Title: Determining Function of Behavior through a Cultural Perspective

Conducting a Functional Behavior Assessment and Creating a Behavior Intervention Plan through a Cultural Perspective

Objectives:

- Identify the function of challenging behaviors based on antecedent, behavior, and consequence
- Write a hypothesis about function of target behavior.
- Create a behavior intervention plan based on antecedent, behavior, and consequence strategies based on the prevent, teach and reinforce model.

Reading:

IRIS Vanderbilt Peabody College IRIS Center Module [Functional Behavior Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#)

IRIS module on Classroom Management: Developing Your Own Comprehensive Behavior Management Plan section on “Cultural Considerations and Behavior.”

Activity: Case study

Complete steps of FBA and create a behavior plan for young child in case study.

Module 4

Title: Trauma's Impact on Behavior

Objectives:

- Define and recognizing trauma, toxic stress, and adverse childhood experiences (ACES) such as violence and trauma specific to military or veteran-connected students
- Explain how trauma affects individuals
- Explain what trauma looks like in children and families
- Recognize trauma behaviors in home, community, and classroom settings and conditions that may negative impact well-being (social, emotional, physical safety) for all students, including those who are underserved

Reading:

Jonson-Reid M, Wideman E. Trauma and Very Young Children. Child Adolesc Psychiatr Clin N Am. 2017 Jul;26(3):477-490. doi: 10.1016/j.chc.2017.02.004. PMID: 28577604.

National Child Traumatic Stress Institute (2021). Early Childhood Trauma.

<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma>

Activity:

Read and watch videos presenting information (including INBrief: Early Childhood Mental Health, and From Best Practices to Breakthrough Impacts) and complete a case study "Tipping the Scales: The Resilience Game",

Video: Trauma and Behavior Part 1: "How Trauma Affects the Brain". Retrieved from <https://www.youtube.com/watch?v=IPftosmseYE>

Discussion questions (address bias)

- What are my acquired assumptions (i.e., things accepted as true without proof) about disabilities, cultures, and social identities?
- How did I learn or acquire ableist (i.e., belief that typical abilities are superior) and/or racist (i.e., prejudice against particular racial or ethnic groups) attitudes?
- What role have biases played in perpetuating inequities within schools?
- How does examining my own identities help me identify and acknowledge my personal bias and its influence on my observations of student's behaviors?
- What knowledge and experiences, based on ability, culture, and social identities, have students encountered that have had a significant impact on their lives?
- How do my student's multiple identities intersect and shape the experiences of their lives and impact their behaviors and success in the classroom?
- How do my assumptions about students infiltrate into my observations of behavior and teaching practices or serve as a barrier to a student demonstrating abilities and learning?
- How can I presume competence (i.e., ability to do something successfully) and create opportunities, contexts, and conditions that allow students to demonstrate their abilities?

Assessment: Posttest

#3 Engaging in Personal Self Care to Support Emotional Wellbeing and Retention of Educational Professionals



Rationale for Professional Development	There are concerns within the field of education with teachers “burning out”. and leaving the profession. Researchers point to teacher burnout as the cause behind the dwindling field and the critical shortages. Teacher shortages will likely continue as more teachers leave the profession and fewer enter. This micro credential professional development provides educators with knowledge about stress in the workplace, burnout, compassion fatigue, and provides self-care and mindfulness activities that educators can implement to impact retention.
Academic Behavior Strategist	This is the license standard associated with this micro credential. D (10) Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.
Module 1 Understanding the Elevated Stress of Educational Professionals	
Objectives: • Define stress, secondary traumatic stress, and vicarious stress. • State the importance of early identification of stress and burnout symptoms. • Identify common stressors educators experience when teaching in the field. • Consider personal stressors experienced when teaching. • Increase knowledge and awareness of the effects of trauma, secondary traumatic stress (STS), and vicarious trauma (VT). • Assess current level of burnout, secondary traumatic stress, and vicarious trauma.	
Reading: Skovholt, T. M., & Trotter-Mathison, M (2016). The elevated stressors of the novice practitioner. In T. M., Skovholt & M. Trotter-Mathison (Eds.,) <i>The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions</i>. Addressing Teacher Burnout: Causes, Symptoms, and Strategies (2021). Retrieved from: https://soeonline.american.edu/blog/teacher-burnout	
Content: In this module, we consider the ways in which educators experience stress, secondary traumatic stress, and vicarious stress because teachers often don’t recognize they’re on the road to burning out before they hit a threshold of no return. We will start with definitions of the key terms stress, secondary traumatic stress, and vicarious stress. For example, STS is a secondary trauma which results from indirect exposure to trauma. It is “the natural consequent behaviors. resulting from knowledge about a traumatizing event experienced by a significant other. We will discuss the importance of early identification of stress and burnout symptoms which teachers may experience can help educators engage in intervention strategies when they will be effective. In this session, we will examine causes and common stressors teachers encounter. We will go over causes such as fatigue due to workloads and emotional strain. Teachers may begin to question	

whether they are cut out for teaching. We will then discuss how to identify early burnout. For example, teachers may feel overwhelmed by their work and start to withdraw such as not joining other teachers for lunch or working independently as opposed to collaborating with peers. We will discuss the Professional Quality of Life Scale (ProQOL), which is a 30 item self-report questionnaire designed to measure compassion fatigue, work satisfaction and burnout in helping professionals, including teachers. Professional Quality of Life includes both the positive and negative aspects of how doing one's job influences one's professional quality of life. The ProQOL measures three aspects:

- **Compassion Satisfaction** (pleasure from doing work well)
- **Burnout** (work related exhaustion, frustration, anger and depression)
- **Secondary Traumatic Stress** (primary or secondary work-related trauma)

Activity:

- Video: SEL for Teachers: Understanding Stress and Burnout. Retrieved from: <https://www.youtube.com/watch?v=dbT9KtYOr-8>
- Inventory: Take stress inventory to determine current stress levels and complete the Professional Quality of Life Scale.

Discussion

- Identify the causes of stress being personally experienced because of being an educator.

Assessment: Pretest

Module 2 Understanding Burnout of Educators
Objectives: • Define burnout • Understand the key elements of burnout theory, including the professional’s depletion of emotional resources and social dimensions to burnout, such as depersonalization and reduced personal accomplishment. • Distinguish the impact of burnout on educator’s work.
Reading: Maslach, C. (2017). Burnout: A multidimensional Perspective in Schaufeli, W. B., Maslach, C., & Marek, T. (Eds.). Professional burnout: Recent developments in theory and research. Taylor & Francis. Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. <i>World psychiatry: official journal of the World Psychiatric Association (WPA)</i>, 15(2), 103–111. https://doi.org/10.1002/wps.2031
Content: In this module, we discuss how teacher burnout quashes inspiration and drive resulting in teachers losing confidence in their ability to make a difference in students’ lives. Professional “burnout” can be defined as having a teacher “wear out, or become, exhausted by making excessive demands on energy, strength, or resources,” leading them to become “inoperative for all intents and purposes” (Freudenberger, 1975, p. 73). Burnout, particularly within teaching, can be described as a “state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress” (Howson, 2016, p. 7). We will consider Maslach’s multidimensional perspective of burnout and consider ways in which individuals display burnout in their work. The World Health Organization describes burnout as an occupational phenomenon characterized by three main attributes: • Exhaustion. When teachers experience burnout, they can feel depleted of energy and too exhausted to continue with their work. • Cynicism. Teachers who have reached a state of burnout can begin to feel mentally detached from their jobs. Their feelings about the profession can turn negative and cynical. • Inefficacy. Teacher burnout also leads to feelings of incompetence or ineffectiveness.
Activity: • Video: Theory of burnout. Discussion • Consider a time when the multidimensional aspects of burnout were experienced related to teaching role.

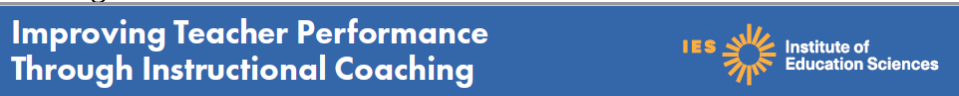
Module 3 Compassion Fatigue Theory
Objectives: • Define compassion fatigue. • Identify key elements of compassion fatigue • Assess personal levels of compassion fatigue and burnout
Reading: Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. <i>Journal of clinical psychology</i>, 58(11), 1433-1441. How Not to Burn Out When Working with Students with Trauma, Retrieved from: https://lesley.edu/article/six-ways-for-educators-to-avoid-compassion-fatigue
Content: In this module, we will define and discuss compassion fatigue and how this can impact the care educators provide. Compassion fatigue is the emotional, mental, and physical exhaustion that comes from caring for traumatized individuals.
Activity: Video: Compassion Fatigue: What is it and do you have it? Juliette Watt TEDxFargo. Retrieved from: https://www.youtube.com/watch?v=v-4m35Gixno
Discussion • Consider current status of compassion fatigue and burnout.

Module 4 Intervention Methods to counteract burnout and compassion fatigue
Teacher self-care can play an important role in not only reducing stress, but also identifying additional physical, mental, and emotional needs. Self-care should be a consistent—and ideally daily—practice that enables teachers to alleviate tension, acknowledge feelings, recognize needs, and plan for additional supports. When district and school leaders encourage teachers to engage in self-care, they should remind teachers of their importance and the linkages between their and their students’ wellbeing. District and school leaders also should take steps to destigmatize mental health concerns and engage in self-care themselves to care for their own mental health while leading by example.
Objectives: (Summarize, Assess Learning & Application to Real Life) • Summarize ways in which new professionals can develop a sustainable professional self. • Stay connected to other people and groups that are supportive and nourishing. • Identify and incorporate specific self-care strategies for promoting resilience and maintaining a healthy work-life balance (e.g., exercise, good nutrition, supportive networks).
Reading: Cooley, E., & Yovanoff, P. (1996). Supporting Professionals-at-Risk: Evaluating Interventions to Reduce Burnout and Improve Retention of Special Educators. <i>Exceptional Children</i>. 62(4):336-355. doi:10.1177/001440299606200404 4 Strategies to Increase Teacher Retention (2021). Hanover Research. Retrieved from https://wasa-oly.org/WASA/images/WASA/6.0%20Resources/Hanover/4%20STRATEGIES%20TO%20INCREASE%20TEACHER%20RETENTION.pdf
Discussion: Awareness of burnout, compassion fatigue, and compassion satisfaction allows us to consider how we might create a plan to allow for us to be sustainable in our work (or remain engaged in our work for a long time). • Identify ways that new providers can exercise self-care • Consider ways in which new providers can implement self-care strategies that are unique to their preferences • What are some ideas that you have about creating an individualized plan that supports sustainability in your career?
Qualitative Assessment Questions • How do you envision using what you now know in your practice? • How can you ensure self-care activities to support ongoing job commitment? Posttest (includes 5-point scale of how well objectives met)

#4 Instructional Coaching for Equity to Support Educators and Teacher Retention



Rationale for Professional Development	Reducing teacher turnover has become one of the greatest challenges for schools, particularly in districts serving students of color and students from low-income households. As teacher demand increases and teacher supply decreases on a national scale, we must identify ways to prepare and retain teachers. Providing instructional coaching to teachers is one of the most effective ways to improve the factors that research has shown are correlated with teacher retention. When teachers receive instructional coaching and support from mentors and are provided with job-embedded professional development, they are more likely to remain teaching in their school. Note: This course is part of the “teacher development facilitator” micro credential.
EBP	Instructional Coaching

Module 1 Instructional Coaching	
Objectives: • Define and describe instructional coaching. • Provide examples of how to engage in two types of instructional coaching (observations and side-by-side). • Define the role of the coach. • Describe how to enact the three steps of the impact cycle.	
Assessment: Pretest	
Reading:  Retrieved from: https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Improving_Teacher_Performance_Through_Instructional_Coaching.pdf	
Content: Define instructional coaching. It is job-embedded professional learning focused on content and practice. Discuss the role of an instructional coach. For example, some of a coach’s role is to mentor educators, gather and analyze data with teachers to create goals, listen and ask questions, explain and model teaching practices, find resources, provide feedback, and support as needed. Discuss some of the purposes of coaching. Coaching shapes use of a learned skill and guides improved precision, fluency, and contextual adaptation while maintaining integrity to evidence based, high leverage, and culturally and linguistically sustaining practice. Instructional Coaching is... • professional learning that happens in the context of the classroom. • Support for teachers as they improve their instruction so that students learn. • Working with teachers to implement HLPs, EBPs, and CLSPs practices into classrooms.	

- an extension of knowledge gained from coursework teacher has received.
- helping educators develop self-reflective practice
- a continuum of ongoing and evolving support as teachers demonstrates new skills.

The Impact Cycle can be used to work with teachers to help them impact students' learning.

There are three stages of the cycle,

Step 1: Identify:

- Teacher watches a video of their instruction,
- Teacher identifies a goal and teaching strategy to use with coach's support.

Step 2: Learn:

- Coach explains teaching strategies.
- Coach prompts teacher to modify practice as need.
- Coach provides modeling for teacher.

Step 3: Improve:

- Teacher implements practice.
- Teacher gathers data on student progress.
- Coach observes teacher's implementation,
- Coach and teacher meet to monitor progress.
- Coach and teacher make adaptations as needed and plan next actions.

Activity:

- Explore *Coaching for Equity* coaching framework and corresponding rubrics.
- Engage in simulation of impact cycle. View teacher moves related to implementation of a high leverage practice. Discuss how the impact cycle would be used in the scenario to coach a new educator.

Improving Teacher Performance Through Instructional Coaching



What is instructional coaching?

Instructional coaching is job-embedded professional learning that focuses both on content and practice — not just one or the other.¹ As instructional coaches work with teachers, they serve as thought partners, guides, and support for the process of experimenting, reflecting, and improving. Professional learning activities such as instructional coaching can affect student achievement by enhancing teachers' knowledge and skills in order to positively impact their instruction and student learning.²



Instructional coaching is:

- a kind of professional learning that happens consistently and in the context of the classroom.
- a partnership with teachers to support them as they improve their instruction so that students are more successful in their learning.
- when evidence-based practices are brought into classrooms and teachers or other school leaders work, over time, to implement these practices.
- an extension of previous training a teacher has received.
- based on collaborative efforts to develop self-reflection and self-sufficiency.
- ongoing and evolving over time into a continuum of support as teachers demonstrate new skills and data supports increased student learning.
- continuously evaluated for effectiveness and efficiency.
- focused on an individual or group.³

How does instructional coaching contribute to the transfer of training?



In the 1970s, evaluations of professional development that focused on teaching strategies and curriculum revealed that as few as 10 percent of the participants implemented what they had learned. Well-researched curriculum and teaching models did not find their way into general practice and thus could not influence students' learning environments. However, through implementing seminars and coaching sessions, results were consistent: implementation rose dramatically. Thus we recommended that teachers who were studying teaching and curriculum form small coaching groups that would share the learning process. In this way professional development might directly affect student learning.

— Joyce & Showers⁴

Instructional coaching can take the form of:



Observational coaching, which includes a partner teacher working with a coach so that they can observe and try new strategies and procedures with their own students and get in-the-moment feedback.⁵

Side-by-side coaching, which provides an opportunity for coaches and teachers to learn together by reflecting on the teacher's instruction and co-developing approaches to solve problems.⁶



The strongest coaching programs:



How does instructional coaching support teacher instruction and student learning?

Coached teachers:

- practice new strategies more often and with greater skill.
- adapt strategies more appropriately to their own goals and contexts.
- demonstrate a clearer understanding of the purposes and use of the new strategies.
- retain and increase their skill over time.
- are more likely to explain new models of teaching to ensure students' understanding of the models' strategy and purpose.⁸

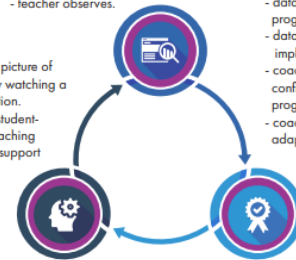
The Impact Cycle⁹

The Impact Cycle is a process coaches can use to partner with teachers to help them have a positive impact on students' learning and wellbeing, with the three stages of the cycle being central to coaching.



Step 1: Identify:

- teacher gets a clear picture of the present reality by watching a video of their instruction.
- teacher identifies a student-focused goal and teaching strategy to use, with support from the coach.



Step 2: Learn:

- coach shares different teaching strategies.
- coach prompts teacher to modify practice if appropriate.
- coach provides modeling.
- teacher observes.

Step 3: Improve:

- teacher implements practice.
- data are gathered on student progress.
- data are gathered on teacher's implementation of the process.
- coach and teacher meet to confirm direction and monitor progress.
- coach and teacher make adaptations and plan next actions.

Instructional Coaching Roles and Responsibilities



The teacher's role is to identify learning goals, provide data, consistently integrate new practices, invite feedback, meet with the coach weekly to reflect, and ask questions.¹⁰



The coach's role is to enroll teachers, gather and analyze data with teachers to create goals, listen and ask questions, explain teaching practices, find resources, provide feedback, and serve as a thought partner.¹¹



The administrator's role is to create a coaching culture for their school and to ensure that policies and systems are in place to support data-driven conversations by finding ways to build interpersonal relationships of trust between teachers, leaders, and coaches to improve instruction.¹²

Module 2 Elements of High-Quality Coaching
Objectives: Name Elements of High-Quality Coaching
Reading: Larkin, H. & Sandak, S, (2019). Tackling Teacher Turnover with Instructional Coaching. Better Lesson. Retrieved from: https://info.betterlesson.com/hubfs/Collateral/Whitepapers/Tackling_Teacher_Turnover_with_Instructional_Coaching%20.pdf
Content: High quality instructional coaching can help teachers improve their practice and be successful in the classroom. Elements of High-Quality Coaching include: (1) Providing one year of 1:1 suggestions and support. (2) Help teachers set meaningful, measurable, and attainable goals to promote student learning. (3) Provide targeted and actionable feedback related to goals. (4) Promote reflection on what types of strategies are most effective in classrooms. (5) Develop teacher's capacity to analyze student work and data to plan instruction.
Activity: Engage in simulation of providing coaching feedback. View teacher moves related to implementation of a high leverage practice. Provide descriptive specific feedback that is targeted and actionable.

Module 3 Essential Components of Coaching
Objectives: • Define each of the Essential Components of Coaching. • Demonstrate each of the Essential Components of Coaching.
Reading: Cusmano, D., & Preston, A. (2018). Coaching practice profile. National Implementation Research Network. Chapel Hill, NC: Frank Porter Graham Child Development Institute. https://nirn.fpg.unc.edu/resources/coaching-practice-profile-0
Content: Define and demonstrate each of the essential components of coaching. 1. Prompting 2. Performance Feedback 3. Creating an Enabling and Collaborative Context 4. Data Use 5. Application of Content Knowledge 6. Continuum of Supports 7. Scaffolding. • Prompt and deliver antecedent cues (visual, auditory, or physical), when needed, to elicit a specific behavior. • Deliver performance feedback (verbal or written) directly and specifically in content and describe aspects of observed targeted skills/practices such as the accuracy, fluency, adaptation, and/or frequency of a behavior. • Enable context, through effective communication, collaboration, and problem solving, and develop structures and practices to create a system of support that facilitates educators to implement practices with fidelity. • Use relevant, reliable, and valid data to analyze, evaluate, and inform next steps and action planning. • Apply content knowledge, including own experiences, about a targeted practice. • Use fidelity/observation data to identify the educator's needs to master skills and align them with a continuum of coaching supports to increase or decrease targeted skill or level of acquisition. • Provide scaffolded direct support to guide the educator's targeted skills from acquisition, to fluency, to generalization, and adaptation.
Activity: • Engage in simulation of providing coaching feedback. View teacher moves related to implementation of a high leverage practice. Explore Coaching Practice Profile and practice use of the essential components of coaching.

Module 4 Equitable Coaching

Objectives:

- Define transformational coaching.
- Provide an overview of the knowledge and theory base behind transformational coaching.
- Explore a transformational coaching model which addresses systems change and pays explicit attention to surfacing and interrupting inequities in schools.
- Begin to understand how to address, interrupt, and shift inequities when they arise.
- Identify the core components of what it means to be a coach for equity.
- Connect in community with those who are committed to equitable outcomes for self, community, and organizations

Reading:

Aguilar, E. (2019). The Art of Coaching: Effective Strategies for School Transformation.

Aguilar, E. (2020). Coaching for Equity: Conversations That Change Practice.

Chapters centered around coaching model and transformational coaching. With a balance of history, adult learning theory, coaching tools, and personal stories, the book helps build knowledge of transformational coaching

Activity:

- Explore the five principles of Transformational Coaching
- Engage with scenario analysis from the book
- Engage in simulation of providing coaching feedback. View teacher moves related to implementation of a high leverage practice. Coach utilizing equity model.

Transition Point Assessments and Benchmarks

The following table outlines how we track students' progress in the program and includes our key assessments.

Table. *Assessments and benchmarks to track candidate competency and readiness*

1.Admission	2. Begin Courses	3.Courses & Field Experience	4. Clinical Practice	5.Graduate
3.0 Grade Point Average (GPA)	3.0 GPA	3.0 GPA	3.0 GPA	
Professional Dispositions (2+)	Professional Dispositions (2+)	Professional Dispositions (2+)	Professional Dispositions (2+)	
Reading and Reflection Skills Writing Skills Speaking Skills	Key Course Assignments (e.g., UDL, FBA, & PBS plan)	Key Course Assignments (e.g., IEP plans, assessment,& EBP instructional lesson plan)	edTPA Observations of License Standards Lesson Plans Journal Reflections	
Letters of Recommendation	NeXT Entry Survey		NeXT Exit Survey	NeXT Surveys - Supervisor & Transition to Teaching
State Licensure Exams (Reading & Writing)		State Licensure Exams (Special Education Content & Pedagogy)	State Licensure Exams (Math)	
Additional Assessments	Cultural Pretest		Cultural Posttest	

Academic Behavioral Strategist (ABS) Evaluation

Academic Behavioral Strategist (ABS) Evaluation

Teacher Candidate	Observer's Name MT / U-SPV	Date
School	Class/Subject	Grade

(1) Requires Attention to Rubric Guide	(2) Developing	(3) Proficient	(4) Exemplary	*Refer
(1) Requires Attention (2) Developing (3) Proficient (4) Exemplary				
(1) Does not meet competency / Requires attention	(2) Developing basic competency / An area for continued growth	(3) Proficient in meeting competency	(4) Exemplary in meeting competency	
Candidate lacks knowledge of basic concepts and skills to apply concepts. Demonstrates little or no knowledge of concepts and/or understanding of application of concepts. Performance at this level is characteristic of new teachers who have not yet grasped concepts and need to spend more time engaged in knowledge based activities.	Candidate is familiar and has knowledge of the basic concepts but lacks skills to apply concepts. Demonstrates a basic understanding of concepts but application of concepts is sporadic or otherwise not entirely successful. Performance at this level is characteristic of new teachers who with experience and additional practice will become more proficient.	Candidate displays solid knowledge and skills in application of concepts. Demonstrates a clear understanding of concepts and the application of concepts is consistent and successful. Performance at this level is characteristic of teachers who have successfully enhanced their teaching through practice and experience.	Candidate displays extensive knowledge and expert skills in application of concepts. Demonstrates a sophisticated understanding of concepts and application of concepts is superior. Performance at this level is characteristic of experienced teachers who display extraordinary expertise and strengths. Colleagues might seek this individual out as an expert or special resource. This is the life-long goal of all teachers.	

Planning and Preparation		1	2	3	4
Indicator: Learning targets aligned with standards and student data, and are used to inform planning					
1A	Selects clear learning targets based on state standards and learner IEP goals and objectives (SEP 8A, InTASC 7)				
1B	Uses student progress monitoring data to inform planning and adjust instruction (C3, C4,C7,C9, SEP 7G, InTASC 7)				
MEAN SCORE LEARNING TARGETS					
Indicator: Uses content, resources and student strengths and knowledge to design coherent instruction					
1C	Lesson plans are complete and include measurable objectives or learning targets				
1D	Integrates available resources and media/technology to help address learner and classroom needs (SEP 4L, 7H)				
1E	Designs interdisciplinary learning experiences (SEP 1J, InTASC 4)				
MEAN SCORE DESIGNING INSTRUCTION					
Indicator: Plans for assessment and differentiation					
1F	Designs culturally relevant instructional strategies; identifies academic language demands (InTASC 2, 7)				
1G	Principles of Universal Design for Learning (UDL) to meet students' varying needs are addressed in lesson plans (InTASC 2, 7)				
1H	Assessments used directly align with learning objectives (InTASC 6)				
MEAN SCORE PLANNING/DIFFERENTIATION					
OVERALL MEAN PLANNING PREPARATION					

The Learning Environment		1	2	3	4
Indicator: Creates a respectful classroom culture of trust, safety and high expectations					
2A	Demonstrates interactions with students that are friendly, caring and respectful (InTASC 3)				
2B	Designs a functional and safe classroom (C14, 5O 5P)				
2C	Establishes high behavioral expectations and a culture of learning and persistence (C14, InTASC 3)				
2D	Provides positive, constructive and timely feedback that is preventative and consistent (C14, InTASC 3)				
MEAN SCORE CLASSROOM CULTURE					
Indicator: Establishes and maintains clear expectations for classroom and behavior management					
2E	Develops clear procedures for effective and efficient transitions				
2F	Selects, implements, evaluates, and modifies evidence-based instructional strategies for social/emotional skills development (C5, SEP 5Q, InTASC 8)				
2G	Effectively intervenes with minor challenging behaviors				
MEAN SCORE BEHAVIOR MANAGEMENT					
OVERALL MEAN SCORE LEARNING ENVIRONMENT					

Instruction (Design, Teaching, and Ongoing Evaluation)		1	2	3	4
Indicator: Communicates learning targets and content effectively					
3A	Uses and supports academic/content language to promote learning				
3B	Communicates learning targets and content to promote student understanding of content (InTASC 4)				
MEAN SCORE COMMUNICATES CONTENT					
Indicator: Facilitates activities and discussions to promote high cognitive engagement					
3C	Implements scientifically-based research strategies in multiple classroom environments (small/large group settings) to meet students' individual needs (C5, C6, C12, SEP 5R, InTASC 5,8)				
3D	Implements content that respects diverse groups and attempts to make instruction relevant and accessible (SEP 2F, SEP 3O, InTASC 5, 8)				
3E	Accesses prior learning or provides context to allow students access to current content being taught (InTASC 1)				
3F	Uses questioning and discussion techniques to deepen student learning (SEP 2G,SEP 8J, InTASC1)				
3G	Incorporates scaffolding including model, lead, test or teach, model, reinforce framework (InTASC 5, 8)				
3H	Uses principles of UDL and/or modifies/adjusts instruction to meet students' needs (C1, C2,C7, C8, C10, C12,SEP 3A, SEP 5M, InTASC 1)				
3I	Engages students in learning and is aware when students are not engaged. Uses strategies to re-engage students in instruction (SEP 5N)				
3J	Modifies and teaches basic skills to increase student performance in reading, written expression and mathematics (C7, C8, InTASC 8)				
3K	Implements lesson opening and closing strategies				
3L	Uses assistive technology to meet students' individual needs (C11)				
MEAN SCORE ACTIVITIES/DISCUSSION					
Indicator: Uses varied assessment techniques to advance student learning					
3M	Uses formative assessments to monitor student learning and adjust instruction based on student needs(C2, C3, C4, C7, C8, C9, C10, C13, SEP 4H, SEP 8H, SEP 8K, InTASC 6)				
3N	Provides feedback to advance learning				
3O	Promotes student self-assessment (C6, InTASC 6)				
3P	Collects and interprets behavioral data to monitor FBA & classroom behaviors (C13,15, InTASC 6)				
MEAN SCORE ASSESSMENT TECHNIQUES					
OVERALL MEAN SCORE INSTRUCTION					

Professional Responsibilities		1	2	3	4
Indicator: Uses reflection, self-assessment, and feedback to improve instruction					
4A	Uses self-reflection and professional development increase knowledge and skills as a special educator (including the use of technology) and inform teaching practice, decisions, and interactions with children, parents and other professionals (D9, D10, SEP 9M, Core D11, InTASC 9)				
4B	Seeks and accepts feedback (D8, InTASC 9)				
4C	Applies cultural competencies when working with students, colleagues and families (D6)				
MEAN SCORE REFLECTION AND FEEDBACK					
Indicator: Engages in collaboration with colleagues and families to promote a productive learning environment					
4D	Demonstrates a professional and cooperative attitude with team and works effectively and respectfully with all colleagues (D3, D4, D8, Core D8, InTASC 10)				
4E	Effectively collaborates with families and other agencies to support student needs (D3, D5, Core D5, InTASC 10)				
4F	Accesses services, networks & agencies to improve outcomes for students (D1, D2)				
MEAN SCORE COLLABORATION					
Indicator: Maintains ethical practice and responsibilities of the profession					
4G	Maintains and communicates student records and progress according to required timelines (SEP 8L, 8M, 8N, Core B14)				
4H	Maintains confidentiality of student records and information across school and outside agencies (InTASC 9)				
4I	Recognizes and adheres to the Council of Exceptional Children Code of Ethics (SEP 10M, InTASC 9)				
MEAN SCORE ETHICAL PRACTICE					
OVERALL MEAN SCORE PROFESSION RESPONSIBILITIES					

Referral, Evaluation, Planning, and Programming		1	2	3	4
Indicator: Develops Evaluation Reports that identify disability label & educational strengths and weaknesses					
5A	As part of a team, helps design, conduct and evaluate pre-referral interventions (B2, B3, B4)				
5B	Selects, administers, and interprets formal and informal assessments (B1, B5, B6)				
5C	Develops Functional Behavioral Assessments (B7)				
5D	Develops evaluation summary reports that identify disability label and educational strengths and weaknesses (B8, B9, B10, B11)				
MEAN SCORE EVALUATION REPORTS					
Indicator: Develops, implements, and evaluates Individual Education Plans					
5E	Develops and implements Individual Education Plans (B12)				
5F	Participates in a range of meetings regarding pre-referral, referral, initial evaluation, IEP, manifest determination, etc. and special education staffing or team meetings that may include general education colleagues (Core D5)				
5G	Collect and use data to monitor, summarize, and evaluate the acquisition of the outcomes stated in individual plans (SEP 7G, Core B14)				
MEAN SCORE IEPs					
OVERALL MEAN SCORE REFERRAL/EVALUATION/PLANNING/PROGRAMMING					

Observation Notes**Planning and Preparation****Learning Environment****Instruction****Professional Responsibilities****Referral, Evaluation, Planning, and Programming**

Disposition Assessment



UNIVERSITY of ST. THOMAS

Assessment of Teacher Educator Dispositions

Candidate Name:	UST ID:
Role of Assessor: ☐ Self-assessment by Candidate ☐ Course Instructor ☐ Clinical Practice Host Teacher ☐ Advisor and/or University Supervisor ☐ Other _____	Term:
	Course Name or Host School Name:

Mission of the School of Education:

Inspired by Catholic intellectual tradition, the University of St. Thomas educates practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

This Disposition Assessment was developed collaboratively by Teacher Education and Special Education and in consultation with external advisory boards.

The assessment uses the UST mission to delineate the following 15 elements:



References that inform this Dispositions Assessment are cited according to:

* The Minnesota Educator Dispositions System developed by the University of Minnesota.

** The Model Code of Ethics for Educators developed by National Association of State Directors of Teacher Education and Certification

As you complete this form, please remember that you are assessing a developing educator at UST, not a master teacher. If you are a course instructor, clinical practice host teacher, or field experience supervisor, when possible discuss your assessment with the candidate. Thank you!

Morally Responsible Leader

Elements	1 Needs Attention	2 Developing	3 Proficient	4 Exemplary
Self-Awareness	Does not own one's behavior. Is unaware or overlooks personal biases, personal characteristics and multiple identities and their impact on teaching and learning. Makes assumptions about students, families, colleagues, and/or communities that negatively impact their self-worth, learning, and/or educational opportunities.*	Recognizes how one's personal biases and privileges impact one's behavior. Understands that one's personal characteristics, biases, and multiple identities impact teaching and learning.	Critically reflects on one's own behavior related to personal bias and privileges. Critically reflects on the ways in which one's personal biases, characteristics, and identities impact teaching and learning	Empathizes and takes full responsibility related to bias for healthy relationships Engages in professional and personal activities to support growth regarding biases and identities Practices an ethic of humility in what may not be known or understood in terms of understanding one's self and others.*
Ethical Values	Violates standards of the University of St. Thomas policy on Academic Integrity and/or professional conduct in the Code of Ethics for Minnesota Teachers.	Is aware of and accepts responsibility to adhere to the University of St. Thomas policy on Academic Integrity and standards of professional conduct in the Code of Ethics for Minnesota Teachers.	Adheres to relevant policies and codes of conduct.	Proficient AND: Establishes clear professional and personal boundaries.
Cultural Intelligence	Unaware of the impact of culture on teaching and learning.	Accepts one's own cultural worldview view as partial and other worldviews as equally valid.	Welcomes multiple cultural perspectives and differences. Identifies areas for personal growth regarding cultural biases, characteristics, and identities as they impact teaching and the treatment of people from cultures other than their own. Engages in professional activities to support one's growth regarding cultural understanding.	Proficient AND: Immerses oneself in other cultural experiences to deepen multicultural knowledge and makes friendships across cultures.

Thinks Critically

Elements	1 Needs Attention	2 Developing	3 Proficient	4 Exemplary
Informed Decision-Maker	Does not make decisions based on data or research.	Uses and analyzes some data in decision making. OR Consults some research. OR Solicits advice from high quality sources.	Uses and analyzes relevant data in decision making. AND Consults research. AND Solicits advice within or outside the university.	Proficient AND: Distinguishes the level of credibility of resources.
Reflective Practitioner	Does not analyze effectiveness of one's own work.	Analyzes effectiveness of one's own work. OR Uses reflection to improve practice.	Analyzes effectiveness of one's own work. AND Uses reflection to improve practice.	Proficient AND: Reflects intentionally and systematically. Uses feedback loops intentionally and systematically.
Continual Learner	Resists or does not seek out new or innovative strategies. Does not demonstrate a love of learning or use feedback to grow. Does not demonstrate curiosity or willingness to learn from mistakes.	Willingly accepts suggestions when made by others but does not seek out new strategies to build on current knowledge. Displays curiosity and willingness to learn from mistakes.	Regularly seeks new and innovative strategies or builds on current knowledge through reading/study/research. Demonstrates a love of learning, a willingness to analyze one's own practice and learn from mistakes, curiosity, open-mindedness, and flexible thinking.	Proficient AND: Seeks out opportunities for professional development.

Acts Wisely

Elements	1 Needs Attention	2 Developing	3 Proficient	4 Exemplary
Care Toward Self & Others	Struggles to show care for particular students. Engages in relationships with students that are unprofessional, inappropriate, or misguided.	Understands self-care as a deliberate practice. Articulates how caring relationships impact teaching, learning, and classroom community. May take student behavior personally.	Practices self-care. Accepts responsibility to care for students in order to impact teaching, learning, and classroom community. Does not take student behavior personally.	Systematically uses self-care to build & improve relationships w/ students & colleagues.* Builds relationships with others through empathy & understanding of others' needs toward a goal of building self-efficacy & achievement. Cares for students in a way that promotes students' awareness of systemic forms of oppression.
Persistence	Does not demonstrate persistence. Has difficulty recovering from mistakes, is challenged by multiple demands of the job. Blames others or other factors for mistakes.	Demonstrates some persistence. Can recover from mistakes with support and coaching. Partially handles multiple responsibilities but lacks innovation, creativity, and problem-solving. Blames others/other factors at times.	Demonstrates persistence. Learns and recovers from mistakes Can manage multiple demands and responsibilities simultaneously. Demonstrates innovation, creativity, problem-solving, follow-through or grit.	Proficient AND: Demonstrates relentless determination that all students can learn.*
Use of Feedback	Does not accept feedback from others.	Willingly accepts feedback from others.	Developing AND: Uses feedback to improve practice.	Proficient AND: Actively seeks, accepts, and uses feedback from others to improve knowledge, skills, and practice.

Works Skillfully

Elements	1 Needs Attention	2 Developing	3 Proficient	4 Exemplary
Effective Communicator	Does not communicate effectively (written, verbal or listening). Use of social media and other communication tools raises questions about professional identity or is not used appropriately with students, families, and communities.	Partially communicates effectively with a variety of racial and ethnic groups (written, verbal, & listening). Reaches out to families. Partially manages conflict effectively but engages in triangulation, escalation, or withdrawal. Use of social media and other communication tools is professionally appropriate but not used to support communication across students, families, and communities. Gives feedback.	Effectively communicates with a variety of racial and ethnic groups. Reaches out to families and communities in accessible and culturally relevant ways. Manages conflict effectively. Use of social media and other communication tools is professional, but used for one-way communication from the teacher candidate to others. Gives feedback that promotes learning.	Effectively communicates with and navigates across a variety of racial and ethnic groups. Engages families and communities in creative and culturally relevant and accessible ways. Use of social media and other communication tools is appropriate and responsive to the needs of students, families, and communities. Consistently uses feedback to promote learning.
Effective Collaborator	Does not collaborate effectively. Refuses to work with new individuals or groups.	Collaborates with others but does not cultivate relationships. Takes initiative and demonstrates responsibility and follow-through, but not goal or team-focused. Partially participates in group problem-solving. Partially demonstrates openness and flexibility.	Collaborates with others AND cultivates relationships. Takes initiative and demonstrates responsibility and follow-through AND is goal and team-focused. Fully participates in group problem-solving. Fully demonstrates openness and flexibility.	Collaborates in a way that cultivates supportive relationships across cultures. Leads and participates in group problem-solving. Willingly demonstrates openness and flexibility.
Preparedness, Timeliness, and Organization	Sometimes is prepared. Sometimes meets timelines. Blames others for one's mistakes.	Most of the time: • completes required tasks and duties in a well-organized and timely manner; • participates appropriately during class sessions, meetings, and professional development; • in the classroom, materials are available and conveniently located and accessible.	Consistently: • completes required tasks and duties in a well-organized and timely manner; • participates appropriately during class sessions, meetings, and professional development; • in the classroom, materials are available and conveniently located and accessible.	Proficient AND: Prioritizes responsibilities and tasks in a proactive way. Plans ahead.
Flexibility	Does not demonstrate flexibility or ability to problem-solve in the moment to engage students in learning.	At times, notices when changes are necessary. Not always open and willing to see from other perspectives. Rarely: • solves problems in the moment; • uses pre-established back-up plans; • works to problem-solve individually, with a co-teaching partner, or team.	Regularly notices when changes are necessary and goes with the flow as needed. Demonstrates openness and willingness to see other perspectives. Sometimes: • solves problems in the moment; • uses pre-established back-up plans; • works to problem-solve individually, with a co-teaching partner, or team.	Proficient AND: Demonstrates openness and willingness to see other perspectives that differ from preconceived expectations. Regularly: • thinks on one's feet and solves problems in the moment; • uses pre-established back-up plans; • solicits and makes use of suggestions from students, co-teachers, or peers.

Advancing the Common Good

Elements	1 Needs Attention	2 Developing	3 Proficient	4 Exemplary
Commitment to All Student Learning	Demonstrates a fixed mindset and the belief that some students cannot learn. Assumes a position of superiority over peers, students, families, communities, schools on account of race, gender, culture, class, religion and/or other differences.*	Demonstrates a growth mindset and the belief that all students can achieve at high levels. Recognizes the responsibility to ensure equitable educational opportunities and adequate resources & facilities for all.* May make excuses for why students do not learn.	Maintains high expectations for all students. Accepts responsibility for ensuring equitable educational opportunities and adequate resources & facilities for all.*, ** Does not make excuses for why students do not learn.	Demonstrates a relentless determination that all students can learn.*** Advocates alongside students & families for equitable educational opportunities and adequate resources & facilities for all students.*, **
Commitment to Educational Equity	Unaware of educational inequities. Eschews educational equity as a goal of teaching and learning.* Makes assumptions about students and families based on stereotypes, ignorance, and fear.	Is becoming conscious of educational inequities. Understands the imperative to work toward educational equity.* Recognizes systems of power, hierarchy, and/or privilege and how they affect educational equity.	Discusses issues that are related to achieving educational equity and how systems of power, hierarchy, and/or privilege affect the classroom. Demonstrates a commitment to educational equity but remains risk averse in making choices under complex conditions.* Demonstrates respect and culturally responsive and equitable practices in the classroom.	Demonstrates a commitment to and advocacy for educational equity. Demonstrates a clear commitment to educational equity and assumes potential risks.* Cultivates culturally responsive and equitable practices in the classroom.

Cultural Assessment

Our PSEs will complete a cultural competency continuum pre and post test to gauge their growth in cultural competency as a result of their EP.

The Cultural Competency Continuum: Knowledge, Behaviors, and Dispositions for Educators

Mayfield, V. (2020) Cultural Competence Now: 56 Exercises to help educators understand and challenge bias. Alexandria, VA: ASCD. 4 steps 40 attributes

Directions: Go through each step and choose on a scale of 1-5 how confident you are with the attributes.

- 1 Not confident
- 2 Slightly confident
- 3 Somewhat confident
- 4 Fairly confident
- 5 Completely confident

Culturally competent professionals acknowledge and continually examine the influence of culture, race, power, and privilege and how that influence manifests itself in their personal and professional decisions.

Step 1. Awaken and Assess

- 1.1_____ I can recognize how past historical actions are affecting current social and economic circumstances.
- 1.2_____ I am aware of my own values, beliefs, stereotypes, and biases.
- 1.3._____ I can recognize how my cultural beliefs and biases may be affecting my decision making, behavior, and perceptions of others.
- 1.4_____ I have unpacked my feelings about language acquisition, language barriers, and language bias and support linguistic diversity.
- 1.5_____ I can recognize privilege in society and organizations.
- 1.6_____ I understand how white privilege and racism affect me and others.
- 1.7_____ I can identify and discuss several strengths of diverse culture, ethnicity, language, and identity.
- 1.8_____ I understand the varied cultural values of my colleagues and students.
- 1.9_____ I recognize the various kinds of racism.
- 1.10_____ I understand the changing racial and ethnic demographics and am prepared to be culturally responsive to all of my students and colleagues.
- 1.11_____ I understand the role of power in organizations and in the construction of race.
- 1.12_____ I affirm and respect cultures other than my own.
- 1.13_____ I value culture as an integral part of a person's identity and maintain cultural curiosity rather than fear or avoidance.
- 1.14_____ I regularly and experientially explore the histories, accomplishments, interests, perceptions, and lived experiences of people of different cultural and racial identities.
- 1.15_____ I actively seek to foster meaningful relationships with people of different cultural and racial identities.

Culturally competent professionals recognize the relevance of culture and adapt professional practices to meet the needs of students from all backgrounds.

Step 2. Apply and Act	2.1 ____ I regularly examine student data relative to gender, race, ethnicity, and language to monitor and manage equitable access and support services. 2.2 ____ I am intentional about incorporating relevant cultural knowledge into instruction, curriculum, resources, learning environment, outreach, and assessment. 2.3 ____ I use communication skills to facilitate, manage, and participate in discussions on race, culture, and difference. 2.4 ____ I help make all cultural groups feel welcomed and valued. 2.5 ____ I acknowledge, recognize, and seek diverse strengths among staff and students. 2.6 ____ I exercise strategies that create an inclusive, caring, and equitable environment. 2.7 ____ I identify, manage, and respond to cross-cultural conflict proactively and effectively. 2.8 ____ I regularly assess if my students feel respected and valued in class by asking them for feedback. 2.9 ____ I encourage students to raise my awareness by questioning biased assumptions or behaviors when observed in our school environment. Then I take action to positively address those assumptions or behaviors.
Culturally competent professionals analyze policies, procedures, and programs that inhibit access and opportunity for historically marginalized students and staff and align resources to eradicate inequity in the school community.	
Step 3. Analyze and Align	3.1 ____ I know the legal issues surrounding racism, bullying, and fostering a hostile environment, and I examine policies and procedures to ensure my practices are fair and legally defensible. 3.2 ____ I work with my colleagues to institutionalize our learning and implement agreed-on goals and vision. 3.3 ____ I volunteer to work with colleagues in the selection of future personnel whose values align with the school's goals and vision—inclusive of increasing equity and access for students of color. 3.4 ____ I volunteer to work with colleagues in aligning budgetary allocations with school goals and vision—inclusive of increasing equity and access for students of color. 3.5 ____ I understand that my destiny is intertwined with the success or failure of all my students, and I work tirelessly to ensure that they are all successful. 3.6 ____ I can effectively challenge racism, inequity, or discriminatory practices in a professional and proactive manner. 3.7 ____ I own the responsibility for building an authentically inclusive and just classroom and school environment. 3.8 ____ I empower parents to engage and lead. 3.9 ____ I have critiqued various schoolwide policies and practices and worked to reduce or eliminate any that may perpetuate inequitable outcomes.
Culturally competent professionals have participatory, collaborative partnerships with stakeholders and are fervent advocates for equitable access and opportunities for all.	
Step 4. Advocate and Lead	4.1 ____ I reach out to parents and the community regularly and engage diverse stakeholders in the decision-making process for anything that affects them or the students.

	4.2 ____ I empower all stakeholders and encourage open dialogue and dissent. 4.3 ____ I identify barriers that prevent certain populations from full access to services and have taught colleagues ways to remove them. 4.4 ____ I confront racism when I see it. 4.5 ____ I advocate for cultural competency and social justice effectively and professionally. 4.6 ____ I reject any privileges that come with white racial identity and actively work to ensure everyone has equal access and opportunities. 4.7 ____ I am a brave equity warrior. (And I've got the scars to prove it.)
Culturally and linguistically sustaining educators manifest discrete knowledge, skills, and dispositions.	
Step 5	5.1 ____ I engage in critical, ongoing self-reflection to address how beliefs, biases, identity, and race impact teaching and learning. 5.2 ____ I understand current inequities and patterns of injustice and recognize our own responsibility to speak up. Take a stand against bias and injustice and engage in practices to disrupt these patterns in classrooms and school communities. 5.3 ____ I value the full humanity of all. 5.4 ____ I build, nurture, and facilitate caring, humanizing relationships. 5.5 ____ I co-create a welcoming and affirming classroom environment. 5.6 ____ I provide curriculum and instruction that includes mirrors, windows, and sliding glass doors for students and families and leads to positive engagement and learning outcomes

University School of Education DEI Statement

We envision and commit to academic excellence, Catholic social justice, and respect and inclusion for all cultures and people. We honor and embrace the sanctity of individuals, including but not limited to all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, marital statuses, public assistance statuses, veteran statuses, abilities, ages and residency statuses. We invite and support our students, faculty, staff, and guests in creating opportunities that include and explore multiple perspectives.

We strive to provide a continuous learning environment that promotes:
Student, faculty, and staff learning and development inside and outside the classroom;
Recruitment and retention of diverse faculty, staff, and students; and
Community engagement and partnerships to enhance rich learning experiences for all members.

We are committed to responding swiftly and appropriately to situations that are in conflict with our mission.

Diversity, Equality, And Inclusion

The University of St. Thomas School of Education's fundamental belief is that diversity, equity, and inclusion (DEI) must be embedded throughout all aspects of the academic unit. In order to accomplish this goal, a DEI plan was created to accompany our Strategic Priorities for 2023 under the Seven Pillars of DEI to advance both our Strategic Priorities and the University's Anti-Racism Action Plan.

Seven Pillars

1. Policies and Procedures
2. Curriculum
3. Climate & Environment
4. Professional Development
5. Personnel (Recruitment and Retention)
6. Student Enrichment
7. Engagement with the Community

At the School of Education, we believe diversity, equity, and inclusion are essential components of our foundation. This is why we're committed to ensuring diversity, equity, and inclusion are included in every course.



University of St. Thomas School of Education Justice, Equity, Diversity, and Inclusion Work

Over the past few years, the School of Education has been involved in activities to increase our knowledge of culturally and linguistically sustaining practices. Here are some of the school-wide initiatives focused on justice, equity, diversity, and inclusion that our grant personnel have participated in.

Preservice Educators Work

In one of the first courses, residents take a deep dive in cultural identity and bias, and they learn how to use Courageous Conversations frameworks and mindful inquiry. We recruit and hire teacher educators of color to teach and supervise students to address the lack of significant diversity among faculty at IHEs (U.S. Department of Education National Center for Education Statistics, 2014). In our project, we will prepare tenured graduates with leadership skills to serve as mentors - cooperating teachers. From 2016 – 2019, we assessed 103 of our candidates utilizing a pre and post Intercultural Development Inventory (IDI). We found that all cohorts IDI group scores on intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities —increased. All but one cohort grew from minimization to acceptance and most candidates also showed individual growth. For some of our candidates, our programs are the first time they experience working with culturally diverse colleagues. The SEED grant will allow us to continue to grow and expand our work in this area with a focus on impact on student achievement and teacher retention.

Faculty Work

Over the past few years, the Department of Special Education has been involved in activities to increase our knowledge of culturally sustaining practices. Here are some of the school-wide initiatives focused on diversity, equity, and inclusion that the Department of Special Education has participated in.

Intercultural Development Inventory (IDI)	Faculty have used the Intercultural Development Inventory (IDI) to track our intercultural competence growth and we strive to (1) Examine deeply our own cultural identity and bias. (2) Un-pack the role of white privilege and oppressive systems. (3) De-construct whiteness and white supremacy in curriculum and instruction. (4) Amplify student voice. (5) Support the SE needs of all students in culturally sustaining ways.
Monthly Book Study	All School of Education faculty and staff participate in monthly book study discussions. • 2019-2021 School of Education faculty and staff read and discussed <i>Being an Antiracist Educator</i>. • 2018-2019. School of Education faculty and staff read and discussed <i>Culturally Sustaining Pedagogies</i> by Paris and Alim. <i>Culturally Sustaining Pedagogies</i> raises fundamental questions about the purpose of schooling in changing societies. This book engages and extends the concept of culturally sustaining pedagogy (CSP)—teaching that perpetuates and fosters linguistic, literate, and cultural pluralism as part of schooling for positive social

	transformation. The authors propose that schooling should be a site for sustaining the cultural practices of communities of color, rather than eradicating them. Chapters present theoretically grounded examples of how educators and scholars can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement toward educational justice in a changing world. • 2019-2020. School of Education faculty and staff read the <i>New Jim Crow</i>, which is an account of the rebirth of a caste-like system in the United States, one that has resulted in millions of African Americans locked behind bars and then relegated to a permanent second-class status—denied the very rights supposedly won in the Civil Rights Movement. The book has been dubbed the “secular bible of a new social movement” by numerous commentators; and has led to consciousness-raising efforts in universities nationwide. Jim Crow laws were wiped off the books decades ago, but today an extraordinary percentage of the African American community is warehoused in prisons or trapped in a parallel social universe, denied basic civil and human rights—including the right to vote; the right to serve on juries; and the right to be free of legal discrimination in employment, housing, access to education and public benefits. Today, it is not socially permissible to use race explicitly as a justification for discrimination, exclusion, and social contempt.
Faculty Retreats	The Department of Special Education Faculty participates in faculty retreats where we complete activities such as identifying culturally sustaining practices and the corresponding assignment in every course.
Dean’s Forums	The Department of Special Education participates in monthly forums addressing racial literacy that builds off of the work of Teachers College, Columbia University's Racial Literacy Lecture Series. • Candid Conversation about Race, Racism, and its Impact (November 2018) • Racial Literacy in the Digital Age (January 2019) • Race in Higher Education (broken link) (February 2019) • A Need for Black Historical Consciousness (March 2019) • Pedagogy of Confidence: Cultivating Equity Consciousness Through a Focus on Strengths (May 2019) • "On Becoming Stone-Catchers." In <i>Just Mercy</i>, Stevenson suggests we become "stone-catchers," instead of standing aside and watching the stone throwing that occurs to those oppressed by the system. (September 2019) • "Intersectionality: A Coat of Many Colors." A candid conversation about race, equity and education. (October 2019) • "Why Not Black Males?" Question the current educational system that attempts to "fix" Black Males and present ways to create a new one on behalf of and to benefit Black Males. (December 2019) • A Community Conversation on Putting Children First (February 2020) • Content We Wish Our Teachers Taught Us: Disrupting Inequity in Elementary Curricula (October 2020) • How Racism and Ableism Impact Teacher Student Relationships: Developing Culturally Sustaining Relationships in Schools (November 2020)

	• Bilingual Special Education (February 2020) • African American Government Girls: Unspoken Narratives of Power, Potential and Perseverance. (March 2020) • Discussion: School of Education Diversity, Equity, and Inclusion Initiatives (April 2020)
DEI Fellows	The Department of Special Education attended the Center for Faculty Development Diversity, Equity and Inclusion Fellows Lunch and Learn on the topic of In Classroom Responses to Bias Incidents.
Brown Bag Discussions	The Department of Special Education participates in School of Education Brown Bag discussions devoted to issues of diversity, equity, and inclusion, with a particular focus on issues of race: • January 2019 – Discussion with Dr. Detra Price-Dennis (Teachers College, Columbia University) • March 2019 – Discussion with Dr. LaGarrett King (University of Missouri)
Film Viewing	May 2019. Our department attended the School of Education hosted viewing of the documentary “ Love Them First: Lessons from Lucy Laney Elementary “. We engaged in a question-and-answer session with the Lucy Laney Elementary School principal, who is a St. Thomas CUE alumni.
University-wide training	The Department of Special Education completed modules in the university-wide DiversityEdu training.
Diversity, Equity, and Inclusion Committee	The School of Education Diversity, Equity, and Inclusion (DEI) Committee meets regularly to discuss upcoming programming and to create or revise policies, such as the School of Education DEI Statement.
National Urban Alliance	In 2020 and 2021, our university hosted the National Urban Alliance institute. Educators from across the country participate in this professional development institute offered by the National Urban Alliance (NUA) and the University of St. Thomas's School of Education. Nationally acclaimed speakers Dr. Linda Darling-Hammond, Dr. Gloria Ladson-Billings, Dr. Yvette Jackson, and Dr. Eric Cooper were joined by Dean Kathlene Campbell, and Osseo Public Schools Equity Director Dr. Rev Hillstrom, in making keynote presentations over the 3-day conference. These champions of equity challenged participants to gain the knowledge and skills they need to ensure that every student becomes a high-performing learner who will positively impact our community. In addition, 32 breakout sessions were offered for participants, addressing topics geared toward creating just and inclusive classrooms.

High School Pathway

The University of St. Thomas, DFC and St. Paul Public Schools are planning a high school to teaching GYO Program.

The University of St. Thomas, Dougherty Family College and Saint Paul Public Schools partnered with Education First to develop a HS to Teaching Grown Your Own (GYO) Program

Project Summary

To ensure a **diverse teacher workforce and equitable access to strong educators**, St. Paul Public Schools, University of St. Thomas School of Education and Dougherty Family College are partnering **to develop a pre-collegiate “Grown Your Own” (GYO) pathway for first time high school graduates**. This pathway will enable promising teacher candidates to earn credit in high school toward Dougherty’s 2-year program and St. Thomas’ 4-year program, ultimately leading to a teaching degree and position in SPPS.

Project Objectives

1

Collect and analyze research to understand the teacher pipeline across Dougherty, SOE and SPPS, and high school-to-teaching GYO pathways

2

Launch a steering committee of leaders from Dougherty, St.Thomas and SPPS; establish GYO program vision, objectives and structure

3

Facilitate work groups to explore key programmatic decisions and make recommendations to the steering committee

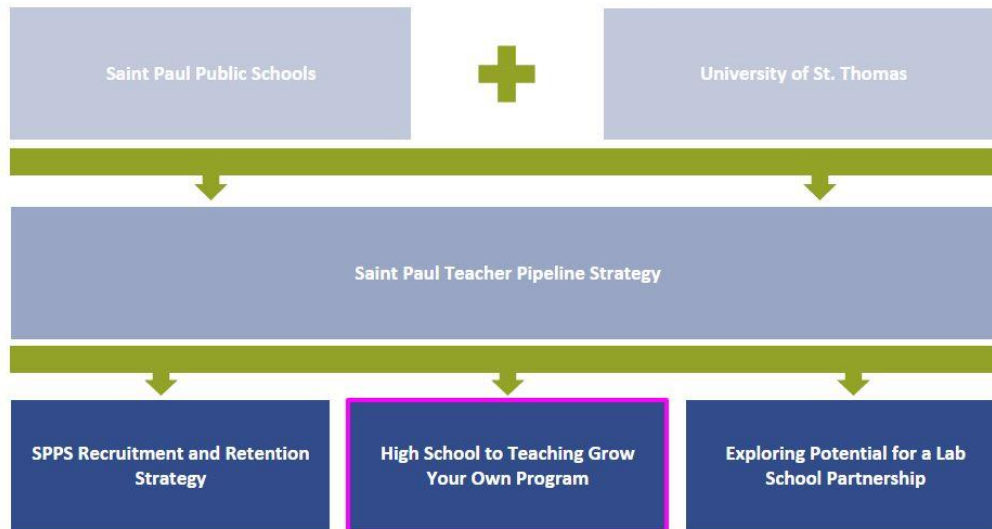
4

Develop an implementation plan and approach to the GYO program



7/15

This project is part of a larger effort to develop a robust and diverse teacher pipeline in Saint Paul



The project will rely on a steering committee of leaders from Dougherty, SOE and SPPS to establish a vision and approach for the high school-to-teaching GYO program

Dougherty Family College	School of Education
Amy Kadrmas, Career and Academic Success Coach Buffy Smith, Interim Dean Emily Wingfield, Sr. Director of Development	Amy Burback, Director of Enrollment Kathlene Campbell, Dean Debbie Monson, Associate Professor - Teacher Education Shelley Neilsen Gatti, Associate Professor - Special Education
Saint Paul Public Schools	
Danaya Franke, Human Resources, Assistant Director, Recruitment and Retention Darren Ginther, Director, College & Career Readiness Hannah Chan, Coordinator in College & Career Readiness	<i>The steering committee is responsible for establishing a vision, approach and structure for the high school-to-teaching grow your own program. The steering committee will meet weekly thru the end of May.</i>



Simplified Management Plan

Milestones	Timelines	Responsibilities
1.PLAN		
1a. Review tuition costs to address barriers.	Every Spring: Review tuition and maintain lower number of credits for nontraditional vs. traditional programs.	Dean PIs GYO Coordinator
1b. Create MOAs with LEAs to address barriers.	Every Spring: Create MOAs with LEA partners and ensure paid opportunities in school districts for candidates.	Dean, PIs GYO Coordinator LEA Contact
1c. Create a third GYO teacher preparation pathway.	Fall year 1: Solicit interest UG Fall Year 1: Create an UG planning team. Spring year 1: Meet monthly & plan UG recruitment	GYO Coordinator PIs UG Team
1d. Host an annual statewide summit to collaborate state to sustain nontraditional pathways.	Every Spring: Plan & advertise. Every Summer: Host summit with participation of at least 4 IHEs, 6 LEAs, and 2 community organizations. At End of Program: Conduct survey to seek feedback for sustainability and improvement to summit.	Dean PIs GYO Coordinator Advisory Council
2.RECRUIT		
2a. Market nontraditional GYO pathways with our LEA partners.	Annually: Market pathways through university marketing and LEA partners. Annually: Encourage members of LEAs and university to make one-on-one connections with interested individuals. Spring year 1: Translate marketing materials into Hmong and Somali.	PIs GYO Coordinator Advisory Council District Partners Community Reps
2b. Recruit a culturally diverse pool of applicants, including those from traditionally underrepresented populations (Hmong and Somali), with project partners.	Annually: Recruit applicants at community events to recruit individuals in underserved communities, specifically Somali & Hmong. Annually: Collect number of applicants that apply to each	PIs GYO Coordinator Advisory Council District Partners Recruiter Assessment Coord.

	pathway cohort, including those from traditionally underrepresented populations.	Evaluators (Internal& External)
2c. Utilize a culturally relevant and unbiased process to screen and interview applicants with project partners.	Annually: Review recruitment and selection processes with planning teams and examine for bias before selections. Annually: Create survey for applicants and panelists to complete after selection process for on-going improvement. Review data and revise rubrics for all phases of selection after each round.	PIs GYO Coordinator Advisory Council District Partners Recruiter Assessment Coord. Evaluators (Internal & External)
2d. Select and admit preservice educators over 3 years in critical shortages areas, including those from traditionally underrepresented populations with project partners.	Annually: Select & admit PSEs. Annually: Track demographics of candidates including the number of culturally, racially, economically, and linguistically diverse teacher candidates.	PIs GYO Coordinator Advisory Council District Partners Recruiter Assessment Coord. Evaluators (Internal & External)
3.EDUCATE and PRACTICE		
3a. Prepare, develop, and enhance the skills of educators to utilize effective practices (EBP, HLP, CSP) and technology during clinical practice experiences.	Fall year 1 & During Retreats: Review syllabi to ensure a minimum of 2 EBPs, 2 HLPs, 1 CSP, and technology is embedded. Examine courses for depth, scope, and sequence of CRP theory and practice taught through a cycle that includes learning, practice, enactment, and reflection. Fall year 1: Align clinical practice and coaching protocols and coursework. 1st Semester of Each New Cohort: Conduct NeXT entry surveys to assess baseline competency of skills. Last Semester of Each Cohort: Conduct NeXT exit surveys to assess competency of skills.	PIs GYO Coordinator Advisory Council District Partners Assessment Coord. Course Instructors Univ. Supervisors Cooperating Teachers Evaluators (Internal & External)

	Clinical Practice: Observe use of effective practices and technology. Ensure competency in standards during university supervisor monthly visits. Provide feedback to enhance use. 1 year after Graduation: Review NeXT Supervisor and Transition to Teaching Surveys to assess skills & application.	
3b. Ensure candidates maintain a 3.0 or higher GPA throughout program.	Every Semester: Check with course instructors to ensure passing grades. Every Semester: Check academic transcript for GPA.	GYO Coordinator SPED Advisor
3c. Ensure candidates score 80% or higher on all key assessments aligned with state licensure competencies in coursework and clinical experience.	Every Semester: Check with course instructors to ensure competency on key assessments linked to license standards. Every Semester: Check academic transcript for minimum grade of B or better in all courses.	GYO Coordinator Assessment Coord.
3d. Ensure candidates demonstrate competency on targeted practices in the field.	Every Semester. Check observation and feedback data from mentor and clinical supervisor to assess progress on targeted practices.	GYO Coordinator Univ. Supervisor Mentor Teacher
3e. Ensure candidates score a 3 (proficient) on a 4 point scale on each of the MN license competencies utilizing a standard evaluation form.	Midterm and Final Week of Clinical Practice: Check evaluations of license standards completed by mentors to ensure a score of 3+. Create action plan for any scores of 1 to develop, implement, and monitor specific skills and provide explicit feedback and coaching in license standard.	GYO Coordinator Assessment Coord. Univ. Supervisor Cooperating Teacher
3f. Ensure candidates score a 3 (proficient) on a 4 point scale on each disposition on Disposition Assessment linked to CEC's Ethical Principles and MN Ethics for Teachers.	Midterm Clinical Practice: Check disposition assessment completed mid-way through clinical experience by candidate, mentor, and supervisor. Create action plan for any scores of 1 to develop, implement, and	GYO Coordinator Assessment Coord. Univ. Supervisor Cooperating Teacher

	monitor specific skills and provide explicit feedback and coaching in disposition.	
3g. Ensure candidates take and pass the required licensure requirements within recommended timelines.	Entry: Candidates take the reading and writing exams. Recommend math. After Education Courses: Candidates take the pedagogy exam. After Course Completion: Candidates take the state license content test. Coordinator monitors exam completion and sets up supports for candidates who need to pass exams.	GYO Coordinator
3h. Ensure candidates have support to pass the edTPA™ assessment to meet MN requirement.	During Clinical Experiences edTPA Coordinator supports candidate to complete edTPA.	GYO Coordinator Field Office edTPA Coord. Univ. Supervisors
4.ADVANCE		
4a. Provide advanced PD – Micro credential courses.	Following first year as Teacher of Record: Special education teachers receive advanced PD. Survey impact of PD.	PIs GYO Coordinator STELAR support
5.RETAIN		
5a. Provide retention support during preparation year.	1st Semester: Provide systematic advising and set up affinity groups, navigating pairs, and support groups for candidates.	PIs GYO Coordinator District Coordinators
5b. Provide induction support in collaboration with project partners.	During first year after Graduation. Check in with graduates to ensure they are participating in district induction supports.	GYO Coordinator District Coordinators District Induction
5c. Provide differentiated support as requested or as need identified.	Last Semester of Coursework. Pathways Coordinator will survey candidates to determine who requires differentiated support.	Pathways Director
5d. Support educators in the workforce by partnering with	Semester before Graduation. Encourage candidates to sign up for a state mentor through	GYO Coordinator MDE Specialist

the MDE on mentorship program.	Minnesota Department of Education.	
6. EVALUATE & ENHANCE		
6a. Collect feedback, review, enhance, and improve practices to ensure continuous improvement and sustainment of rigorous and flexible district and community serving GYO pathways.	Monthly: Meet with university nontraditional pathways committee. Quarterly: Meet with each pathway planning team with agendas & minutes. Annually: Survey LEAs to collect feedback on practices. Each Semester: Review NeXT surveys, course evaluations, goals, objectives, framework & practices.	PIs GYO Coordinator District Coordinators Assessment Coord. Evaluators (Internal & External)
6b. Conduct quasi-experimental research on effectiveness of nontraditional vs. traditional pathways to generate evidence about how to provide a continuum of GYO pathways.	1st Semester: Conduct NeXT entry surveys for all (nontraditional and traditional) candidates. Last Semester: Conduct NeXT exit surveys for all candidates. 1 year after Graduation: Review NeXT Supervisor and Transition to Teaching Surveys for all graduates.	PIs GYO Coordinator District Coordinators Assessment Coord. PSEs Graduates' Supervisors Evaluator (Internal & External)
6c. Disseminate findings at conferences and peer-reviewed educational journal publication.	Year 2: Submit proposals & present at conference. Year 3: Submit proposals & present at conference. Year 3: Write & get 1 publication accepted in a peer reviewed journal.	PIs GYO Coordinator District Coordinators Evaluators (Internal & External)

School Partners Demographic Information: MPS & SPPS

The following table provides demographics on two of the school districts we will work with during this project.

Table. School Demographic Information

Students	Statewide	Minneapolis Public Schools	St. Paul Public Schools
Number of Students	879,719	33,455	37,010
Number of ECSE Students	16,748	672	
American Indian/Alaska Native	22,496	3.4%	1%
Asian	67,544	5.6%	31%
Black	111,317	35.8%	26%
White	583,291	37.7%	21%
Free/Reduced Meals	329,655	55.4%	66%
English Language Learners	70,432	19%	29%

Minneapolis Public Schools High Need Eligibility: Free & Reduced Lunch

- Over half of the MSP 2021 residency host school sites reside in neighborhood communities identified as designated QOZ and provide clinical learning in classrooms in high-need schools served by the high- need local educational agency.
- Half of our clinical sites have over 70% free and reduced lunch and all have at least 40% or more free and reduced lunch.
- Induction support provides an opportunity to partner with more schools throughout the district.

Currently, program graduates are teaching in 28 schools in the MSP district. Over 64% of these schools enroll students residing in QOZ's. Preparing and retaining teachers who work within a variety of neighborhood communities is essential.

We are actively engaging with communities residing in neighborhoods identified as Qualified Opportunity Zones and committed to ongoing collaboration in working together to alter systemic barriers and increase academic achievement. The table below lists percent of free and reduced lunch.

High Need LEA	Data
Free and Reduced Lunch	
Δ District-wide	63%
Clinical Sites 2020-21 school year	
Δ Andersen United Community School (K-8)	*Over 90%
Δ Bancroft Elementary School	77.4%
Δ Edison High School	74.9%
Δ Green Central	88.1%
Δ Justice Page Middle School	45.5%
Δ Lucy Laney Elementary Community School	84.2%
Δ Marcy Open	51.1%
Δ Olson Middle School	76.5%
Δ Roosevelt High School	68.1%
Δ Southwest High School	38.7%
Δ Sullivan School (K-8)	85.7%
Δ Transition Plus	70.5%
Δ Webster Elementary	51.9%

Induction Sites 20-21 school year	
Δ Andersen United Community School (K-8)	Over 90%
Δ Bethune Elementary Community School	Over 90%
Δ Dowling Elementary School	44.9%
Δ Burroughs Elementary	10.9%
Δ Edison High School	74.9%
Δ Emerson Spanish Immersion	67.4%
Δ Field Middle School	17.3%
Δ Folwell Performing Arts Magnet	85.1%
Δ Franklin Middle School	84.7%
Δ Green Central	88.1%
Δ Hall Elementary	Over 90%
Δ Harrison High School	Over 90%
Δ Patrick Henry High School	69.2%
Δ Hiawatha Elementary School	23%
Δ Justice Page Middle	44.5%
Δ Loring Elementary	63.8%
Δ North East Middle School	71.7%
Δ Olson Middle School	76.5%
Δ Pratt Elementary	56.8%
Δ Riverbend Educational Center	89.7%
Δ Sanford Middle School	53.1%
Δ Southwest High School	37.4%
Δ Sullivan	85.7%
Δ Transition-Plus High School	70.5%
Δ Washburn High School	34.3%
Δ Whittier Elementary	79.6%
*The MN Department of Education recently began filtering data for schools with more than 90% of students qualifying for Free or Reduced Price Lunch as a data privacy measure.	

Minneapolis Public Schools High Needs Eligibility: Teacher Need

The data below outline specific percent of teachers on a provisional or temporary license (Tier 1 or Tier 2) as well as the number of positions that go unfilled each year. In 2017, the Minnesota Legislature established the Professional Educator Licensing and Standards Board (PELSB) and created a four-tiered license system for teaching license in Minnesota. Tier 1 requires a bachelor's degree, lasts for one year with up to three renewals and does not transfer to other districts. The Tier 2 license requires a bachelor's degree, a position with the district and one of the following: (1) be enrolled in a Minnesota teacher preparation program; (2) hold a master's degree in the content area; or (3) fulfill at least two of the following:

- have eight upper-division credits in the content area;
- completed field-specific methods training;
- have two years of teaching experience in the content area;
- receive passing scores on content and pedagogy exams; or
- completed a state-approved teacher preparation program.

A Tier 2 license is good for two years with up to three renewals and cannot be transferred across districts. For Tier 1 and 2, the teacher must participate in district mentorship and induction programs and participate in teacher evaluations. The Tier 3 license is equivalent to the standard professional license and can be renewed indefinitely and transferred across districts. To obtain a Tier 3 license, applicants must receive passing scores on content and pedagogy exams, participate in district mentorship and induction programs and in teacher evaluations and fulfill at least one of the following:

- completed a Minnesota teacher preparation program;
- completed a state-approved teacher preparation program with two years of field-specific experience or field-specific student teaching;
- have a portfolio in a licensure field;
- hold an out-of-state license with at least two years of teaching experience; or
- completed three years of teaching experience in Tier 2 with a successful summative evaluation.

For more information on Minnesota's Tiered License System, see the Education Minnesota's Infographic https://www.educationminnesota.org/EDMN/media/edmn-files/resources/TieredLicensure_Infographic-9-18.pdf. The data summarized below is based on the new Minnesota Tiered license system.

Minneapolis has a high need for special education teachers as compared to state level data. According to the Minnesota Supply and Demand Report (2019) there are teachers working under special permissions or out of compliance in Minnesota schools (Tier 1 and 2) and proportions for each area are fewer than 10 percent, which is in line with the data for MPS of about 6%. Additionally, in MPS, nearly 50% of the special education teachers are within in the first three years of teaching and 19% of those in their first three years are provisionally licensed on a Tier 1 or 2 license. For the past five years, special education positions have gone unfilled each year. Of the science teachers in their first three years of teaching, 38% are provisionally licensed on a Tier 1 or 2 license, which exceeds state data.

The Supply and Demand survey also reported that many school districts indicate teacher shortages are a problem.

Teacher License and Retention	Data
Special Education	
Δ Percent of teaching positions vacant	.73%
Δ Percent of teachers hired	5.89%
Δ Percent of teachers with Tier 1 or 2 License	6.23%

SPECIAL ED	Total Teachers	Notes
Early Contract Hires	35	Includes 14 Graduating Residents
Year 1 - Tier 1 or 2	30	4@Tier 1, 26@ Tier 2
Year 2 - Tier 1 or 2	3	3@Tier 2
Year 3 - Tier 1 or 2	0	
Years 1-3 - Tier 3 or 4	172	
Tenured years 4+) Tier 1 or 2	4	4@ Tier 2
Tenured (Years 4+) Tier 3 or 4	350	
TOTAL Special Ed Teachers	594	

Dates	9/2/202014	9/2/202014	9/2/22015	9/2/202015	9/1/202016	9/1/202016	9/1/202017	9/1/202017	9/1/202018	9/1/202018	Sum:
Areas	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	
Spec Ed	533	7.3	542.6	11.8	536.5	12.9	545.8	16.3	533.2	11.2	2750.6
Dates	2/2/202015	2/2/202015	2/2/202016	2/2/202016	2/1/202017	2/1/202017	2/1/202018	2/1/202018	2/1/202019	2/1/202019	Sum:
Areas	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	Filled	Vacant	
Spec Ed	539.5	3.4	546.8	7.5	546.1	5.7	551	9.1	541.5	4	2754.6

Table: Resident Cluster School Site QOZ Census Information

School	QOZ Census Tract Number (in or within 1 mile)
Andersen United Community School (K-8)	27053125800
Bancroft Elementary School	27053009500
Edison High School	27053100500
Green Central	27053009500
Justice Page Middle School	No
Lucy Laney Elementary Community School	27053100900
Marcy Open	27053104000
Olson Middle School	27053020200
Roosevelt High School	No
Southwest High School	No
Sullivan School (K-8)	27053107400
Transition Plus	27053125900
Webster Elementary	No

Note: The recognized school enrollment boundaries may exceed a one-mile geographic range due to special education programming, school zoning, and open school enrollment beyond the resident district.

Table: Induction School Sites QOZ Census Information

Sample of Induction Schools	QOZ Census Tract Number
Andersen United Community School	27053125800 27053126000 (w/in 1-mile radius) 27053125900 (w/in 1-mile radius)
Bethune Community School	27053103400 27053104100 (w/in 1-mile radius) 27053100500 (w/in 1-mile radius)
Edison High School	NO
Folwell Performing Arts Magnet	2753102900
Franklin Middle School and Hall Elementary	2753103400 (w/in 1-mile radius) 27053104100 27053103400 (w/in 1-mile radius) 27053100400 (w/in 1-mile radius)
Harrison High School	NO
Patrick Henry High School	NO
Sanford Middle School	27053107400
Southwest High School	27053125900 (w/in 1-mile radius) 27053125800 (w/in 1-mile radius)
Transition-Plus High School	

Minneapolis Public Schools Qualified Opportunity Zones

Table. Minneapolis Public Schools

Minneapolis Public Schools - Hennepin County	Designated Qualified Opportunity Zone Census Tracts	Free or Reduced Lunch - %	Hispanic or Latino - %	American Indian or Alaska Native - %	Asian - %	Black or African-American - %	Native Hawaiian or other Pacific Islander - %	White - %	Two or more races - %
Andersen United Community School	27053125800	90	58	2.7	1.3	30.4	0.1	6.3	1.1
Anne Sullivan Elementary	27053107400	85.7	5.5	6.1	0.6	79.5	0	5.7	2.7
Bancroft Elementary School	27053009500	74.4	18.8	7.5	2.5	40.2	0	22.7	8.3
Bethune Community School	27053104100	90	5.2	0.6	2.6	78.4	0	5.8	7.4
Edison High School	27053100500	73.3	18.8	2.6	4.5	52.4	0	20.3	1.5
Field Middle School	27053009500	17.3	5.4	1.2	3.4	9	0.2	72.7	8.2
Franklin Middle School	2753103400	84.7	17.4	3.9	1.5	71.8	0.6	1.8	3
Green Central Park Elementary	27053009500	88.1	54.3	2.6	0.3	30.1	0	8.8	4
Hall Elementary School	2753102800	90	5.4	1.7	0	74.1	0	7.9	10.9
Harrison Education Center	27053103400	90	4.5	4.5	0	90.9	0	0	0
Justice Page Middle School		44.5	20	1	2.3	23.5	0.1	50.8	2.3
Loring Elementary	27053100400	63.8	9.1	1.3	12.2	32.6	0	34.9	9.9
Lucy Laney Community School	27053100900	89	3.2	1.9	1.3	83.4	0	2.4	7.8
Marcy Open	27053104000	51.1	10.1	2.3	3.2	39.4	0	40.7	4.5
Northeast Middle School		71.7	20.4	6.4	3.8	38.7	0	26.2	4.5
Olson Middle School	27053020200	76.5	9.9	1.3	9.6	61.8	0	12.8	4.5
Patrick Henry High School		69.2	11	1.7	29.3	48.1	0.1	8.1	1.6
Pratt Elementary	27123031900	56.8	6.3	4.9	2.1	47.7	0.4	33	5.6
Riverbend Educational Center	27053103400	89.7	4.1	8.2	1	69.1	0	12.4	5.2

Roosevelt High School		68.1	33.7	2.6	3.5	32.6	0.1	25.2	2.3
Sanford Middle School		53.1	19	5.7	2.4	23.5	0.1	44.3	5.1
Southwest High School		38.7	10.2	0.8	4.4	27	0.1	55.8	1.7
Transition Plus	2705312590 0	70.5	17.2	4.2	2.3	49	0	26.4	0.8
Waite Park		43.1	9.2	2.2	4	17.2	0	51.6	15.7
Washburn High School		34.3	16.2	0.7	3.8	20.8	0.2	56.4	1.8
Webster School		51.9	11.8	2.5	8.1	29.2	0	37.6	10.9
Whittier Elementary	2705300770 0	79.6	23.3	1	1	50.3	0	19.5	4.8

St. Paul Public Schools Ramsey County Qualified Opportunity Zones

Table. St. Paul Public Schools – Ramsey County

St. Paul Public Schools - Ramsey County	Designated Qualified Opportunity Zone Census Tracts	Free or Reduced Lunch - %	Hispanic or Latino - %	American Indian or Alaska Native - %	Asian - %	Black or African-American - %	Native Hawaiian or other Pacific Islander - %	White - %	Two or more races - %
Adams Spanish Immersion		48	48.5	0.4	0.2	11	0	30.5	9.4
Battle Creek Middle	27123031600	73.4	11.8	1.9	41.4	28.3	0	8	8.5
Benjamin E Mays	27123033500	84.2	5.7	0.5	12.5	67.3	0	6.2	7.8
Bruce Vento Elementary	27123031500	85.8	7.4	0.2	53.1	27.6	0.2	4.9	6.6
Cherokee Heights Elementary School	27123037100	75.9	29.3	0	9.9	19.9	0	28.3	12.6
Como Park Elementary	27123030400	82.8	6.6	2	47.8	28.7	0	9.1	5.9
Como Park Senior High School	27123030400	62.1	9.6	1.4	32.9	32.9	0	19.9	3.4
Creative Arts Secondary School	27123034201	65.2	15.8	0.9	20.7	31.8	0	19.8	11.1
Farnsworth Aerospace 5-8 Upper Campus	27123031500	79.1	8	1	60.7	18.9	0	6.1	5.3
Farnsworth PreK-4 Lower Campus	27123037100	80.1	8.5	0.9	65.4	13.2	0	7.5	4.5
Four Seasons A+ Elementary		79.4	21.3	0	17.1	41.2	0	10.7	9.7
Frost Lake Elementary		81.6	11	0.2	57.4	23.4	0	4	4
Hamline Elementary	27123032100	79.5	10.5	1.6	10.1	47.7	0	22.1	8.1
Hazel Park Preparatory Academy	27123037100	88.9	15.8	0	30.8	45.8	0.2	4.5	2.9
Highland Park Elementary		67.3	7.4	0.8	8.2	51.1	0	26.6	5.8
Highland Park Middle School		46.6	30.3	0.6	4.6	18.9	0	39.1	6.4
Highland Park Senior High School		43.9	22.6	0.6	14.8	21.7	0	36.5	3.7
Humbolt High School	27123037100	88.3	18.8	0.5	43	27.6	0	5.9	4.1
Maxfield Elementary	27123033500	87.5	8.5	0.3	8.1	64.7	0	5.8	12.5
Mississippi Creative Arts Elementary	27123030500	88.1	11.2	0.2	55.2	18.9	0	8.9	5.6
Murray Middle School		57.9	11.8	0.9	18.2	28	0	31.7	9.4
Nokomis South	27037060104	54	6.7	1.2	36.9	14.3	0	29	11.9
Obama	27123032500	85.4	7.1	0.3	7.7	64.9	0	5.4	14.6

Open World Learning Secondary		32.8	18	0.7	9.3	8.9	0	55.1	8
Ramsey Middle School	27123033400	59.5	8.6	1.3	11.1	43.2	0	27.8	7.9
Randolph Heights Elementary		29.5	5.8	0	4.9	13.9	0	66.7	8.7
Rivereast Program		88.9	11.1	0	0	61.1	0	5.6	22.2
St Paul Music Academy	27123030500	87.5	11.7	0.2	57.9	17.7	0	5.4	7.2
Washington Tech Magnet School	27123030400	85.3	12.5	0.7	53.9	24.5	0	4.9	3.6
Wellstone Elementary School		81.4	41.6	1.7	19	21.9	0.2	10.5	5.1

Charter Schools High Need Eligibility: Free & Reduced Lunch

- Eighty-seven percent of our charter school partners are part of neighborhood communities identified as designated QOZ and plan to provide clinical learning in classrooms in high-need schools served by the high-need local educational agency.
- Seventy-five percent of our charter schools serve student populations with over 80% qualifying for free and reduced lunch and all but one have at least 40% or more free and reduced lunch.

We are actively engaging with communities residing in neighborhoods identified as Qualified Opportunity Zones and committed to ongoing collaboration in working together to alter systemic barriers and increase academic achievement. The table below lists percent of free and reduced lunch.

High Need School	Data
Free and Reduced Lunch	
Partner Schools	
Δ Face-to-Face Academy	84.44%
Δ Jane Goodall Environmental Science	19.35%
Δ KIPP	Over 90%*
Δ MN Excellence in Learning Academy	86.43%
Δ Spero	41.55%
Δ Success Academy	81.54%
Δ The Journey School	80%
Δ Venture Academy	Over 90%*

*The MN Department of Education recently began filtering data for schools with more than 90% of students qualifying for Free or Reduced Price Lunch as a data privacy measure.

School	QOZ Census Tract Number in or within 1 mile
Partner Schools	
Δ Face-to-Face Academy	27123031600
Δ Jane Goodall Environmental Science	No
Δ KIPP	27053102100
Δ MN Excellence in Learning Academy	No
Δ Spero	27053100500
Δ Success Academy	27053025100
Δ The Journey School	27123032500
Δ Venture Academy	27123031900

Charter Schools High Needs Eligibility: Teacher Need

Charter schools often compete for teachers on unequal footing due to funding inequities that vary by school and geographical location, which leaves charters statewide with an estimated average 12.9% less revenue per pupil than traditional districts (Geheb & Owens, 2019). In urban areas this disparity is exacerbated (Batdorf et al., 2014; Wolf et al., 2017) and likely contributes to the MN Department of Education's Educator Quality Committee finding that charters are more likely to have inexperienced, unqualified, and out-of-field teachers than non-charters (2015). In Minnesota, 79% of teachers in high-poverty schools are experienced, defined as having taught for three or more years, vs. 88% of teachers in low-poverty schools (MN Department of Education, MN Report Card, 2020). Of the charters in the consortium, only 56% of teachers were experienced, clearly demonstrating the need to reduce turnover rates and help schools recruit and retain high quality staff (MN Department of Education, MN Report Card, 2020).

As noted above, MN has recently moved to a tiered licensure system where Tier 3 is equivalent to a standard professional license and Tiers 1 and 2 are temporary and provisional licenses. The charters in the consortium report using Tier 1 and 2 teachers to staff difficult to fill positions. In several schools, these provisionally licensed teachers make up 50-70% of the teaching force. One consortium school also reported leaving a special education position unfilled for the duration of the year due to a lack of unqualified candidates.

Charter schools also seek to diversify their teaching force. The schools in the cohort serve an average of 72% percent students of color, yet all schools noted that they struggle to find teachers of color to work in their schools. Among the consortium members, the percentage of non-white teachers ranged from 25% to a low of 0%. On average, only 16.5% of consortium teachers currently identify as persons of color or indigenous.

Charter Schools Qualified Opportunity Zones

School	Designated Qualified Opportunity Zone Census Tracts	Free or Reduced Lunch - %	Hispanic or Latino - %	American Indian or Alaska Native - %	Asian - %	Black or African-American - %	Native Hawaiian or other Pacific Islander - %	White - %	Two or more races - %
Face to Face Academy	2.5 blocks from 27123031600	84.44%	12.22%	11.11%	12.22 %	33.33%	0.00%	27.78 %	3.33 %
Jane Goodall Environmental Science Academy(JGESA)	Not located in QOZ	0.19%	2.15%	0.00%	0.00%	0.00%	0.00%	96.77 %	1.08 %
KIPP	1.5 blocks from 27053102100	0.90%	0.04%	0.01%	0.00%	0.93%	0.00%	0.01%	0.00 %
MN Excellence in Learning Academy (MELA)	Not located in QOZ	86.43%	7.69%	0.90%	0.00%	84.62%	0.00%	2.26%	4.52 %
Spero	27053100500	41.55%	0.08%	0.01%	0.04%	0.19%	0.00%	0.48%	0.20 %
Success Academy	located 15 blocks from 27053025100	81.54%	0.00%	0.00%	2.31%	94.62%	0.00%	1.54%	1.54 %
The Journey School	located 4.5 blocks from 27123032500	80.00%	14.29%	0.00%	2.86%	40.00%	0.00%	8.57%	34.2 9%
Venture Academy	located 6 blocks from 27123031900, surrounded by other tracts	0.90%	60.73%	7.55%	0.00%	24.47%	0.00%	4.83%	2.42 %

Teacher Shortages: National, State, and Local Data

Table. Teacher shortages

National. According to the US Department of Education (2021), there is a national scarcity of Special Education (SpEd) personnel. Many SpEd do not hold state certification for their positions (US Department of Education, 2021). The National Coalition on Personnel Shortages in Special Education and Related Services found that 49 of 50 states reported shortages in special education. The U.S. Dept of Education (2016) corroborates this finding with their report Teacher Shortage Areas Nationwide Listing 1990-1991 through 2020-2021, which finds widespread shortages of teachers available to teach several content areas, among them special education. The 41st Annual Report to Congress on the Implementation of the IDEA reports there are special education teachers who do not hold state certification for the position held (2020). Not only are there issues finding and keeping teachers, but there is also a significant lack of diversity among teachers. A non-diverse teaching corps is a consistent barrier to producing strong racially equitable education outcomes (Sanchez, 2015). According to a report by the Center for American Progress, while U.S. schools are now made-up of 50% students of color, only 18% of diverse communities are represented in the teacher workforce (Ahmad & Boser, 2014). As a result, almost every state has a large teacher-student diversity gap. Having a diverse teaching core is critically important for all students. Villegas and Irvine (2010) report that students of color accrue academic benefits when taught by a same-race teacher or when exposed at the school or district level to racial or ethnic representatives of the student population.
State. When examining a state perspective, the total population of students receiving special education services has grown by 10% in five years, while the number of Minnesota educators with the necessary qualifications to teach them has dropped by nearly the same percentage (Star Tribune Editorial Board, 2013). State data show some of the toughest teaching positions to fill are those working with students with disabilities (Teacher Supply & Demand, 2021). Our state's demand exceeds the available supply for teachers particularly in high-need schools with shortages negatively affecting the quality of services (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). <i>MN's Teacher Supply and Demand Report (2019)</i> reports that special education has a high percentage of teachers on special permission. Over 93% of our state school districts report teacher shortages (Teacher Supply & Demand, 2019). The National Council on Teacher Quality (2021) reports that 70% of districts in MN have been significantly or very significantly impacted by teacher shortages. Compared to 5 years ago, more than half of MN school districts report fewer applicants for teaching positions, and districts identify that the demographics of their teachers do not reflect those of their students.
Regional and District. Compared to five years ago, more than half of our state school districts report fewer applicants for teaching positions and districts report that the demographics of their teachers do not reflect those of their students. Most of the state's school districts reported that it was difficult to recruit teachers of color from the different racial and ethnic backgrounds with 38.4% of school districts reporting zero teachers of color and 44.7% between 1-10%. While the demand for elementary teachers is not as great or as dire as the need for special education teachers, all districts reported significant need to hire teachers of color (Teacher Supply & Demand, 2019).

Work Initiative Strategies

In the MN Supply and Demand Report (2015) 48% of respondents reported cost and lack of scholarships as a major impediment to seeking teacher licensure. For the proposed project, tuition for courses required for licensure will be covered by grant.

Table. **Strategies consistent with Ready to Work initiative.**

Consistent with the Ready to Work initiative, our program will support scholars.
• To maintain life/work balance, scholars will have class schedules that include multiple formats for convenience.
• To support a range of individual learning preferences, scholars will have access to course delivery methods that vary (e.g., face-to-face, blended, and fully online courses).
• To meet the needs and promote the success of career switchers and scholars for whom English is a second language, scholars will be supported through mentorship from advisory council members (former OSEP scholars).
• To support childcare needs, scholars will have help scholars who are raising children have opportunities to complete courses from home.
• To expand the reach of our training program, our interdisciplinary courses
• To support scholars to locate teaching positions they are passionate about and decrease the likelihood of attrition, scholars will have opportunities to experience a range of field experiences and will be provided the opportunity to interview with school districts.

Equal Opportunity Statement and Notice of Nondiscrimination

This document is the University of St. Thomas' Equal Opportunity Statement and Notice of Nondiscrimination, which was last revised on September 30, 2020.



Equal Opportunity Statement and Notice of Nondiscrimination

Policy number: 102
Policy owner: AVP for Inclusive Excellence

Date of initial publication: Not available
Date of latest revision: September 30, 2020

The University of St. Thomas is committed to the principles of equal employment opportunity and equal educational opportunity. St. Thomas does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, family status, disability, age, marital status, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other characteristic protected by applicable law. The university's policy of nondiscrimination extends to all aspects of its operations, including but not limited to, employment, educational policies, admissions policies, scholarship and loan programs and all other educational programs and activities. The following persons have been designated to handle inquiries regarding St. Thomas's nondiscrimination policy:

Title IX Coordinator (for inquiries related to sex discrimination, including sexual harassment and sexual violence):

Danielle Hermann, Title IX Coordinator, ASC 247, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-6882, dhermann@stthomas.edu

Rehabilitation Act Section 504/ADA Coordinator (for inquiries related to disability discrimination):

Kha Yang, Associate Vice President of Inclusive Excellence, AQU 100, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-5219, kha.yang@stthomas.edu

Discrimination Inquiries Generally:

Student contact: Dean of Students, ASC 241, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-6050, deanstudents@stthomas.edu

Faculty/staff contact: Natasha Rodich, Senior Human Resources Business Partner, AQU 217, 2115 Summit Avenue, St. Paul, MN 55105, (651) 962-6510, humanresources@stthomas.edu

For further information on non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the Department of Education office that serves your area, or call 1-800-421-3481.

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Appendix I

Study Details

Table of Contents

Program Evaluation Timelines for Quasi-Experimental Study	1
Tracking Candidate Progress	2
Network for Excellence in Teaching (NExT) Consortium	3
NeXT Survey Specifics.....	5
Intervention Study Details	8

Program Evaluation Timelines for Quasi-Experimental Study

Table: *Program evaluation timelines for quasi-experimental study*

Activities	Year 1	Year 2	Year 3
Establish MOU and Data Use Agreements with sites	x		
Finalize evaluation plan	x		
Gather and develop data collection instruments	x		
Get IRB approval from University and district partners	x		
Administer Surveys (Entry at beginning and Exit at end of program)	x		
Collect candidate progress data (Cohorts year 1 grant)	x		
Administer Surveys (Entry at beginning and Exit at end of the program (Cohorts year 2 grant)		x	
Collect candidate progress data (Cohorts year 2 grant)		x	
Administer Surveys (end of first year of teaching TT and SS (Cohorts year 1 grant)		x	
Analyze data and develop report on Cohort 1		x	
Administer PD micro credentials		x	
Administer Surveys (entry at beginning and exit at end of the year) (Cohorts year 3 grant)			x
Collect candidate progress data (cohort 3			x
Administer surveys at end of first year of Teaching TT and SS (Cohorts year 2 grant)			x
Analyze data and develop report on Cohorts year 1 first year of teaching, cohorts year 2 completing pathway			x
Disseminate findings			x
Ongoing collaboration, planning and status updates with grant staff and district partners	x	x	x

Tracking Candidate Progress

Table. PreService Educator (PSE) Progress

Ongoing Evaluation Questions PreService Educator Progress	1. Component 2. Data Collection 3. Person Responsible
C1. Are 80% of PSEs taking and passing the required licensure examinations within recommended timelines? (4.2)	1. Internal & External 2. Exam Scores 3. License Coordinator
C2. Are PSEs maintaining a 3.0 GPA and progressing through the program completion? (4.3)	1. Internal & External 2. GPA 3.0 3. Pathways Coordinator
C3. Are 80% of PSEs demonstrating proficiency on state license competencies by passing key course assessments with a B or better? (4.4)	1. Internal & External 2. Key assessment 3. Pathways Coordinator
C4. Are 80%+ of PSEs displaying dispositional competencies by receiving a 2 or better on the three disposition assessments rubrics? (4.5)	1. Internal & External 2. Disposition assess 3. Assessment Coord.
C5. Are 80%+ of PSEs passing all three tasks / assessment areas of the EdTPA? (4.6)	1. Internal & External 2. edTPA scores 3. edTPA Coordinator
C6. Are 80%+ of PSEs applying course learning in classrooms and meeting proficiency on state standards by receiving no less than a 2 on the midterm and final standards evaluation rubrics during clinical experiences? (4.10)	1. Internal & External 2. Midterm Final Standards Evaluation 3. Mentors & Supervisors
C7. Do PSEs “Use digital and interactive technologies to achieve instructional goals” and “Engage students in using a range of technology tools to achieve learning goal? (NeXT survey questions)	1. Internal & External 2. NeXT surveys 3. edTPA Coordinator
C8. Are PSEs demonstrating skill in utilizing effective practices (EBPs, HLPs, CSPs) within the classroom?	1. Internal & External 2. NeXT surveys 3. edTPA Coordinator

Network for Excellence in Teaching (NExT) Consortium

Our university is part of the Network for Excellence in Teaching (NExT) consortium of teacher preparation, which allows us to collect data using NExT's four common metrics to attain reliable, valid data from the perspective of preservice educators, 1st year teachers, and employers to inform decisions related to continuous improvement.

Our preservice educators and graduates complete 3 surveys:

1. Entry into education programs,
2. Exit, and
3. Transition to Teaching (TTS) 1 year after candidates graduate and complete our program. One purpose of the TTS is to determine the extent to which graduates feel prepared for teaching and teaching responsibilities.

The 4th survey is the Supervisor Survey (SS) completed by supervisors. This survey is designed to collect the perspective of employers following a graduate's one year of teaching.

All of these surveys align with MN Standards of Effective Practice for Teachers and nationally with the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Table. NeXT surveys

(1) Entry Survey. The purpose of the entry survey is to identify learning opportunities and practices candidates believe are effective teacher preparation strategies and determine the basic skills candidates already possess. We will administer the Entry Survey to candidates in both the treatment and comparison at the beginning of their first course after being admitted to collect baseline data.
(2) Exit Survey. The purpose of the exit survey is to gather candidates' perspectives on their basic skills and teacher preparation programs as they leave IHEs and prepare to enter the teaching profession. The exit survey will be administered to candidates during their last semester at the University at the end of their clinical practice experience.
(3) Transition to Teaching Survey. The purpose of the Transition to Teaching Survey (TTS) is to follow up with graduates to determine their employment status and the extent to which they feel prepared for teaching positions, responsibilities and gather data on effective practices. Survey responses allow teacher preparation programs to develop a better understanding of their graduates' assessments of the quality of their teacher education programs. The survey aligns with the Minnesota Standards of Effective Practice for Teachers (MNSEPT) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The survey will be administered approximately one year after candidates in the spring following the academic year of graduation. We use these surveys to collect data; examine our strengths and determine areas needing improvement. In the survey, we will collect multiple forms of contact information so we can follow up with the teachers to track their retention in the field.
(4) Supervisor Survey. The purpose of this survey is to gain supervisors' perspectives of recent graduates' performance as novice teachers. The survey measures employers' perceptions of the quality of NExT graduates. The survey requests supervisors' opinions on graduates' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. We will administer the survey to direct supervisors of teacher preparation graduates employed in schools approximately one year after the teachers completed their preparation programs in the spring following the

academic year of graduation. The questions on the supervisor survey are closely aligned with those on the TTS and the InTASC Standards and facilitate comparisons between the perspectives of novice teachers and their supervisors.

NeXT Survey Specifics

- Section A of the survey asks candidates to rate their levels satisfaction with various aspects of their teacher preparation program.
- Section B of the survey asks candidates to rate their satisfaction with four areas of their teacher preparation: instructional practices, diverse learners, learning environment, and professional practices
- Section C of the survey asks candidates to rate their quality of supervision by both the clinical supervisor and school-based mentor teacher.
- Section D of the survey asks candidates about their future plans including how long they plan to teach and where.
- Section E collects candidate demographics such as gender, age, and languages spoken.

Entrance: Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that you currently feel prepared to do the following?

Exit: Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Demographics collected

How long do you plan to teach?

- 1-2 years
- 3-5 years
- 6-10 years
- 11 or more years
- I do not plan to teach

What is your race/ethnicity?

1. Effectively teach the subject matter in my licensure area.
2. Select instructional strategies to align with learning goals and standards.
3. Design activities where students engage with subject matter from a variety of perspectives.
4. Account for students' prior knowledge or experiences in instructional planning.
5. Design long-range instructional plans that meet curricular goals.
6. Regularly adjust instructional plans to meet students' needs.
7. Plan lessons with clear learning objectives/goals in mind.
8. Design and modify assessments to match learning objectives.
9. Provide students with meaningful feedback to guide next steps in learning.
10. Engage students in self-assessment strategies.
11. Use formative and summative assessments to inform instructional practice.
12. Understand issues of reliability and validity in assessment.
13. Analyze appropriate types of assessment data to identify student learning needs.
14. Differentiate assessment for all learners.
15. Use digital and interactive technologies to achieve instructional goals.
16. Engage students in using a range of technology tools to achieve learning goals.
17. Help students develop critical thinking processes.

18. Help students develop skills to solve complex problems.
19. Understand how interdisciplinary themes connect to core subjects.
20. Know where and how to access resources to build global awareness and understanding.
21. Help students analyze multiple sources of evidence to draw sound conclusions

Preparation for Teaching: Diverse Learners

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

1. Effectively teach students from culturally and ethnically diverse backgrounds and communities.
2. Differentiate instruction for a variety of learning needs.
3. Differentiate for students at varied developmental levels.
4. Differentiate to meet the needs of students from various socioeconomic backgrounds.
5. Differentiate instruction for students with IEPs and 504 plans.
6. Differentiate instruction for students with mental health needs.
7. Differentiate instruction for gifted and talented students.
8. Differentiate instruction for English-language learners.
9. Access resources to foster learning for students with diverse needs.

Preparation for Teaching: Learning Environment

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

1. Clearly communicate expectations for appropriate student behavior.
2. Use effective communication skills and strategies to convey ideas and information to students.
3. Connect core content to real-life experiences for students.
4. Help students work together to achieve learning goals.
5. Develop and maintain a classroom environment that promotes student engagement.
6. Respond appropriately to student behavior.
7. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.
8. Help students regulate their own behavior.
9. Effectively organize the physical environment of the classroom for instruction.

Preparation for Teaching: Professionalism

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

1. Seek out learning opportunities that align with my professional development goals.
2. Access the professional literature to expand my knowledge about teaching and learning.
3. Collaborate with parents and guardians to support student learning.
4. Collaborate with teaching colleagues to improve student performance.
5. Use colleague feedback to support my development as a teacher.
6. Uphold laws related to student rights and teacher responsibility.
7. Act as an advocate for all students.

We will add the following additional questions to the NeXT Survey

1. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?
 - Meet the social emotional needs of my students effectively.
 - Teach STEM subjects to my students effectively.
2. Please indicate which of the following high leverage practices you have the basic skills to use in a classroom.
 - List of 10 High Leverage Practices
3. Please indicate which of the following evidence-based practices you have the basic skills to use in a classroom.
 - List of 10 Evidence-Based Practices
4. Qualitative data: Please provide your thoughts on the quality of your experiences, your coursework, supports, and/or the way technology was integrated into your preparation program.

Intervention Study Details

Table. Targeted Practices

HLPs & CLSPs	1. Relationships with students in the learning community 2. Engage in reflection to address beliefs, biases, identity, and race that impact relationships 3. Value the full humanity of all 4. Build, nurture, and facilitate caring, humanizing relationships

Table: PBT: Specific Materials And Methodologies Used to Teach And Deepen Learning

PBT - Methodology Specific Materials Practices Timing
Introduce - Gain knowledge of HLPS in courses and learn from instructors modeling HLPs.
Read and Discuss: • Shalaby, C. (2016). Preface and Introduction. <i>Troublemakers: Lessons in freedom from young children at school</i>, • Milner, R. (2019). Chapter 1 Understanding the landscape of classroom management: A look at theory, and practice. In “<i>These kids are out of control</i>”: <i>Why we must reimagine “classroom management” for equity</i>, (pp. 1 – 32). Thousand Oaks, CA: Corwin Press.. xv – xxxiv). New York: The New Press • Youki Terada (2019). The key to effective classroom management - Review of Establish, Maintain, and Restore • Learning for Justice (2016-2022) Reframing Classroom Management: A toolkit for educators. https://www.learningforjustice.org/sites/default/files/2022-04/LFJ-Reframing-Classroom-Management-Handout-Single-PDFs-2022-04192022.pdf Review: • <u>Valenzuela, J. (2021) How a Simple Visual Tool Can Help Teachers Connect with Students in Edutopia Teaching strategies</u> https://www.edutopia.org/article/how-simple-visual-tool-can-help-teachers-connect-students • PBIS rewards (nd). Five simple ways to greet students and create more engaged learners https://www.pbisrewards.com/blog/5-simple-ways-to-greet-students/ Watch: • CEC High Leverage Practices: Establish a consistent, organized, and respectful learning environment (20 minutes)

Prepare - Analyze videos of models of HLPs, engage in micro-teaching practice with peers, and practice “teacher moves” with instructor and peers in class

Videos: Clips and unedited clips from <https://highleveragepractices.org/>

Micro-teaching: PSE will engage in a series of micro-teaching sessions

- Plan for greeting routine in small groups.
- Practice in small groups, take turns as teacher and students.
- Discuss and share feedback in small groups.
- Record the practice session.
- Completes a reflective commentary on specific teacher moves, student response, and next steps for enactment

Micro-Teaching Cycles

- Greetings
- Feedback
- Restorative circles

Enact “teacher moves” within instruction with students in classrooms

Enact with Feedback:

- Enact greeting routine
- Teach a specific procedure/routine
- Lead restorative circles with mentor’s feedback/coaching using check list at least 3 times.

Analyze teaching by viewing and annotating videos of their teaching, and written reflections to further analyze their teaching and impact on students.

Video and Written Analysis:

- Capture video of at least 3 examples of implementing specific instructional routines for monthly analysis.
- Describe what is happening, what the teacher was doing, how students were responding, differentiated responses from students, what was problematic or challenging, learning by students and PSE, and next steps to build on practice.

Appendix J

Logic Model

Table of Contents

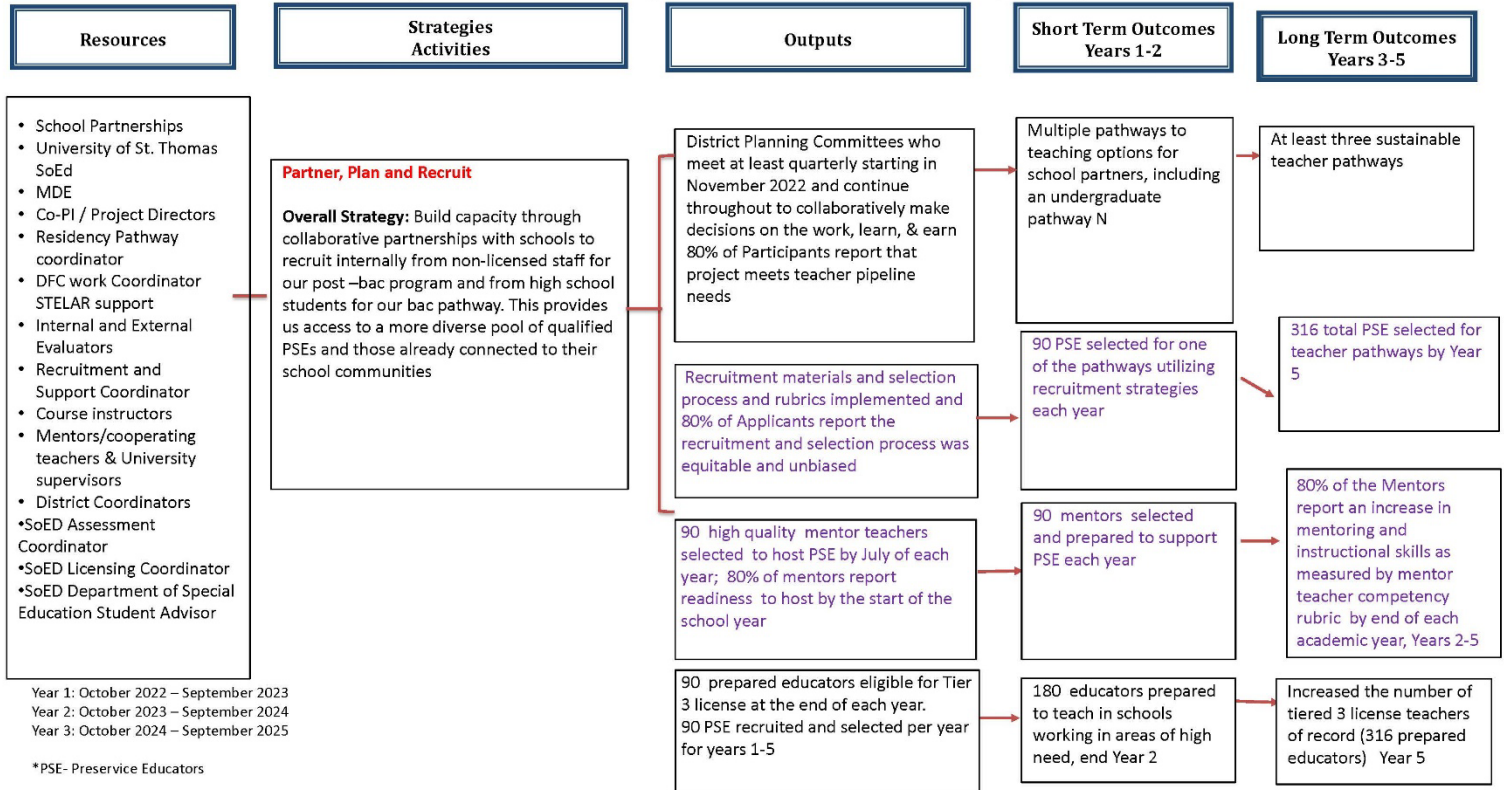
Logic Model.....	1

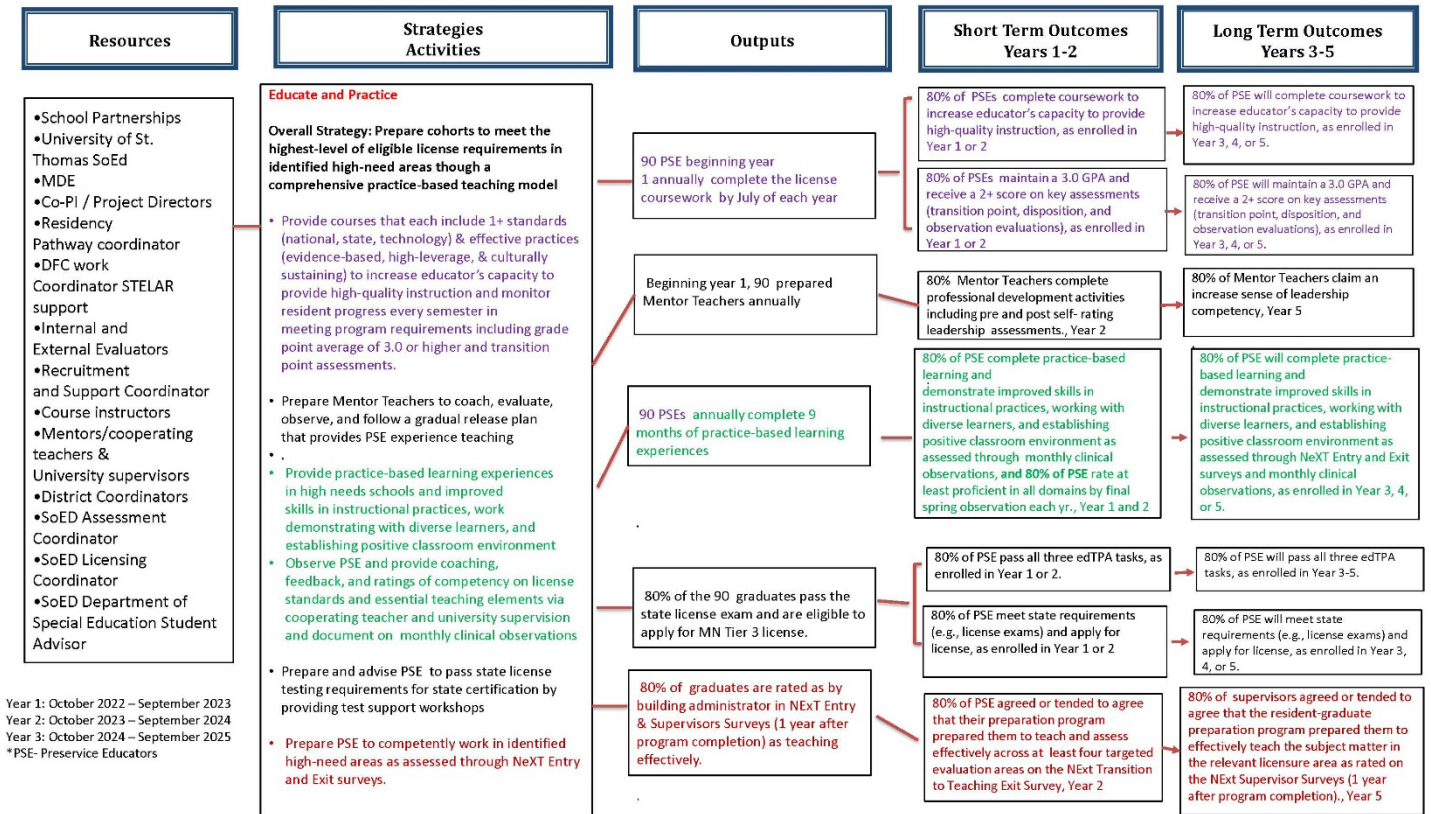
Logic Model

UNIVERSITY OF ST. THOMAS (PAGE 1 OF 5)

"GROW YOUR OWN" PRACTICE-BASED RESIDENCY PATHWAYS TO PREPARE EFFECTIVE EDUCATORS

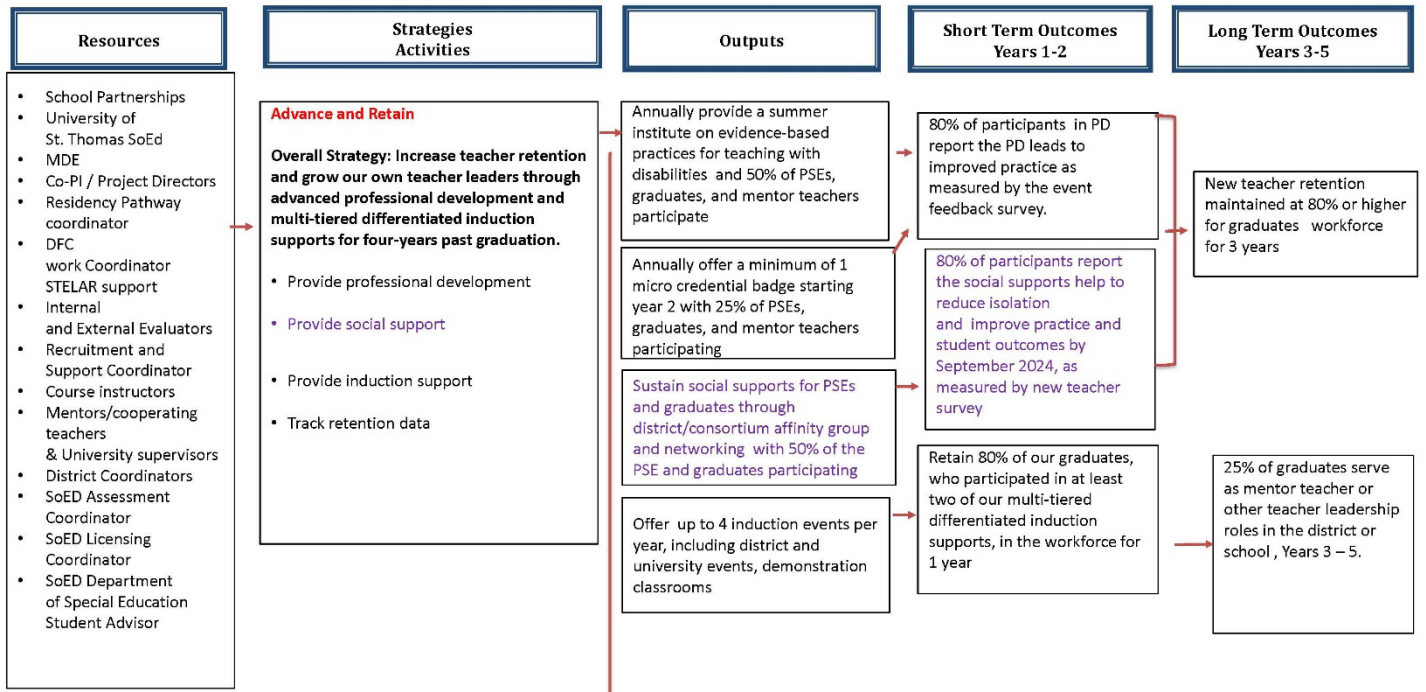
Goal: increase the number of highly effective educators, who stay in the profession, including those from diverse communities, who stay in the field in critical shortage areas and/or underserved LEAs through our GYO teacher preparation residency pathways



"GROW YOUR OWN" PRACTICE-BASED RESIDENCY PATHWAYS TO PREPARE EFFECTIVE EDUCATORS**Logic Model**

Logic Model

"GROW YOUR OWN" PRACTICE-BASED RESIDENCY PATHWAYS TO PREPARE EFFECTIVE EDUCATORS

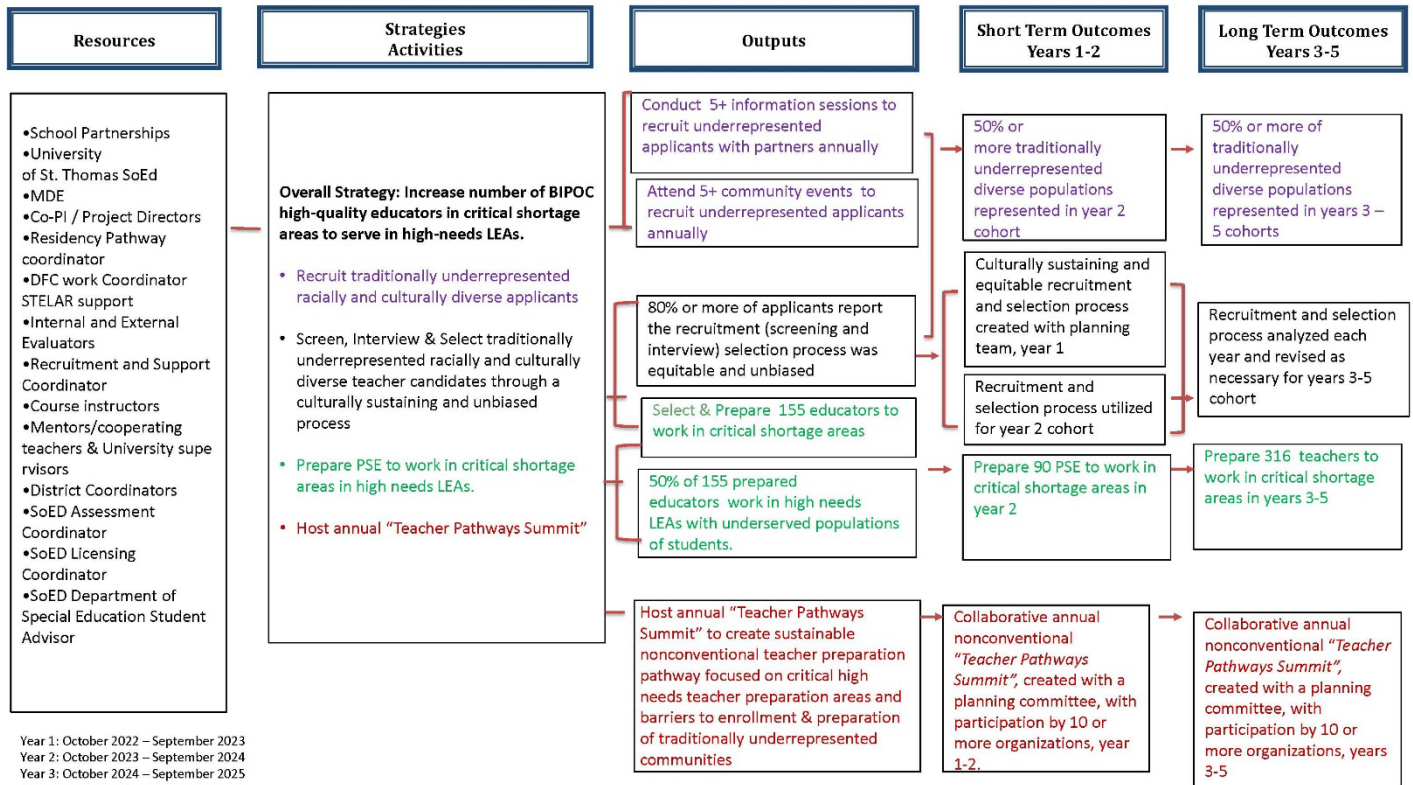


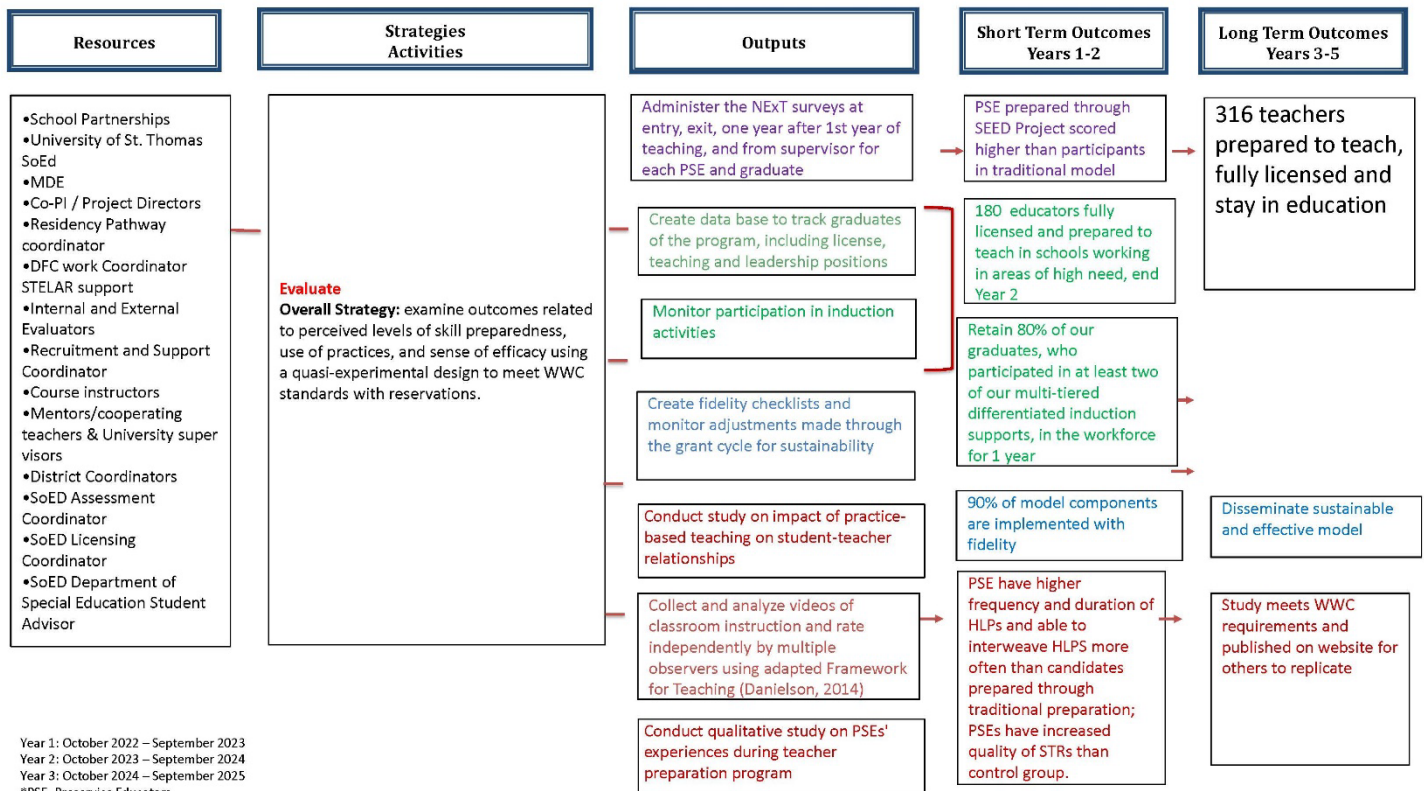
Year 1: October 2022 – September 2023

Year 2: October 2023 – September 2024

Year 3: October 2024 – September 2025

*PSE- Preservice Educators

"GROW YOUR OWN" PRACTICE-BASED RESIDENCY PATHWAYS TO PREPARE EFFECTIVE EDUCATORS**Logic Model**

"GROW YOUR OWN" PRACTICE-BASED RESIDENCY PATHWAYS TO PREPARE EFFECTIVE EDUCATORS**Logic Model**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1235-FY-22-EED-SEED-Applicant_Granttee-Budget-Worksh

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION A - BUDGET SUMMARY - FEDERAL FUNDS**

**Section A: Budget Summary - U.S.
Department of Education FEDERAL
Funds**

Supporting Effective Educator Development (SEED)

Name of Institution/Organization:	

Budget Categories	Project Year 1	Project Year 2	Project Year 3		
1. Personnel	\$ 119,199.00	\$ 122,055.00	\$ 124,996.00		
2. Fringe Benefits	\$ 30,873.00	\$ 31,742.00	\$ 32,636.00		
3. Travel	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		
4. Equipment:					
5. Supplies:					
6. Contractual:	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00		
7. Performance Based Compensations (if applicable)					
8. Other:	\$ 98,000.00	\$ 98,000.00	\$ 98,000.00		
9. Total Direct Costs: (lines 1-8)	\$ 258,072.00	\$ 261,797.00	\$ 265,632.00		
10. Indirect Costs	\$ 20,646.00	\$ 20,944.00	\$ 21,251.00		
11. Training Stipends	\$ 1,820,000.00	\$ 2,020,000.00	\$ 2,220,000.00		
12. Total Costs (lines 9-11)	\$ 2,098,718.00	\$ 2,302,741.00	\$ 2,506,883.00		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION B - BUDGET SUMMARY NON FEDERAL FUNDS

Section B: Budget Summary - Non-Federal Funds

25% Required NonFederal Match

Budget Categories	Project Year 1	Project Year 2	Project Year 3		
1. Personnel	\$ 172,410.00	\$ 177,582.00	\$ 182,910.00		
2. Fringe Benefits	\$ 60,343.00	\$ 62,154.00	\$ 64,018.00		
3. Travel					
4. Equipment:					
5. Supplies:					
6. Contractual:					
7. Performance Based Compensations (if applicable)					
8. Other:	\$ 310,440.00	\$ 310,440.00	\$ 310,440.00		
9. Total Direct Costs: (lines 1-8)	\$ 543,193.00	\$ 550,176.00	\$ 557,368.00		
10. Indirect Costs	\$ 220,898.00	\$ 225,033.00	\$ 229,292.00		
11. Training Stipends					
12. Total Costs (lines 9-11)	\$ 764,091.00	\$ 775,209.00	\$ 786,660.00		

**INSERT NOTE ABOUT WAIVERS OF MATCH FOR EACH PROGRAM

Page 2

US DEPARTMENT OF EDUCATION
OESE/EED PROGRAMS
SECTION C - SOURCES OF COST SHARE AND MATCHING FUNDS

Section C: Sources of Matching Funds
25 % NonFederal Match Requirement

Source of Matching Funds	Project Year 1	Project Year 2	Project Year 3		
1. Cash donations from partner IHE	\$ 472,491.00	\$ 483,609.00	\$ 495,060.00		
2. Cash donations from partner LEA	\$ 291,600.00	\$ 291,600.00	\$ 291,600.00		
3. In-kind Donations from partner LEA					
4. In-kind Donations from partner IHE					
5. State or Local Grants					
6. Private Grants/gifts					
7. Endowment Contributions					
8. Cash donations from other grant partners					
9. In-kind donations from other grant partners					
10. Other					
10. Total Matching Funds (lines 1-9)	\$ 764,091.00	\$ 775,209.00	\$ 786,660.00		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

**Section D1: Itemized Budget Breakdown
(FEDERAL)**

PART I. PERSONNEL						
Staff Position/Title		Project Year 1	Project Year 2	Project Year 3		
Lynn Stansberry-Brusnahan	Base Salary	\$ 142,835.00	\$ 147,120.00	\$ 151,534.00		
Lynn Stansberry-Brusnahan	FTE	0.08	0.08	0.08		
Lynn Stansberry-Brusnahan	Project Salary	\$ 11,784.00	\$ 12,137.00	\$ 12,502.00		
Lynn Stansberry-Brusnahan	Base Salary	\$ 142,835.00	\$ 147,120.00	\$ 151,534.00		
Lynn Stansberry-Brusnahan	FTE	0.06	0.06	0.06		
Lynn Stansberry-Brusnahan	Project Salary	\$ 8,927.00	\$ 9,195.00	\$ 9,471.00		
Shelley Neilsen-Gatti	Base Salary	\$ 115,915.00	\$ 119,392.00	\$ 122,974.00		
Shelley Neilsen-Gatti	FTE	0.08	0.08	0.08		
Shelley Neilsen-Gatti	Project Salary	\$ 9,563.00	\$ 9,850.00	\$ 10,145.00		
Shelley Neilsen-Gatti	Base Salary	\$ 115,915.00	\$ 119,392.00	\$ 122,974.00		
Shelley Neilsen-Gatti	FTE	0.06	0.06	0.06		
Shelley Neilsen-Gatti	Project Salary	\$ 7,245.00	\$ 7,462.00	\$ 7,686.00		
Grow Your Own Pathways Coordinator & UG Pathway	Base Salary	\$ 82,400.00	\$ 84,872.00	\$ 87,418.00		
Grow Your Own Pathways Coordinator & UG Pathway	FTE	0.70	0.70	0.70		
Grow Your Own Pathways Coordinator & UG Pathway	Project Salary	\$ 57,680.00	\$ 59,410.00	\$ 61,193.00		
University Supervisors	Base Salary	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00		
University Supervisors	FTE	0.19				
University Supervisors	Project Salary	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

Course Instructor Alignment Faculty	Base Salary	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00		
Course Instructor Alignment Faculty	FTE	0.04	0.04	0.04		
Course Instructor Alignment Faculty	Project Salary	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		
DFC Middle School Experience Facilitators	Base Salary	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00		
DFC Middle School Experience Facilitators	FTE	0.01	0.01	0.01		
DFC Middle School Experience Facilitators	Project Salary	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00		
	Base Salary					
	FTE					
	Project Salary					
Total		\$ 119,199.00	\$ 122,054.00	\$ 124,997.00		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

PART II. FRINGE BENEFITS						
If all personnel have the same fringe benefit rate, please enter it here:		Project Year 1	Project Year 2	Project Year 3		
Staff Position/Title		Project Year 1	Project Year 2	Project Year 3		
Lynn Stansberry-Brusnahan	Fringe Rate	0.35	0.35	0.35		
Lynn Stansberry-Brusnahan	Fringe Benefits	\$ 4,124.40	\$ 4,247.95	\$ 4,375.70		
Lynn Stansberry-Brusnahan	Fringe Rate	0.08	0.08	0.08		
Lynn Stansberry-Brusnahan	Fringe Benefits	\$ 714.16	\$ 735.60	\$ 757.68		
Shelley Neilsen-Gatti	Fringe Rate	0.35	0.35	0.35		
Shelley Neilsen-Gatti	Fringe Benefits	\$ 3,347.05	\$ 3,447.50	\$ 3,550.75		
Shelley Neilsen-Gatti	Fringe Rate	0.08	0.08	0.08		
Shelley Neilsen-Gatti	Fringe Benefits	\$ 579.60	\$ 596.96	\$ 614.88		
Grow Your Own Pathways Coordinator & UG Pathway	Fringe Rate	0.35	0.35	0.35		
Grow Your Own Pathways Coordinator & UG Pathway	Fringe Benefits	\$ 20,188.00	\$ 20,793.50	\$ 21,417.55		
University Supervisors	Fringe Rate	0.08	0.08	0.08		
University Supervisors	Fringe Benefits	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00		
Course Instructor Alignment Faculty	Fringe Rate	0.08	0.08	0.08		
Course Instructor Alignment Faculty	Fringe Benefits	\$ 320.00	\$ 320.00	\$ 320.00		
DFC Middle School Experience Facilitators	Fringe Rate	0.08	0.08	0.08		
DFC Middle School Experience Facilitators	Fringe Benefits	100	100	100		
Total		\$ 30,873.21	\$ 31,741.51	\$ 32,636.56		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE



PART III. TRAVEL						
Travel Category	Frequency	Project Year 1	Project Year 2	Project Year 3		
Travel		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00		
Total						

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

PART IV. EQUIPMENT (Equipment is an item that cost \$5000 or more.)						
Item Description		Project Year 1	Project Year 2	Project Year 3		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
Total						

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

PART V. SUPPLIES					
Item Description	Project Year 1	Project Year 2	Project Year 3		
Total					

PART VI. CONTRACTUAL						
Contractual Category		Project Year 1	Project Year 2	Project Year 3		
External Evaluation	\$	6,000.00	\$	6,000.00	\$	6,000.00
Total						

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

PART VII. OTHER					
Other Cost Category	Project Year 1	Project Year 2	Project Year 3		
Course Instructor Alignment Adjuncts	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00		
Mentor: Cooperating Teacher Professional Development	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00		
Micro Credentials	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00		
License Exam Support	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00		
Retention Strategies	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00		
Advisory Council	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00		
DFC Interns in School Settings	\$ 22,500.00	\$ 22,500.00	\$ 22,500.00		
Middle School Experience	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00		
Total					

PART VIII. Training Stipends					
Training Stipend Cost Category	Project Year 1	Project Year 2	Project Year 3		
Graduate residency year 1	\$ 1,200,000.00	\$ 1,200,000.00	\$ 1,200,000.00		
Graduate residency year 2	\$ 600,000.00	\$ 600,000.00	\$ 600,000.00		
Undergraduate residency year 3 and 4 tuition		\$ 160,000.00			
Undergraduate residency year 3 and 4 room and board		\$ 40,000.00			
Undergraduate residency year 3 and 4 tuition			\$ 320,000.00		

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION - OESE/EED PROGRAMS
SECTION D - BUDGET NARRATIVE

Undergraduate residency year 3 and 4 room and board			\$ 80,000.00		
Total					

**Section D2: Itemized Budget Breakdown
(NONFEDERAL)**

PART I. PERSONNEL						
Staff Position/Title		Project Year 1	Project Year 2	Project Year 3		
Shelley Neilsen-Gatti	Base Salary	\$ 115,915.00	\$ 119,392.00	\$ 122,974.00		
Shelley Neilsen-Gatti	FTE	0.08	0.08	0.08		
Shelley Neilsen-Gatti	Project Salary	\$ 9,563.00	\$ 9,850.00	\$ 10,145.00		
Grow Your Own Pathways Coordinator & UG Pathway	Base Salary	\$ 82,400.00	\$ 84,872.00	\$ 87,418.00		
Grow Your Own Pathways Coordinator & UG Pathway	FTE	0.30	0.30	0.30		
Grow Your Own Pathways Coordinator & UG Pathway	Project Salary	\$ 18,540.00	\$ 19,096.00	\$ 19,669.00		
Recruitment Coordinator	Base Salary	\$ 70,664.00	\$ 72,783.00	\$ 74,966.00		
Recruitment Coordinator	FTE	0.20	0.20	0.20		
Recruitment Coordinator	Project Salary	\$ 14,133.00	\$ 14,557.00	\$ 14,994.00		
Internal Reviewer	Base Salary	\$ 121,658.00	\$ 125,308.00	\$ 129,067.00		
Internal Reviewer	FTE	0.01	0.01	0.01		
Internal Reviewer	Project Salary	\$ 4,562.00	\$ 4,699.00	\$ 4,840.00		
Administrative Assistant	Base Salary	\$ 51,289.00	\$ 52,828.00	\$ 54,413.00		
Administrative Assistant	FTE	0.10	0.10	0.10		
Administrative Assistant	Project Salary	\$ 5,129.00	\$ 5,283.00	\$ 5,441.00		
Accreditation Manager	Base Salary	\$ 83,140.00	\$ 85,634.00	\$ 88,203.00		
Accreditation Manager	FTE	0.10	0.10	0.10		
Accreditation Manager	Project Salary	\$ 6,235.00	\$ 6,423.00	\$ 6,615.00		
DFC Internship Project Director	Base Salary	\$ 103,836.00	\$ 106,951.00	\$ 110,160.00		
DFC Internship Project Director	FTE	0.20	0.20	0.20		

DFC Internship Project Director	Project Salary	\$ 15,575.00	\$ 16,043.00	\$ 16,524.00		
DFC Academic Coach	Base Salary	\$ 77,763.00	\$ 80,096.00	\$ 82,499.00		
DFC Academic Coach	FTE	0.18	0.18	0.18		
DFC Academic Coach	Project Salary	\$ 11,664.00	\$ 12,014.00	\$ 12,375.00		
License Certification Officer	Base Salary	\$ 66,942.00	\$ 68,950.00	\$ 71,019.00		
License Certification Officer	FTE	0.10	0.10	0.10		
License Certification Officer	Project Salary	\$ 5,021.00	\$ 5,171.00	\$ 5,326.00		
Advisor: Special Education	Base Salary	\$ 65,920.00	\$ 67,898.00	\$ 69,935.00		
Advisor: Special Education	FTE	0.50	0.50	0.50		
Advisor: Special Education	Project Salary	\$ 24,720.00	\$ 25,462.00	\$ 26,225.00		
STELAR Course Designer	Base Salary	\$ 78,274.00	\$ 80,622.00	\$ 83,041.00		
STELAR Course Designer	FTE	0.10	0.10	0.10		
STELAR Course Designer	Project Salary	\$ 5,871.00	\$ 6,047.00	\$ 6,228.00		
STELAR Online Learning Support Systems Consultant	Base Salary	\$ 87,107.00	\$ 89,720.00	\$ 92,412.00		
STELAR Online Learning Support Systems Consultant	FTE	0.10	0.10	0.10		
STELAR Online Learning Support Systems Consultant	Project Salary	\$ 6,533.00	\$ 6,729.00	\$ 6,931.00		
High School Transition Planning Team	Base Salary	\$ 126,208.00	\$ 129,994.00	\$ 133,894.00		
High School Transition Planning Team	FTE	0.02	0.02	0.02		
High School Transition Planning Team	Project Salary	\$ 2,524.00	\$ 2,600.00	\$ 2,678.00		
DFC Coordination Lead	Base Salary	\$ 204,333.00	\$ 210,463.00	\$ 216,777.00		
DFC Coordination Lead	FTE	0.02	0.02	0.02		
DFC Coordination Lead	Project Salary	\$ 4,087.00	\$ 4,209.00	\$ 4,336.00		
Field Office Support	Base Salary	\$ 51,525.00	\$ 53,070.00	\$ 54,663.00		
Field Office Support	FTE	0.75	0.75	0.75		

Field Office Support	Project Salary	\$ 28,983.00	\$ 29,852.00	\$ 30,748.00		
Field Office Coordinator	Base Salary	\$ 61,800.00	\$ 63,654.00	\$ 65,564.00		
Field Office Coordinator	FTE	0.20	0.20	0.20		
Field Office Coordinator	Project Salary	\$ 9,270.00	\$ 9,548.00	\$ 9,835.00		
	Base Salary					
	FTE					
	Project Salary					
Total						

PART II. FRINGE BENEFITS						
If all personnel have the same fringe benefit rate, please enter it here:		Project Year 1	Project Year 2	Project Year 3		
Staff Position/Title		Project Year 1	Project Year 2	Project Year 3		
Shelley Neilsen-Gatti	Fringe Rate	0.35	0.35	0.35		
Shelley Neilsen-Gatti	Fringe Benefits	\$ 3,347.05	\$ 3,447.50	\$ 3,550.75		
Grow Your Own Pathways Coordinator & UG Pathway	Fringe Rate	0.35	0.35	0.35		
Grow Your Own Pathways Coordinator & UG Pathway	Fringe Benefits	\$ 6,489.00	\$ 6,683.60	\$ 6,884.15		
Recruitment Coordinator	Fringe Rate	0.35	0.35	0.35		
Recruitment Coordinator	Fringe Benefits	\$ 4,946.55	\$ 5,094.95	\$ 5,247.90		
Internal Reviewer	Fringe Rate	0.35	0.35	0.35		
Internal Reviewer	Fringe Benefits	\$ 1,596.70	\$ 1,644.65	\$ 1,694.00		
Administrative Assistant	Fringe Rate	0.35	0.35	0.35		
Administrative Assistant	Fringe Benefits	\$ 1,795.15	\$ 1,849.05	\$ 1,904.35		
Accreditation Manager	Fringe Rate	0.35	0.35	0.35		

Accreditation Manager	Fringe Benefits	\$ 2,182.25	\$ 2,248.05	\$ 2,315.25		
DFC Internship Project Director	Fringe Rate	0.35	0.35	0.35		
DFC Internship Project Director	Fringe Benefits	\$ 5,451.25	\$ 5,615.05	\$ 5,783.40		
DFC Academic Coach	Fringe Rate	0.35	0.35	0.35		
DFC Academic Coach	Fringe Benefits	\$ 4,082.40	\$ 4,204.90	\$ 4,331.25		
License Certification Officer	Fringe Rate	0.35	0.35	0.35		
License Certification Officer	Fringe Benefits	\$ 1,757.35	\$ 1,809.85	\$ 1,864.10		
Advisor: Special Education	Fringe Rate	0.35	0.35	0.35		
Advisor: Special Education	Fringe Benefits	\$ 8,652.00	\$ 8,911.70	\$ 9,178.75		
STELAR Course Designer	Fringe Rate	0.35	0.35	0.35		
STELAR Course Designer	Fringe Benefits	\$ 2,054.85	\$ 2,116.45	\$ 2,179.80		
STELAR Online Learning Support Systems Consultant	Fringe Rate	0.35	0.35	0.35		
STELAR Online Learning Support Systems Consultant	Fringe Benefits	\$ 2,286.55	\$ 2,355.15	\$ 2,425.85		
High School Transition Planning Team	Fringe Rate	0.35	0.35	0.35		
High School Transition Planning Team	Fringe Benefits	\$ 883.40	\$ 910.00	\$ 937.30		
DFC Coordination Lead	Fringe Rate	0.35	0.35	0.35		
DFC Coordination Lead	Fringe Benefits	\$ 1,430.45	\$ 1,473.15	\$ 1,517.60		
Field Office Support	Fringe Rate	0.35	0.35	0.35		
Field Office Support	Fringe Benefits	\$ 10,144.05	\$ 10,448.20	\$ 10,761.80		
Field Office Coordinator	Fringe Rate	0.35	0.35	0.35		
Field Office Coordinator	Fringe Benefits	\$ 3,244.50	\$ 3,341.80	\$ 3,442.25		
Total						

PART III. TRAVEL						
Travel Category	Frequency	Project Year 1	Project Year 2	Project Year 3		
Total						

PART IV. EQUIPMENT (Equipment is an item that cost \$5000 or more.)						
Item Description		Project Year 1	Project Year 2	Project Year 3		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					

	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
	Quantity					
	Unit Cost					
	Total Item Cost	\$ -	\$ -	\$ -		
Total						

PART VI. CONTRACTUAL

Total					

Total					
PART VIII. Training Stipends					
Training Stipend Cost Category	Project Year 1	Project Year 2	Project Year 3		
Total					

Section E1: Narrative Justification FEDERAL

Part I: Personnel
Please provide a narrative description and justification for Federal funds requested and non-Federal matching funds anticipated under this budget category.
Principal Investigator & 2 Year Graduate Pathways Coordination. Dr. L. Lynn Stansberry Brusnahan, from the School of Education Department of Special Education, will provide grant leadership. We are requesting .11 FTE during the academic year and .25 FTE of Dr. Stansberry-Brusnahan's time during the summer to be dedicated towards this grant work. Dr. Brusnahan has PI experience directing two federal OSEP personnel preparation grants and a TQP grant, where she has successfully recruited and prepared special educators from traditionally underrepresented communities. She just completed a term as the department of special education chair. Responsibilities include....Assist the other co-principal investigator, and supervise the 2-year graduate residency program, teach, advise, and evaluate pre-service educators. (Plan) Weekly, meet with key grant personnel to plan implementation of grant priorities. Each semester, meet with 2-year LEA partners to plan and monitor teacher preparation. Each semester, meet with SEED advisory council to plan and monitor grant implementation. Plan AC meeting with AC leader. Monthly, meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway. (Recruit) Alongside partners, recruit and identify qualified PSE. Coordinate the unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for the 2-year graduate pathways. Participate in all phases of the screening and selection process. Work with recruiter to reach out and target cultural communities for recruitment. (Educate) For each 2 year graduate cohort, help create cohort schedules. Each semester, select course instructors working with the department chair. Set up training for district personnel who will serve as adjuncts. Serve as a course instructor on assigned courses. Help plan course instructor retreats and course audits of EBPs, HLPs, and CLSPs plus technology. (Practice) Work with field office to ensure all 2-year graduate program PSEs have placements in district with assigned cooperating teacher and university supervisor, Help plan mentor retreats and monthly professional development. (Advance) Coordinate the creation of the four micro credentials working with STELAR course designer and badge expert to provide Professional Development. (Retain) Participate in advising the PSEs in the 2-year graduate program and work with the co-PI and GYO pathways coordinator on the multi-tiered retention and induction supports. (Sustain) Help plan the annual teacher pathways summit to create diverse pipelines to fill identified critical shortage areas and sustain residency pathways. (Financial) Manage and monitor the budget working with the university grant office and work with project evaluators on the evaluation. Work with university accounting, School of Education financial person, and financial aid office to ensure PSEs receive tuition dollars. (Evaluate) Work with internal and external evaluator along with advisory council to ensure data is reviewed according to established timelines. Work with co-PI to conduct research and disseminate findings. Prepare APRs annual and final report with Co-PI and internal and external evaluators. Maintain program/project records, research information and gather and compute various data; prepare special and/or one-time reports, summaries, or replies to inquiries.

Co-Principal Investigator & 1 Year Graduate Pathways Coordinator Dr. Shelley Neilsen Gatti, from the School of Education Department of Special Education, will provide grant leadership. We are requesting .11 FTE during the academic year and .25 FTE of Dr. Neilsen Gatti time during the summer to be dedicated to the SEED project. Responsibilities include... Assist the principal investigator, and supervise the 1-year graduate residency program, teach, advise, and evaluate pre-service educators. (Plan) Weekly, meet with key grant personnel to plan implementation of grant priorities. Each week, meet with 1-year LEA partners to plan and monitor teacher preparation. Each semester, meet with *SEED advisory council* to plan and monitor grant implementation. Monthly, meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway. Continue to serve on the committee planning how to provide high school students with the opportunity to take high school education classes that can transfer in or waive college courses. (Recruit) Alongside partners, recruit and identify qualified PSE. Coordinate the unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for the 1-year graduate pathways. Participate in all phases of the screening and selection process. Work with recruiter to reach out and target cultural communities for recruitment. (Educate) For each 1-year graduate cohort, create cohort schedules. Each semester, select course instructors working with the department chair. Set up training for district personnel who will serve as adjuncts. Serve as a course instructor on assigned courses. Plan course instructor retreats and course audits of EBPs, HLPs, and CLSPs plus technology. (Practice) Work with field office to ensure all 1-year graduate program PSES have placements in district with assigned cooperating teacher and university supervisor. Plan mentor retreats and monthly professional development. (Advance) Help coordinate the creation of micro credentials working with STELAR course designer and badge expert to provide Professional Development. (Retain) Participate in advising the PSEs in the 1-year graduate program and work with the PI and GYO pathways coordinator on the multi-tiered retention and induction supports. (Sustain) Help plan the annual teacher pathways summit to create diverse pipelines to fill identified critical shortage areas and sustain residency pathways. (Evaluate) Work with PI, Co-PI, internal and external evaluator along with advisory council to ensure data is reviewed according to established timelines. Help PI and co-PI to conduct research and disseminate findings. Help prepare APRs annual and final report with PI and internal and external evaluators.

Grow Your Own Pathways Coordinator & UG Pathway. This is a new position and program and the individual hired will dedicate all their time during the summer and academic year towards the SEED project. 70% of the cost of this position will be funded by the grant. Responsibilities include.... Assist the principal investigator and co-principal investigator in coordinating the work of this grant. Serve as a central point of contact between students, faculty, staff, other departments, and/or external constituencies on day-to-day programmatic, operational, and administrative matters; assists with seminars, meetings, special projects, and/or general problem resolution with the grant. Coordinate activities of support staff, consultants, and faculty engaged in implementation and administration of program objectives. (Plan) Weekly, meet with our key grant personnel to plan implementation of grant priorities. Each semester, meet with our SEED advisory council to plan and monitor grant implementation. Monthly, meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway. Coordinate the expansion of pathway at the undergraduate level. Collaborate with DFC and local school partners to help plan the middle school student's day of college exploration on campus. (Recruit) Alongside partners, help recruit and identify qualified PSE. Participate in unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for both the 1-year and 2-year graduate pathways. Participate in all phases of the screening and selection process. Work with recruiter to reach out and target cultural communities for recruitment. (Educate) For each undergraduate student, create schedules. Help plan and attend course instructor retreats and help conduct course audits of EBPs, HLPs, and CLSPs plus technology. (Practice) Work with field office to ensure all UG program PSES have placements in district with assigned cooperating teacher and university supervisor. Attend and help plan mentor retreats and monthly professional development. (Retain) Coordinate the multi-tiered retention and induction supports. (Sustain) Plan the annual teacher pathways summit to create diverse pipelines to fill identified critical shortage areas and sustain residency pathways. (Evaluate) Work with PI, Co-PI, internal and external evaluator along with advisory council to ensure data is reviewed according to established timelines. Work with PI and Co-PI to conduct research and disseminate findings.

University Supervisors \$18,500 annually = 15 university supervisors x \$1,250. St. Thomas will provide a university supervisor to each preservice educator in the field. Every six preservice educators supervised is equivalent to teaching a course. Through the grant, University Supervisors will be provided with a stipend for attending an annual retreat and monthly professional development to build skills through a Professional Learning Community of Practice. University supervisors will attend an annual retreat and monthly PD to build skills through a Professional Learning Community of Practice. When mentors complete (1) retreat, (2) PLC PD, and (3) coaching course, they receive a micro credential awarded by a badge and designation of "teacher development facilitator".

Course Instructor Alignment Faculty \$4,000 annually = 4 faculty x \$1000. Through this grant, faculty will be provided stipends to engage in course audits to ensure each syllabus (SEP, Core Special Education, Special Education) includes standards, practices (EBPs, HLPs, and CLSPs), and technology.

DFC Middle School Experience Facilitators \$1,250 annually = 5 DFC facilitators x \$250. Through this grant, five DFC students will be compensated with a stipend for serving as a middle school experience facilitator for college visits to start interest in becoming an educator early.

Part II: Fringe Benefits

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

The Principal Investigator, Co-Principal Investigator, and GYO Pathways Coordinator's fringe will be charged to the grant. Additionally fringe will be covered for the university supervisors, course instructors, and DFC middle school experience facilitators.

Part III: Travel

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

Travel \$4000 annually = 2 grant personnel x \$2000. Travel is being charged to the grant for each year so that the principal investigator and co-principal investigator can attend required meetings and conferences.

Part IV: Equipment

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category. Equipment is valued at \$5,000 or more per item.

No equipment

Part V: Supplies

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

No Supplies

Part VI: Contractual

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

External Evaluation \$6000 annually. This grant project will provide Dr. Mitch Yell from the University of South Carolina School of Education with a stipend each of the project's 3 years. Responsibilities include.... Aid in the evaluation of this project's metrics. Contribute an unbiased perspective of the overall quality of the implementation of the management plan. Provide annual formative evaluations for purposes of project improvement, Author a summative evaluation at our project's conclusion with PI and Co-PI. Assess the adequacy of model development and its components by soliciting input from project stakeholders. Meet with the PIs, and coordinators and conduct an annual review of project meeting notes that detail the monitoring of key action steps. Review all descriptive and quantitative data for each grant period. Draw on the data gathered for the internal evaluation by the internal evaluation team and supplement these data with individual and focus group interviews. Conduct a summative evaluation to determine the extent the project achieved goal and objectives. Review all qualitative and quantitative data for the duration of the project as well as documentation of completion of key activities.

Part VII: Other

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

Course Instructor Alignment Adjuncts. \$6,000 annually = 10 adjuncts x \$500 stipend + \$1000 materials. Through this grant, faculty will be provided stipends to engage in course audits to ensure each syllabus (SEP, Core Special Education, Special Education) includes standards, practices (EBPs, HLPs, and CLSPs), and technology.

Mentor: Cooperating Teacher Professional Development. \$45,000 annually = 90 CTs x \$500 stipend. Cooperating teachers will attend an annual retreat and monthly PD to build skills through a Professional Learning Community of Practice. When mentors complete (1) retreat, (2) PLC PD, and (3) coaching course, they receive a micro credential awarded by a badge and designation of “teacher development facilitator”. We will have 90 cooperating teachers each year. They will receive a stipend and will be required to purchase two books at an approximate cost of \$15 for the Art of Coaching and \$25 for Coaching for Equity. The university will pay cooperating teacher stipends each semester. The 30 cooperating teachers for our 1-year graduate program will receive \$599. The 30 cooperating teachers for our 2-year graduate program will receive \$150. This will be a cost share of \$40,400 each year of the grant.

Micro Credentials \$6000 annually = 4 PD courses x \$1,500. We are requesting grant funding to cover the cost of the development and provision of four courses that lead to micro credentials awarded by digital badges so we can provide advanced professional development to impact teacher retention. We will use subject matter experts working with our STELAR staff to create high-quality professional development linked to competencies. (1) Teaching Social and Emotional Learning and Foundations of Mental Health Development from an Antiracist Approach (2) Understanding Behavior from a Cultural and Trauma-Informed Perspective (3) Coaching for Equity to Support Educators and Retention of Educational Professionals (4) Engaging in Personal Self Care to Support Emotional Wellbeing and Retention of Educational Professionals. These professional development opportunities are linked to our grant priorities.

Retention Strategies: Affinity Groups and Navigating Pair. \$15,000 a year = 90 navigating pairs x \$100 stipend = \$9000 + \$6000 for 3 affinity groups @ 2000 each. We are requesting grant funding to support our affinity groups and navigating pairs, both are part of our induction and retention support. The leaders of the affinity groups will include graduates as well as district leaders who have been integrally involved in our educator preparation program. An example of an outcome we aim to achieve through affinity groups is creating the conditions to attend to the social emotional challenges faced by teachers of color as well as the tools needed to improve teaching practices. Furthermore, leading the affinity groups provides another opportunity for graduates to take on mentoring and teacher leadership roles, which further increases their retention, professional development and opportunities. We will evaluate the outcomes by examining retention rates, surveys, and year-end focus groups including leaders and participants. In our navigating pairs component, we will support our non-traditional pathways teachers and pair them with a recent graduate of the program for support. This strategic activity not only provides support to the current residents, but also leadership and mentor opportunities to graduates. The funding will be used to pay stipends to the preservice educators and graduates to participate. The outcome we aim to achieve is to provide peer support to the preservice educator to help them navigate experiences, situations, and hurdles during the preparation year and provide early experiences for graduates to serve as mentors and leaders. We will evaluate navigating pairs through monthly surveys and end of the year outcome and satisfaction surveys of the resident and graduate.

Advisory Council \$1000 per year. We are requesting grant funding for our advisory council each year of the grant. Hassan Hassan will be taking a leadership role on the grant’s AC. We will be meeting each semester with our advisory group. We will use the grant funding to provide stipends to our outside community members. Stipends will cover childcare costs, transportation, and parking so members can attend.

DFC Interns in School Settings 22,500 annually = 5 interns x \$4500. We are requesting grant funding to provide stipends to DFC students who wish to participate in internships in schools. This internship is part of our recruitment plan to attract 2-year college students early by providing internships in high-needs elementary, middle, and high schools one day a week during the second year of their associate degree program.

Middle School College Visit. \$2500 per year. We are requesting grant funding for a middle school experience. To address the critical need for special education teachers, we must plan the seeds early. Middle school students will be introduced to the career of education and be introduced to the DFC 2-year college which provides a pathways to this career.

Part VIII: Training Stipends

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

License Exam Support. \$20,000 a year = \$200 per preservice educator (Y1 90 Y2 90 Y3 90 + \$2000 workshops/tutoring. We are requesting grant money to pay for the costs associated with license exams and workshops and tutoring to prepare preservice educators to take the exam. In 2017, we received a small foundation grant to provide this support. Since then, license pass rates have increased 15%. The outcomes we aim to achieve include increased pass rates, timeliness of taking the exam, and financial reasons not being the cause of a delay in taking the test. Preservice educators are required to take Minnesota Teaching License Exams in the areas of (1) pedagogy (2 subtests cost is \$53.50 per subtest=\$107) and (2) content tests – Special Education core skills (2 subtests cost is \$47.50 per subtest =\$95). Total costs for preservice educators are \$202. Additionally, we will incur the costs of providing workshops and tutoring.
1-year graduate pathways preservice educators. Funding will provide stipends to preservice educators in the non-traditional programs to offset tuition and training costs. \$20,000 stipends for 1-year graduate pathways preservice educators to cover tuition. We anticipate 60 preservice educators in the residency program each of the three years of the grant.
2-year graduate pathways preservice educators. Funding will provide stipends to preservice educators in the non-traditional programs to offset tuition and training costs. \$10,000 stipends for 2-year graduate pathways preservice educators to cover tuition. Eligible for two-year years of tuition support. We expect to have 60 preservice educators in the program each of the three years of the grant.
2-year undergraduate graduate pathways preservice educators. Funding will provide stipends to preservice educators in the non-traditional programs to offset tuition and training costs. \$40,000 stipends in grant year 2 and year 3. 2-year undergraduate pathways preservice educators will be eligible for tuition for their junior and senior years. We have budgeted for 4 DFC transfer students in year 2 and 8 in year 3 of the grant.
2-year undergraduate graduate pathways preservice educators. Funding will provide stipends to preservice educators in the amount of \$10,000 year 2 and year 3 for Room & Board Stipend. 2-year undergraduate pathways preservice educators will be eligible for tuition for their junior and senior years. We have budgeted for 4 DFC transfer students in year 2 and 8 in year 3 of the grant.
These scholarships substantially offset tuition costs and make funding not a barrier to becoming educators for people in under-resourced communities. The scholarships will provide significant support now and have long-term impact for those with additional loans. The outcomes we aim to achieve are to decrease the financial burden of getting a teaching license and provide another means of scholarship support for the participants in non-traditional pathways. We plan to evaluate our progress by examining retention rates for those who receive scholarships and annually evaluate the impact of the scholarship on the recipients financial and social well-being.

Section E2: Narrative Justification NonFEDERAL

Part I: Personnel

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

Co-Principal Investigator & I Year Graduate Pathways Coordinator: Dr. Shelley Neilsen Gatti, from the School of Education Department of Special Education, will provide grant leadership. There will be a .11 cost share during the academic year as well. Responsibilities include... Assist the principal investigator, and supervise the 1-year graduate residency program, teach, advise, and evaluate pre-service educators. (Plan) Weekly, meet with key grant personnel to plan implementation of grant priorities. Each week, meet with 1-year LEA partners to plan and monitor teacher preparation. Each semester, meet with *SEED advisory council* to plan and monitor grant implementation. Monthly, meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway. Continue to serve on the committee planning how to provide high school students with the opportunity to take high school education classes that can transfer in or waive college courses. (Recruit) Alongside partners, recruit and identify qualified PSE. Coordinate the unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for the 1-year graduate pathways. Participate in all phases of the screening and selection process. Work with recruiter to reach out and target cultural communities for recruitment. (Educate) For each 1-year graduate cohort, create cohort schedules. Each semester, select course instructors working with the department chair. Set up training for district personnel who will serve as adjuncts. Serve as a course instructor on assigned courses. Plan course instructor retreats and course audits of EBPs, HLPs, and CLSPs plus technology. (Practice) Work with field office to ensure all 1-year graduate program PSES have placements in district with assigned cooperating teacher and university supervisor. Plan mentor retreats and monthly professional development. (Advance) Help coordinate the creation of micro credentials working with STELAR course designer and badge expert to provide Professional Development. (Retain) Participate in advising the PSEs in the 1-year graduate program and work with the PI and GYO pathways coordinator on the multi-tiered retention and induction supports. (Sustain) Help plan the annual teacher pathways summit to create diverse pipelines to fill identified critical shortage areas and sustain residency pathways. (Evaluate) Work with PI, Co-PI, internal and external evaluator along with advisory council to ensure data is reviewed according to established timelines. Help PI and co-PI to conduct research and disseminate findings. Help prepare APRs annual and final report with PI and internal and external evaluators.

Grow Your Own Pathways Coordinator & UG Pathway. This is a new position and program and the individual hired will dedicate all their time during the summer and academic year towards the SEED project. 30% of this position will be cost share. Responsibilities include.... Assist the principal investigator and co-principal investigator in coordinating the work of this grant. Serve as a central point of contact between students, faculty, staff, other departments, and/or external constituencies on day-to-day programmatic, operational, and administrative matters; assists with seminars, meetings, special projects, and/or general problem resolution with the grant. Coordinate activities of support staff, consultants, and faculty engaged in implementation and administration of program objectives. (Plan) Weekly, meet with our key grant personnel to plan implementation of grant priorities. Each semester, meet with our SEED advisory council to plan and monitor grant implementation. Monthly, meet with DFC staff and faculty to plan and implement recruitment and support strategies for the undergraduate pathway. Coordinate the expansion of pathway at the undergraduate level. Collaborate with DFC and local school partners to help plan the middle school student's day of college exploration on campus. (Recruit) Alongside partners, help recruit and identify qualified PSE. Participate in unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for both the 1-year and 2-year graduate pathways. Participate in all phases of the screening and selection process. Work with recruiter to reach out and target cultural communities for recruitment. (Educate) For each undergraduate student, create schedules. Help plan and attend course instructor retreats and help conduct course audits of EBPs, HLPs, and CLSPs plus technology. (Practice) Work with field office to ensure all UG program PSES have placements in district with assigned cooperating teacher and university supervisor. Attend and help plan mentor retreats and monthly professional development. (Retain) Coordinate the multi-tiered retention and induction supports. (Sustain) Plan the annual teacher pathways summit to create diverse pipelines to fill identified critical shortage areas and sustain residency pathways. (Evaluate) Work with PI, Co-PI, internal and external evaluator along with advisory council to ensure data is reviewed according to established timelines. Work with PI and Co-PI to conduct research and disseminate findings.

Recruitment Coordinator This will be a cost share. St. Thomas will designate .20 FTE of Ea Porter's time to this grant work. Responsibilities will include...Engage in community outreach and focused strategic recruitment of individuals of color. Collaborate with district recruiters to coordinate events and activities. Serve as a liaison with our admissions and enrollment office. Alongside partners, help recruit and identify qualified PSE. Participate in phases of the unbiased screening, interviewing, and selecting qualified applicants using culturally inclusive admission criteria for both the 1-year and 2-year graduate pathways. Reach out and target cultural communities for recruitment. Organize a variety of recruiting activities such as visiting schools, attending community events, going to other universities, and organizing a variety of media campaigns in collaboration with district recruiters. Help plan middle school visit college event with GYO coordinator and DFC.

Internal Reviewer: This will be a cost share. St. Thomas will dedicate .05FTE of Todd Busch's time to this grant work. Responsibilities will include... Conduct internal evaluation of the impact of the SEED project over each summer. Lead internal evaluation on grant and examine findings from surveys, advising sessions, interviews, course assessments, and benchmark activities of PSEs, to provide timely feedback to improve the program towards intended outcomes. Secure and interpret NeXT measures working with accreditation manager. Interpret data from (1) Program Entry, (3) Program Exit, (3) Transition to Teaching Survey (TTS) self-report, and (4) Supervisor Survey (SS).

Administrative Assistant: This will be a cost share. St. Thomas will dedicate .10FTE of Stephanie O'Brien's time to this grant work. Responsibilities will include... Perform or delegate clerical and administrative support tasks, including creation, typing, and editing of program correspondence, purchasing documents, reports, program handbooks, and other publications. Provide administrative support.
Accreditation Manager: This will be a cost share. St. Thomas will dedicate .10FTE of Jeremie Bellenir's time to this grant work. Responsibilities will include...Provide support with assessment systems utilized to capture data for the purposes of program completion during the SEED project. Assist team with gaining access to the NeXT survey data and ensuring information from university assessment center is made available for research purposes.
DFC Internship Project Director: This will be a cost share. St. Thomas will dedicate .20FTE of Kris Donnelly's time to this grant. Responsibilities will include... Secure internships for DFC students in schools serving students with special education needs in high needs schools.
DFC Academic Coach: This will be a cost share. St. Thomas will dedicate .20FTE of Amy Kadmas's time to this grant. Responsibilities will include... Advise students who are considering transitioning into the University of St. Thomas with junior status to secure a bachelor's degree majoring in special education.
License Certification Officer: This will be a cost share. St. Thomas will dedicate .10FTE of Kelsie Edward's time to this grant project. Responsibilities will include... Assist preservice educators secure Tier 3 license status through the Minnesota Department of Education. She will attend advising sessions and explain the license progress to SEED pathway participants.
Advisor Special Education: This will be a cost share. St. Thomas will dedicate .50FTE of Stephanie Dunscomb's time to this grant. Responsibilities will include... Advise preservice educators in the Academic Behavior Strategist License pathways program. Audit degree plans, monitor progress towards degree completion, and audit field experience form documentation of required scope of the license.
STELAR Course Designer: This will be a cost share. St. Thomas will dedicate .10FTE of Michael Wilder's time to this grant. Responsibilities will include... Help create content for the four micro credentials.
STELAR Online Learning Support Systems Consultant: This will be a cost share. St. Thomas will dedicate .10FTE of Jo Montie's time to this grant. Responsibilities will include... Help create a badging process for our micro credentials.
High School Transition Planning Team (Dean): This will be a cost share. St. Thomas will dedicate .2FTE of Dean Amy Smith's time to this grant. Responsibilities will include...Serve on committee planning high school transition to Grow Your Own Educational programs.
DFC Coordination Lead (Dean): This will be a cost share. St. Thomas will dedicate .2FTE of Dean Buff Smith's time to this grant. Responsibilities will include...Help coordinate middle school high school visits, DFC internships in schools, and DFC students transferring into junior status at the University of St. Thomas to major in special education.
Field Office Support: This will be a cost share. St. Thomas will dedicate .20FTE of the new Field Office Coordinator's time to this grant. Responsibilities will include...Coordinating MOAs with school districts who will be hosting student teachers.

Field Office Support: This will be a cost share. St. Thomas will dedicate .75FTE of Rosemary Barreto's time to this grant. Responsibilities will include...Coordinating clinical experiences and communicating with schools about student placements. Ensuring preservice educators have cooperating teachers with state-required credentials. Communicate with principals, special education directors, university supervisors, cooperating teachers and preservice educators about requirements of student teaching experience.

Part II: Fringe

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

Fringe is calculated at 8% during the summer. Fringe is calculated at 35% during the academic year. These university employee's fringe will be cost share.

Part III: Travel

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

No Travel

Part IV: Equipment

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category. Equipment is valued at \$5,000 or more per item.

No Equipment

Part V: Supplies

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

No Supplies

Part VI: Contractual

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

No Contractual

Part VII: Other

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.

District 196 School District is committed to provide a cost share of \$20,000.

Anoka Hennepin School District is committed to provide a cost share of 175,000.

Minneapolis Public Schools is committed to provide a cost share of \$75,000.

Non-Traditional Teacher Pathways Summit We will host an annual event at the University of St. Thomas that will bring together participants, thought leaders, faculty, and LEA staff/leadership to discuss best practices in non-traditional teacher preparation and focus on the needs of the teachers and districts.

Part VIII: Training Stipends

Please provide a narrative description and justification for Federal funds requested **and non-Federal matching funds** anticipated under this budget category.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 07/31/2023

Applicant Information

Legal Name:

University of St. Thomas

1. Project Objective:

Increase the number of effective educators, including those from traditionally underrepresented communities, who stay in the teaching profession and teach in critical shortage areas and high need LEAs through GYO teacher preparation residency pathways.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the number of GYO pathways to becoming an educator. Implement 3 sustainable district and communities serving nontraditional GYO teacher preparation pathways with our LEAs partners.(Plan)	PROJECT			/	

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase number of educators in critical shortage areas to serve in high-needs LEAs. With partners, recruit, select, and prepare 300 teachers to work in critical shortage areas in underserved high-needs LEAs.(Recruit)	PROJECT			/	

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase diversity in the teaching workforce.Target 5 annual recruitment efforts to reach underrepresented and culturally diverse applicants (Somali, Hmong); utilize an unbiased process to select and admit cohorts with 50% from traditionally underrepresented communities. (Recruit)	PROJECT			/	

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase educator's skills through high-quality educator preparation. 80% of PSEs will complete practice-based learning experiences and courses with standards (national, state), effective practices (2 HLPs, 2 EBPs, 1 CLSPs) and technology to increase capacity to provide high-quality instruction and will demonstrate improved skills through NeXT Entry and Exit surveys in instructional practices, working with diverse learners and establishing positive classroom environment. (Educate and Practice)	PROJECT			/		

1.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase educator's qualifications and specialized skills in SE and CLSP instruction. 80% of PSEs will complete social emotional and culturally and linguistically sustaining competency-based courses linked to micro credentials awarded with digital badges. (Advance)	PROJECT			/		

1.f. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase teacher retention through multi-tiered differentiated support. Retain 80% of our graduates, who participated in at least two of our multi-tiered retention and induction supports, in the workforce for 5 years. (Retain)	PROJECT			/		

1.g. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of teacher participants who serve concentrations of high-need students.	PROGRAM			/		

1.h. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of teachers who serve concentrations of high-need students and are highly effective.	PROGRAM			/		

U.S. Department of Education
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1.i. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of teacher and principal participants who serve concentrations of high-need students, are highly effective, and serve for at least two years.	PROGRAM			/		

1.j. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The cost per participant.	PROGRAM			/		

1.k. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Evaluations meets the WWC standards with reservations.	PROGRAM			/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Glazerman, S., Dolfin, S., Bleeker, M., Johnson, A., Isenberg, E., Lugo-Gil, J., Grider, M., & Britton, E. (2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from: https://eric.ed.gov/?id=ED503061 Schmidt, R., Young., Cassidy, L., Wang, H., & Laguarda, K. (2017, June). Impact of the New Teacher Center's new teacher induction model on teachers and students. Menlo Park, CA: SRI International. https://www.sri.com/work/publications/impact-newteacher-centers-new-teacher-induction-model-teachers-and-students	The New Teacher Center (NTC) is an induction program for beginning teachers by providing mentoring and professional development. Our SEED proposal also includes mentoring and professional development during the teacher preparation program and during induction. The NTC designs and implements induction support in partnership with district priorities and aims to increase retention in the district, profession and at the school level. Our goal for the SEED proposal is to increase the number of highly effective educators, who stay in the teaching profession, including those from traditionally underrepresented communities, in critical shortage areas to serve in traditionally underserved LEAs through Grow Your Own Pathways. The WWC identified one study on the NTC that meets the WWC group design standards without reservations. They report that the evidence for retention is small and that the difference between the NTC induction group and the comparison group was not statistically significant, and the effect size was not large enough to be substantively important, see pg. 6-7 of the Intervention Report. In a more recent study (2017), authors reported 31% increase in retention and acceleration in student learning. We anticipate the similar outcomes in our studies.	The Glazerman et al., (2008) study included 17 school districts across 13 states, 418 elementary schools. These study samples overlap with both the populations and settings proposed for the project.
Clark, M. A., Chiang, H. S., Silva, T., McConnell, S., Sonnenfeld, K., Erbe, A., & Puma, M. (2013). The effectiveness of secondary math teachers from Teach For America and the Teaching Fellows programs (NCEE 2013-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	The TNTP Teaching Fellows is a non-traditional path to teacher certification to teach in high - need public schools. It is a post BA program and recruits career changes and recent college graduates. They receive in-person training their first summer and then on-going professional development and coaching during their first year of teaching. They receive the same salary and	The Clark et al., (2013) study included 44 secondary schools in nine school districts in eight states. While we will not be studying the performance of math teachers, we will be including teachers who teach math in urban and more rural settings.

Retrieved from https://eric.ed.gov/?id=ED544171	benefits as other beginning teachers. This is similar to our SEED proposal in that all three of the pathways are working in schools and taking coursework at the same time. The teacher candidates in our program receive ongoing support from mentors and university clinical supervisors, and instructors. The WWC reviewed eight eligible studies and one study met WWC group design standards without reservations. This study compared the TNTP fellows to other teachers on mathematics achievement. This report summarizes the study found two statistically significant positive effects: (1) students of TNTP Teaching Fellows teachers had higher mathematics achievement than students of teachers from less selective alternative routes to certification; and (2) students of novice TNTP Teaching Fellows teachers (that is, those in their first 3 years of teaching) outperformed students of novice comparison teacher (see page 6. in the Intervention Guide). We anticipate through our SEED proposal that our teachers and their supervisors will report better preparation and high performance of their students based on NExT surveys.	
Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. <i>Science</i> , 333(6045), 1034-1037. Retrieved from: https://eric.ed.gov/?id=ED556046 https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/635	My Teaching Partner-Secondary is a professional development program that aims to increase student learning and development through improved student-teacher interactions. The professional development includes teachers viewing videos of high-quality interactions and then receive individualized web-based coaching twice a month through the school year. This study met the WWC group design and found to have potentially positive effects on general achievement for middle and high school students. This is similar to our SEED proposal in that our PSEs will receive professional development, including video analysis and coaching to improve positive interactions with students. We anticipate that this intervention will lead to improved student-teacher relationships as measured by the Student-Teacher Relationship Scale (Pianta, 1992).	The Allen et al., (2011) study including teachers and middle and high school students. Some of our PSEs will be working with middle and high school students, although our student population will include students receiving special education. Our control group will be a matched population.
Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2018). Brief teacher training improves student behavior and student-teacher relationships in middle school. <i>School Psychology Quarterly</i> , 34(2), 212-221. https://doi.org/10.1037/spq0000296 Cook, C.R., Coco, S., Zhang, Y., Fiat, A.E., Duong, M.T., Renshaw, T.L., Long, A. C., Frank, S. (2018). Cultivating positive teacher-student relationships: Preliminary evaluation of the Establish-Maintain-Restore (EMR) Method, <i>School Psychology Review</i> , 47:3, 226-243	These two studies examine the effects of professional development on the Establish-Maintain-Restore (EMR) approach to enhance teachers' skills in cultivating relationships with students. The Duong et al., study focused on middle school students and the Cook et al., study focused on elementary students. Both studies used a matched randomized controlled trial with 20 teachers (10 in each group). Observers assessed academically engaged time and disruptive behavior and teachers reported on relationship quality using the STRs. The studies found EMR resulted in significant improvements in student-teacher relationships and student	The Duong et al., (2018) study included 20 teachers and middle school students. Some of our teacher candidates will be teaching in middle school. The Cook et al. (2018) study included 10 elementary classrooms. We will also use a sample of elementary classrooms for our study and extend to special education teachers.

https://doi.org/10.17105/SPR-2017-0025.V47-3	classroom behavior. To date these studies have not been included in the WWC, however they meet the WWC 5.0 guidelines for experimental design. Our study replicates the methodology for these two studies and the main difference is the professional development model. Instead of three hours of PD to classroom teachers, our study will examine the practice-based teaching methods on the impact of STRs compared to a control group.	

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence." (Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).	(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.	(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.
Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).	The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure. The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project. This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).	The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

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