

EDU 411 Teaching of Exceptional Children

Fall 2007

Ends/Means/Measures Matrix

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
Internal Outcomes		
<p>LP1. Multicultural Education Finlandia's graduates understand and respect individual differences including those of culture, race gender, religion, and ethnicity.</p>	<p>Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.</p>	<p>Class Participation Textbook reading/activities Article Reviews</p>
<p>LP3. Human Growth and Development Finlandia's graduates understand developmental stages from birth through adulthood in relation to how children learn.</p>	<p>Obj. 1-- Define the term children with exceptionalities.</p> <p>Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time.</p> <p>Obj. 3--Explain the potential impact of the philosophy of inclusion on the education of exceptional children.</p> <p>Obj. 4--Identify some of the different learning environments being used today for exceptional students.</p> <p>Obj. 5--Describe the ecological approach to exceptionalities.</p> <p>Obj. 6--Explain how a child is identified as being in need of early intervention.</p> <p>Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.</p>	<p>Class Participation Textbook reading/activities</p> <p>Class Participation Textbook reading/activities Article Reviews</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Literature Review</p> <p>Class Participation Textbook reading Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading Article Reviews</p>

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
<p>LP3. Human Growth and Development Finlandia's graduates understand developmental stages from birth through adulthood in relation to how children learn. (continued)</p>	<p>Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.</p>	<p>Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection</p>
<p>LP4. Inclusion/Exceptionalities- Finlandia's graduates adjust for gifted learners, for students at risk students with disabilities, and for students needing diversity accommodations.</p>	<p>Obj. 1-- Define the term children with exceptionalities.</p> <p>Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time.</p> <p>Obj. 3--Explain the potential impact of the philosophy of inclusion on the education of exceptional children.</p> <p>Obj. 4--Identify some of the different learning environments being used today for exceptional students.</p> <p>Obj. 5--Describe the ecological approach to exceptionalities.</p> <p>Obj. 6--Explain how a child is identified as being in need of early intervention.</p> <p>Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.</p> <p>Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.</p>	<p>Class Participation Textbook reading/activities</p> <p>Class Participation Textbook reading/activities Article Reviews</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Literature Review</p> <p>Class Participation Textbook reading Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading Article Reviews</p> <p>Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection</p>

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
<p>KS3. Communication Skills--Finlandia's graduates listen, read, write, speak, and use information technology effectively.</p>	<p>Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.</p> <p>Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.</p>	<p>Class Participation Textbook reading/activities Article reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection</p>
<p>LLS5. Critical Thinking and Problem Solving--Finlandia's graduates think creatively and critically in the identification, analysis, and resolution of problems, issues, truth claims, and ethical issues.</p>	<p>Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time.</p> <p>Obj. 3--Explain the potential impact of the philosophy of inclusion on the education of exceptional children.</p> <p>Obj. 5--Describe the ecological approach to exceptionalities.</p> <p>Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.</p>	<p>Class Participation Textbook reading/activities Article Reviews</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Literature Review</p> <p>Class Participation Textbook reading Article Reviews</p>
<p>External Outcomes DEVELOPMENT, LEARNING and MOTIVATION</p>		
<p>NCATE 1. Development, learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge and motivation.</p>	<p>Obj. 4-- Identify some of the different learning environments being used today for exceptional children.</p> <p>Obj. 5--Describe the ecological approach to exceptionalities.</p>	<p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Literature Review</p>

ENDS of course
(Outcomes of standards)

MEANS to those ends
(Course objectives)

MEASURES
(Assessment activities)

External Outcomes

DEVELOPMENT, LEARNING
and MOTIVATION

<p>NCATE 1. Development, learning and Motivation-- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge and motivation. (continued)</p>	<p>Obj. 6--Explain how a child is identified as being in need of early intervention.</p>	<p>Class Participation Textbook reading Article Reviews Guest speaker/site visit reflection</p>
--	--	---

<p>NCATE 4. Assessment for Instruction--Candidates know understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>Obj. 1-- Define the term children with exceptionalities. Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time. Obj. 3--Explain the potential impact of the philosophy of inclusion on the education of exceptional children.</p>	<p>Class Participation Textbook reading/activities Class Participation Textbook reading/activities Article Reviews Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p>
---	--	--

PROFESSIONALISM

<p>NCATE 5c. Collaboration with families--Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.</p>	<p>Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time. Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.</p>	<p>Class Participation Textbook reading/activities Article Reviews Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p>
---	--	---

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
NCATE 5d. Collaboration with colleagues and the community-- Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection
MELS 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences and the arts):		
MELS 1f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment.	Obj. 1-- Define the term children with exceptionalities.	Class Participation Textbook reading/activities
MELS 1h. An understanding of the impact of technology and its use for gathering and communicating ideas and information.	Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.	Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection
MELS 2. A commitment to student learning and achievement, including the understanding and ability to:		
MELS 2a. Apply knowledge of human growth, development, and learning theory	Obj. 1-- Define the term children with exceptionalities.	Class Participation Textbook reading/activities
	Obj. 4-- Identify some of the different learning environments being used today for exceptional children.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection
	Obj. 5--Describe the ecological approach to exceptionalities.	Class Participation Textbook reading/activities Article Reviews Literature Review

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
MELS 2. A commitment to student learning and achievement, including the understanding and ability to:		
MELS 2a. Apply knowledge of human growth, development, and learning theory (continued)	Obj. 6--Explain how a child is identified as being in need of early intervention.	Class Participation Textbook reading Article Reviews Guest speaker/site visit reflection
MELS 2b. Discern the extent to which personal belief systems and values may affect the instructional process, e.g. love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectation in affecting achievement.	Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time. Obj. 4-- Identify some of the different learning environments being used today for exceptional children. Obj. 5--Describe the ecological approach to exceptionalities.	Class Participation Textbook reading/activities Article Reviews Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection Class Participation Textbook reading/activities Article Reviews Literature Review
MELS 2c. Discern the extent to which personal belief systems and values may affect the instructional process: e.g. love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectation in affecting achievement.	Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time. Obj. 3--Explain the potential impact of the philosophy of inclusion on the education of exceptional children.	Class Participation Textbook reading/activities Article Reviews Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection
MELS 3. Knowledge of subject matter and pedagogy, including the understanding and ability to:		
MELS 3g. Access and use updated information and procedures.	Obj. 4-- Identify some of the different learning environments being used today for exceptional children.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
MELS 4. The ability to manage and monitor student learning, including the understanding and ability to:		
MELS 4c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success.	Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection
MELS 4d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success.	Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection
MELS 5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		
MELS 5a. Identify and use current research in both the subject field and in other areas of practice in the profession.	Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time. Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.	Class Participation Textbook reading/activities Article Reviews Class Participation Textbook reading Article Reviews
MELS 5f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development.	Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.	Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
MELS 5g. Discuss and debate the evolution of education and the teacher's role in a changing society.	<p>Obj. 2-- Describe how approaches to treating individuals with exceptionalities have changed over time.</p> <p>Obj. 3-- Explain the potential impact of the philosophy of inclusion on the education of exceptional children.</p> <p>Obj. 5-- Describe the ecological approach to exceptionalities.</p> <p>Obj. 7-- Describe how the courts have influenced the development of educational services for exceptional children and the impact of state and federal legislation.</p>	<p>Class Participation Textbook reading/activities Article Reviews</p> <p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p> <p>Class Participation Textbook reading/activities Article Reviews Literature Review</p> <p>Class Participation Textbook reading Article Reviews</p>
MELS 6. Commitment and willingness to participate in learning communities, including the understanding and ability to:		
MELS 6e. Interact with parents to maximize the learning of students at school, home and in the local community.	Obj. 8-- Explain how effective communication and collaboration with parents of exceptional children and also with colleagues and other professionals providing services, is critical to successful programming.	<p>Class Participation Textbook reading/activities Article Reviews Guest speaker/site visit reflection</p>
MELS 7. An ability to use information technology to enhance personal and professional productivity.		
MELS 7b. Identify and apply resources for staying current in applications of information technology in education.	Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.	<p>Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection</p>

ENDS of course (Outcomes of standards)	MEANS to those ends (Course objectives)	MEASURES (Assessment activities)
MELS 7e. Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision-making including word processing, database management, spreadsheets, and graphic utilities.	Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.	Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection
MELS 7f. Demonstrate knowledge of equitable, ethical, legal, social, physical, and psychological issues concerning use of information technology.	Obj. 9-- Describe instructional and assistive technology available for supporting exceptional children.	Class Participation Textbook reading/activities Checklist Guest speaker/site visit reflection