SPD 568
TEACHING METHODS FOR LEARNERS WITH MILD/MODERATE DISABILITIES
Fall, 2007

College of Education
Department of Language, Literacy, and Special Populations

CONCEPTUAL FRAMEWORK: *Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.*

INSTRUCTOR

Dr. Philip Swicegood   Tuesday Nights
TEC 143   6:00 - 9:00
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TEXTS:

Cohen, L. & Spenciner, L. J. (2005). **Teaching Students with Mild and Moderate Disabilities: Research-Based Practices.** Upper Saddle River, NJ. : Pearson/Merrill Prentice Hall.

Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2004). **Teaching Content to All: Evidence-based Practices in Middle and Secondary Schools.** Boston: Pearson Education, Inc.

MATERIALS/RESOURCES:
Course Handouts
Discussion Board Postings on BLACKBOARD
Journal Readings for Individual Oral Reports
Web sites – www.TeachingLD.org , etc.

COURSE DESCRIPTION (Catalog)
Course content centers upon a rationale for instruction of students with mild to moderate special needs and presents a variety of methods, materials, and instructional strategies for students with mild to moderate disabilities.

COURSE QUESTIONS:

1. What are the main educational needs of students with high incidence disabilities?
2. What educational methods and practices are regarded as "research-based" and "student-centered"?
3. Which conceptual model of learning works for me? Am I eclectic?
4. How do I link assessment with instruction?
5. How do I build positive, supportive learning environments for struggling learners?
6. What is the mission and vision of special educational programs and how well is it being realized?
7. What instructional practices will lead to learner growth and achievement in language, literacy, mathematics, and content areas?
8. How can students with mild and moderate disabilities become more metacognitively aware, strategic, active, and successful?
9. How can students with mild to moderate disabilities be equipped for successfully meeting the demands of adult, post-secondary life?
10. What methods and educational strategies will enrich my instruction for all students?

COURSE OBJECTIVES:

Course objectives are aligned with state and national standards in the following table. State standards are taken from the State Board for Educator Certification (SBEC) - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the ExCET/TExES Certification Examination (www.sbec.state.tx.us). For National Standards, The Council for Exceptional Children (CEC) provides the following *: " CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums"(www.cec.sped.org).*

SPD 568 Objectives/ Learning Outcomes	Activities	Performance Assessment	**STANDARDS** **TX: Special Education EC – 12 TExES/ExCET** *CEC/NCATE: Individualized General Curriculum*
(1) Ability to describe various theoretical and conceptual positions related to the instruction of students with mild/moderate disabilities and learning disabilities, including direct instruction, diagnostic teaching, and whole language.	In-class Discussions Relating Class Handouts to Text Texts: Chapters 1, 6 (C&S); Chapters 1,3,4 (L&D) Student Presentations of Topical Content	Anecdotal Evaluation of Participation EXAM 1 Performance Rubric	**1.2K, 1.2S, 11.1K, 11.4K** *ST 1: Foundations – CC1K1* *ST. 2: Instructional Strategies – GC4S1* *ST. 7: Instructional Planning – CC7K1*
(2) Ability to plan and conduct instructional sequences utilizing appropriate degrees of task analysis, structure, teacher direction, learning supports, content enhancements, and instructional scaffolding.	In-class Discussions Relating Class Handouts to Text Texts: Chapters 5, 7 (C&S); Chapters 3- 6 (L&D) PowerPoint Presentations Student Presentations of Topical Content Instructional Simulations	Anecdotal Evaluation of Participation EXAM 1 Performance Rubric In-class Peer Feedback	**6.3K, 6.9K, 6.2S, 6.3S, 6.4S, 6.5S, 6.6S, 6.19S, 10.1K, 10.2K, 10.1S** *ST. 5: Learning Environments and Social Interactions – CC5K3, CC5S1, CC5S12, GC5S6* *ST. 7: Instructional Planning – CC7S2, CC7S5, CC7S6, CC7S8, CC7S10, CC7S12, GC7S2, GC7S3*
(3) Ability to describe,	In-class	Anecdotal Evaluation	**10.2S, 11.2K – 11.7K,**

define , and implement research-based and learner-centered instructional strategies in the areas of reading, oral language, written language, and math.	Discussions Relating Class Handouts to Text Texts: Chapters 11, 12, 13 (C&S); Chapter 4 (L&D) PowerPoint Presentations Case Study Project Instructional Simulation	of Participation EXAM 2 Performance Rubric In-class Feedback	**11.1S – 11.7S, 10.2S, 12.1K – 12.4K, 12.1S, 12.5S, 12.7S** *ST. 4: Instructional Strategies – CC4S3, GC4K6, GC4S1, GC4S4, GC4S1, GC4S14, GC4S15* *ST. 6: Communication – CC6K1, CC6S1 – CC6S4* *ST. 7: Instructional Planning – GC7K4*
(4) Ability to design learning environments and classroom communities which maximize opportunities for student success and progress and which encourage student self-selection and active participation in learning goals .	In-class Discussions Relating Class Handouts to Text Texts: Chapters 5, 7 (C&S); Chapter 5 (L&D) Presentations of Topical Content	Anecdotal Evaluation of Participation EXAM 1, 2 Performance Rubric	**6.7S – 6.10S** *ST. 4: Instructional Strategies – GC4K5* *ST 5: Learning Environments and Social Interactions – CC5S4, CC5S8, CC5S9*
(5) Ability to describe and engage in collaborative roles and responsibilities with various educational professionals, emphasizing partnerships with general educators.	In-class Discussions Relating Class Handouts to Text Texts: Chapter 10 (C&S); Chapter 12 (L&D) Presentations	Anecdotal Evaluation of Participation EXAM 2 Performance Rubric	**3.1K, 3.3K, 3.5K, 3.1S, 3.8S, 3.9S** *ST. 7 : Instructional Planning – CC7S2* *ST. 10: Collaboration –CC10K1, CC10K2, CC10S6, CC10S9, GC10K4*

	of Topical Content		
	Case Study Project	Performance Rubric	
(6) Ability to cite important characteristics of academically diverse learners - social, academic, cognitive, behavioral, language, and motivational- of students with mild/moderate disabilities, including LD.	In-class Discussions Relating Class Handouts to Text Texts: Chapter 2, 3, 8 (C&S); Chapter 1 – 2 (L&D) Case Study Project Discussion Board Forums	Anecdotal Evaluation of Participation EXAM 1, 2 Performance Rubric Quality of Postings	**4.1K, 4.3K, 4.4K, 4.8K, 4.9K, 4,2S, 4.3S** *ST. 2: Development and Characteristics of Learners – CC2K2, CC2K5, GC2K4* *ST. 3 – Individual Learning Differences – CC3K1, CC3K2* *ST. 6: Communication – GC6K3*
(7) Ability to equip students with mild/moderate disabilities and LD with an approach to learning situations which is strategic, organized, meaning-based, and success-oriented, including self-management strategies, learning strategies, test-taking strategies, and self-determination skills.	In-class Discussions Relating Class Handouts to Text Texts: Chapters 14, 15 (C&S): Chapter10 (L&D) PowerPoint Presentations Presentations of Topical Content Instructional Simulations	Anecdotal Evaluation of Participation EXAM 2 Performance Rubric In-class Feedback	**6.8S, 6.9S, 7.6S, 10.8S, 11.8K, 11.8S** *ST. 4: Instructional Strategies – CC4S2, CC4S5, GC4K2, GC4S3, GC4S11* *ST. 6: Learning Environments and Social Interactions – CC5S8, CC5S9*

(8) Ability to utilize a variety of ongoing informal assessment strategies to plan, conduct, and evaluate instruction for diverse learners and students with mild/moderate disabilities, including portfolio assessment, curriculum-based measures, literacy folders, and error analysis.	In-class Discussions Relating Class Handouts to Text Text: Chapters 4,11, 12, 13, 14 (C&S); Chapters 7 – 8 (L&D) Presentations of Topical Content Case Study Project	Anecdotal Evaluation of Participation EXAM 2 Performance Rubric Performance Rubric	**5.2K, 5.8K, 5.9K, 5.2S, 5.3S, 5.5S, 5,6S, 5.8S, 5.9S, 5.10S, 5.12S** *ST. 4: Instructional Strategies - GC4S12* *ST. 8: Assessment – CC8K1, CC8K2, CC8S1, CC8S2, CC8S4, CC8S5, CC8S8, GC8S3*
(9) Ability to plan and implement appropriate service delivery arrangements in school settings (inclusive, etc,) through transitional environments (career, vocational) and which provide for academic and social success and integration for diverse learners and students with mild/moderate disabilities.	In-class Discussions -Class Handouts Texts: Chapters 5, 7, 16 (C&S); Chapters 4 – 8 (L&D) Presentations of Topical Content Instructional Simulations	Anecdotal Evaluation of Participation EXAMS 1, 2 Performance Rubric In-class Feedback	**6.6K, 6.8K, 6.9S, 9.2K, 9.4K, 9.5K , 9.7K, 9.1S, 9.4S, 10.7K, 10.8K, 10.7S** *ST, 1: Foundations - GC1K5, GC1K8* *ST. 4: Instructional Strategies – CC4S1, CC4S6, GC4S6, GC4S8* *ST. 5: Learning Environments and Social Interactions – CC5K3, CC5K7, GC5S3, GC5S6* *ST. 7: Instructional Planning – GC7K2, GC7K3, GC7S5*
(10) Ability to relate instructional goals to the general curriculum – TEKS - and	In-class Discussions -Class Handouts	Anecdotal Evaluation of Participation	**9.7K, 10.2K, 10.4K**

designate instructional adaptations and behavioral supports required for successful functioning in academic, social, and life-centered domains in inclusive and special learning environments.	Texts: Chapter 14 (C&S); Chapters 3, 4, 7, 8 (L&D) Presentations of Topical Content Instructional Simulations Discussion Board Forums	EXAM 2 Performance Rubric In-class Feedback Quality of Postings	*ST. 3: Individual Learning Differences –* **GC3S1** *ST. 5: Learning Environments and Social Interactions-* **CC5K1, CC5S1, CC5S3** *ST. 7: Instructional Planning – CC7S1, CC7S7*
(11) Ability to utilize principles of group discussion, individual conferencing, instructional groupings (peer tutoring, cooperative learning, etc,) and shared learning/goal setting to increase the academic and social integration of diverse learners and students with mild/moderate disabilities.	In-class Discussions -Class Handouts Texts: Chapter 7 (C&S); Chapter 5 (L&D)	Anecdotal Evaluation of Participation EXAM 1, 2	**3.1K, 3.3K, 3.1S, 3.4S** *ST. 4: Instructional Strategies – GC4K5* *ST. 5: Learning Environments and Social Interactions – CC5WS4, CC5S7, CC5S9, GC5K3* *ST. 7: Instructional Planning – CC7S3* *ST. 10: Collaboration – CC10S4, CC10S5, CC10S7*
(12) Ability to utilize appropriate instructional and assistive technologies, including computer-assisted instruction hypermedia, and on-line applications.	In-class Discussions -Class Handouts Text: Chapters 7, 14 (C&S); Presentations of Topical Content	Anecdotal Evaluation of Participation EXAM 1 Performance Rubric	**8.1K, 8.5K, 8.6K, 8.1S, 8.3S, 8.5S, 8.7S** *ST. 4: Instructional Strategies – GC4S7* *ST. 5: Learning Environments and Social Interactions –* GC5S2

	Demonstrations and Applications of media and Online Resources	Anecdotal Evaluation of Participation	*ST. 7: Instructional Planning – CC7S4, CC7S9*
(13) Ability to select appropriate curricula – including the **Texas Essential Knowledge and Skills** (TEKS) - and curriculum materials for diverse learners and students with mild/moderate disabilities, in academic, literacy, social, life-centered and career domains.	In-class Discussions -Class Handouts Texts: Chapters 3, 11 – 14 (C&S): Chapters 3, 4 (L&D)	Anecdotal Evaluation of Participation EXAM 1, 2	**10.9K, 10.9S** *ST. 4: Instructional Strategies – GC4K1* *ST. 7: Instructional Planning – CC7K1 – CC7K3*
(14) Understands and adheres to professional dispositions and commitments of ethical practices, advocacy for students with disabilities, and continuing professional development.	In-class Discussions Texts: Chapter 1 (C&S); Chapters1, 11 (L&D) Presentations of Topical Content	Anecdotal Evaluation of Participation EXAM 1, 2 Performance Rubric	**2.1K, 2.2K, 2.3K, 2.1S, 2.2S, 2.3S, 2.4S, 2.11S** *ST. 1: Foundations –CC1K1, CC1S1* *ST. 9: Professional and Ethical Practice – CC9K1, CC9K3, CC9K4, CC9S1, CC9S2, CC9S5, CC9S7, CC9S9 – CC9S12*

POLICY for Students with Disabilities

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be complete.

EVALUATION:

TK 20

The College uses the CampusTools HigherEd Assessment and Management System to conduct systematic teaching and assessments for all students in the college (Education) . Every student is required to purchase an account for use of this system from Tk20. Each student account costs only $100, plus tax and includes access to the system for seven years. This is a ONE-TIME charge.

To purchase your account, click on the link "Click here to purchase your student account" on the login page of the CampusTools HigherEd System, found at https://tk20.shsu.edu/campustoolshighered/

(1) **Mid-term exam** (**130 Points**)
   Exam # 2 (**130 Points**)
   Exams are a mix of short answer and objective type items.

(2) Small Group **Oral report** on topic from reading lists or other sources. For our
   size class, two's or three's are probably workable but we can have some
   individual reports also. Reports will be presented in class (15-20 minutes) with
   emphasis on instructional implications. If the reading describes a specific
   instructional technique or method (as most of them will), consider using a
   demonstration, modeling, or role-play. In any case, strive for zest and
   clarity. Topics can be broad (e.g., "Reading Comprehension Strategies") or
   more specific (e.g., "Methods for Teaching Fractions"). You should provide a
   one-two page summary of the articles describing the main points and
   synthesizing the specific instructional applications and implications. Readings
   will be given out during the first few class meetings. A scoring rubric is
   provided…use the criteria to plan and self-assess. (**70 Points**)

(3) **Class attendance and participation** (**40 Points**). Three hours
   of class (1 class meeting) are allowed by University Policy. Each absence
   following the three hours will result in an 10 point reduction. More than two
   absences should be worked out individually with the course instructor.
   Participation will be judged informally by the instructor.

(4) **Individual Project** (**70 Points**)
   Case Study/Portfolio Assignment. Begin to construct a case study of
   performance by a student with mild/moderate disabilities (preferably),a low
   achieving student, at-risk student, etc. (*If you don't have access to real*
   students, we can look at alternatives or hypothetical people.) Accumulate a
   folder of information -- this might include work samples, homework, informal
   conference logs, tests, notes or outlines constructed by the student, anecdotes
   about classroom behavior, interviews with teachers or parents, running records
   of work completed -- or any of a number of sources.

   The outcome of this activity is to demonstrate knowledge of evidence-based
   practices in assessing a student's educational needs and providing instruction
   and educational services deigned to meet these needs. Course handouts and
   readings will seek to clarify some of the permutations which might be possible.
   Consider strongly the inclusion of an Informal Reading Inventory (such as the
   Flynt – Cooter). We will discuss these in class and each of us will engage in

ongoing dialogues about how the experience is working. Be sure to respect confidentiality - white out names, get permissions, etc. We will use these to think about informal evaluation and goal-setting. Refer to handouts and class information on the philosophy and construction of portfolios.

Some samples of case studies from previous classes will be presented. Also, early in the course, everyone will read an article (Some of these are on the reading lists) - informal assessment methods, authentic assessment, portfolio construction, classroom-based research...We'll share these in class such that we learn together both the philosophy and logistics of individual, ongoing, multiple domain-based assessment. **Post your 2 -3 page summary on TK20 if you are part of the Diagnostician or Master's Program in special Education**. Due on 11/20/07.

(5**) Responses to Weekly Discussion Board Topics/Exercises**.
The Discussion Board Feature of Blackboard allows us to explore some of the course topics and principles in greater depth. A topical FORUM - a question, a situation, a student profile, a dilemma for educators, a query, etc. – will be posted for you to respond to. I have some ideas for this but welcome your input and suggestions regarding the mission of meeting the educational needs of diverse learners. These will not be synchronous discussions such that you can log on when you see fit. Still, participation will be expected from each class member. As the threads are responded to, you may want to react to different individuals and go back a second or third time. My hope is that this medium will allow us to learn as a classroom community. Since we are a mix of special education and school psychology folks, it should be interesting to get a cross-disciplinary spin as we progress. **(60 Points).**

GRADE SCALE
   450 - 500 Points = A
   410 - 449 Points = B
   360 - 409 Points = C
   Below 360   = F

COURSE SCHEDULE

8/21
Course Overview
Soliciting Topics for Oral Reports
Course Orientation and Philosophy
Basics of Educational Programs
IDEA
LRE, Service Delivery
IEP
C & S Text: Chapter 1

8/28
Characteristics & Aspects of Mild/Moderate Disabilities
What learning problems look like
Pre-referral/Referral
ADHD,OHI
Response to Intervention (RTI)
Assistive Technology Examples
What do high and low achievers look like?
Cognitive, Academic, Social Characteristics
Instructional Planning Considerations
C & S Text: Chapter 2
General Mild/Moderate Characteristics
EBD, MR, Autism Spectrum Disorders
C & S Text: Chapter 3
L & D Text: Chapter 1

9/4
Differentiating Instruction
General Education Practices, Trends
No Child left Behind
THE ACOUNTABILITY MOVEMENT
IDEA
Standards-based Reform
L & D Text: Chapter 2

9/11
Online Lecture on Blackboard

Linking Assessment and Instruction
Considering the Curriculum
Outcomes of Instruction
Orientation, Attributions, Attitudes
Formal and Informal Assessment

High Stakes Testing
Reliability & Validity
CBA's
Portfolio & Performance-based Assessment
Running Records, Work Sample
Error analysis
C & S Text: Chapter 4
L & D Text: Chapter 3

9/18   Lesson Planning, Instructional Goal-Setting
Designing positive learning environments
The Learning Process/Stages of Learning
Course Organizers
Content Mapping
L & D Text: Chapter 4

Accommodations & Supports
Release of Responsibility Model
Overview Instructional Software
Computer-Assisted Instruction
C & S Text: Chapter 5

Historical Instructional Approaches
Direct Instruction
Behaviorism, Constructivism, Holism
Whole Language – Questions & Limitations
Making Learning Meaningful & Authentic
Effective Schools
C & S Text: Chapter 6

9/25   Explicit Instructional Strategies
Instructional Scaffolding
Reciprocal Learning
Student Mediated Learning
Cooperative Learning Groups
Peer Tutoring
C & S Text: Chapter 7
Assessing student involvement
Instruction in social skills, self-regulation
Positive Behavior Supports

C & S Text: Chapter 8

Motivation and Managing Behavior
Functional Behavior Assessment
Selecting Materials
Instructional Routines – Active Responding
Integrated curricular Learning
Sociocultural Context for Learning
Scheduling, Prevention, Structure
Cambourne's Conditions
C & S Text: Chapter 9

A Community of Learners
Learning Strategies
Designing for Student Success
Building Trust
Identifying Students' Interests and Preferences
L & D Text: Chapters 5 - 6

Professional & Parental Collaboration
Problem-solving approach
Inclusion and Integration
Co-Teaching
Modifying Instruction
Interdisciplinary Team Functioning
Communicating with Parents
C & S Text: Chapter 10
L & D Text: Chapter 12

10/2 - 10/9   Pre-, During-, Post-Reading Framework
                     Comprehension, Metacognition and Meaning-making
                     Reading Assessment – Think alouds, IRI,…
                     Phonemic Awareness
                     Language Cueing systems
                     Directed, Guided Reading
                     Advance Organizers, Graphic Organizers,…
                     Fluency & Automaticity – Repeated Reading,..
                     Looking at Miscues
                     Utilizing Children's Literature/Integrating Instruction
                     Post-Reading

Sharing, Extending Text
Reciprocal Teaching, CSR,…
Questions & QAR's
C & S Text: CHAPTER 11

10/16   **EXAM 1**

10/23   **Online Lecture on Blackboard**
Becoming a Reader and Writer/Assessment
Top-Down Versus Bottom-Up Approaches
Writing Process
Analyzing Writing Samples/Rubrics
Literacy Conferencing
Fostering Authorship
Journals and Logs
C & S Text: Chapter 12

Unit Planning
Content and process focus
Making Expectations Explicit
L & D Text: Chapter 7

10/30

Spelling and Handwriting – Direct teaching
Invented VS. Traditional Spelling Instruction
Composition - Secondary
Audience Awareness/Writing to Learn
Expository Writing
Oral Language- Competence and Performance
Content- Form– Use of Language
Alternative communication needs
C & S Text: Chapter 12

Teaching for Meaning
Lesson Planning and Delivery
Active learning, Student Engagement
L & D Text: Chapter 8

11/6 - 11/13   MATH
Math Instruction-Elementary

Assessment - Error analysis & Criterion-Referenced
Basic Concepts and Pre-number Experiences
Computations
Integrated Instruction
Math - Process & Product
Math - Secondary Aspects
Fostering Problem Solving
Functional and Consumer Math
Money, Measurement, Time
C & S Text: Chapter 13

11/20   Content Area Learning
Science & Social Studies
FLIP
Aligning with the General Curriculum
"Watering Up" Instruction
Instructional routines – Unit Organizers,...
Adaptation & supports
Inquiry-based learning
Readability of Text
Organizational Behavior/Learning from Text
C & S Text: Chapter 14

Instructional Decisions
Teaching Concepts
Universal Design for learning
Modeling, Questioning, Feedback,…
L & D Text: Chapter 9
Case Study Due 11/20/07

11/27   Self-Directed Learning/Self-Management
Cognitive Behavioral Instruction
Study Skills/Learning Strategies
SQ3R, SNIPS,…
Graphic Organizers
Getting Organized
Note-taking & Test-taking Strategies
Homework
C & S Text: Chapter 15
L & D Text: Chapter 10

12/4	Fostering Self-Determination
	Assessing transition needs
	Life skills
	Levels of support
	Person-centered Planning
	Transitional and Career Emphasis
	Course Summary
	C & S Text: Chapter 16
	L & D Text; Chapters 11- 12
12/11	**EXAM #2**

GRADING CRITERIA FOR SPD 568
ORAL PRESENTATIONS Topical Articles

Fall , 2007

Date_____ PRESENTER(S)_____
TOPIC_____
Article Titles/Authors_____

Criteria	1 - 3	4 - 7	8 - 10	
Content of Presentation	Inadequate: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	Adequate: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	Strong: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	
Quality of Handout	>1 Page - Points, Aspects of Articles Unclear, Ambiguous	1 Page – Some Important Points, Aspects of Articles	1 - 2 Pages-Important Points, Aspects of Articles	
Importance to Instruction	Importance to Instruction not Emphasized-Lacking: Practical, Clear, Concise, Organized	Importance to Instruction Adequately Emphasized- Somewhat Practical, Clear, Concise, Organized	Importance to Instruction Emphasized -Practical, Clear, Concise, Organized	
Evidence of Preparation /Organization	Unprepared and Disorganized	Adequately Prepared and organized	Well Prepared and Strongly organized	
Presentation Dynamics	Doesn't: Adapt to Listeners/Stick to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,…	Somewhat: Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,…	Strongly: Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,…	
Individual Critique	Little Critique of Instructional Implications Feasible? Do-oable? ...Impersonal	Adequate Critique of Instructional Implications Feasible? Do-oable? ...Impersonal	Strong Critique of Instructional Implications Feasible? Do-oable? Thoughtful...Personal, vivid	
Impact	Low Audience Interest, Inadequate Summarization of Major Aspects	Audience Interest Maintained, Adequate Summarization of Major Aspects	Presentations Generated Questions, High Audience Interest Strong Summarization of Major Aspects	

COMMENTS:

SPD 568 – PORTFOLIO/CASE STUDY EVALUATION
Fall, 2007   (70 Points)

NAME_____

Criteria	1-3	4-7	8-10	
Introduction and Purpose	Contents Not Introduced in Table or Narrative - Statement of Purpose	Contents Briefly Introduced in Table or Narrative -Statement of Purpose	Contents Introduced in Table or Narrative - Statement of Purpose	
Variety of Domains	Contents Reflect 1 -2 Domains of Functioning: academic, strategic, literacy, social/emotional domains	Contents Reflect 2 – 3 Domains of Functioning: academic, strategic, literacy, social/emotional domains	Contents Reflect 4 Domains of Functioning: academic, strategic, literacy, social/emotional domains	
Variety of Contents	Little Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included	Some Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included	Strong Variety of Quantitative (tests, skills, etc.) and Qualitative (attitudes, strategies, metacognition) information included	
Reflection	Little to No Evidence of Reflection about Student and Interpretation of Various Piece Significance of Selections Explained through captions or summaries	Some Evidence of Reflection about Student and Interpretation of Various Pieces; Significance of Selections Explained through captions or summaries	Strong Evidence of Reflection about Student and Interpretation of Various Pieces; Significance of Selections Explained through captions or summaries	
Organization	Contents NOT Organized into Categories, Sections, Chronologically	Contents SOMEWHAT Organized into Categories, Sections, Chronologically	Contents WELL Organized into Categories, Sections, Chronologically	
Summary	Summary Contains little or no important findings and Implications for Instruction (>1 page)	Summary Contains some important findings and Implications for Instruction (>2 pages)	Summary Captures Important Findings and Implications for Instruction (2 -3 pages)	
Packaging and Aesthetics	Sloppy, Disjointed, Unappealing	No Frills; All Business	Clean Look, Visually Appealing; Special Touches	

COMMENTS: