

WILLIAM PATERSON UNIVERSITY
College of Education
Department of Special Education and Counseling

COURSE OF STUDY

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application

**A. Course Title: SPC 562: Standards Based Instructional Management
Credits: 3**

B. Course Description: Introduces teacher candidates to the multiple facets of managing instruction for learners across the range of ability and cultural and linguistic background. Teacher candidates develop long- and short-term instructional plans based upon; the New Jersey's Core Curriculum Content Standards (NJ CCCS), the general education elementary curriculum and standards. The Individualized Education Plan (IEP) goals, objectives, and supplementary aids and services are emphasized for students with disabilities. Lesson and unit planning is stressed with the utilization of action research to design and implement adaptations to; instruction, materials, assessment and learning activities. The content area focus will also include instruction across the Arts and Physical Education. Creating and organizing shared classroom environments that facilitate learning and collaboration with colleagues and parents in all instructional settings is highlighted.

**C. Prerequisites/ Co-requisites/ Restrictions:
Prerequisites**

- Eligibility for a Certificate of Eligibility (CE) in a grade level or content area in regular education

D. Course Objectives: The Teacher Candidate will . . .

1. Understand individual and group teaching strategies derived from research, e.g., direct and indirect instruction, guided and independent practice, task analysis, and cooperative learning, which can be used to reach students' learning outcomes
2. Identify print and internet sources of learning activities
3. Comprehend the substance of the NJ CCCS and school districts' general education curriculum in determining instructional goals and objectives
4. Create unit and lesson plans that include motivational techniques, instruction, practice, and assessment based upon students' educational needs and learning styles
5. Develop instructional and learning strategies, adaptations to materials, routines, and the environment, and curricular modifications for students with disabilities
6. Organize and develop IEP as long-term instructional plans that focus on concept development, critical thinking, problem solving and strategies that facilitate the maintenance and generalization of skills
7. Develop positive communication approaches facilitate collaboration with peers, administrators, support staff and parents of all students
8. Develop knowledge and understanding of the techniques for working with collaborative teachers and paraprofessionals in the classroom.
9. Gain knowledge of supports and related services needed to integrate students with disabilities into a variety of program placements
10. Develop lesson content, strategies and learning activities that respond to cultural, linguistic, and gender differences
11. Develop the ability to teach across content areas which include the Arts and Physical Education.

E. Teacher Candidate Learning Outcomes: The Teacher Candidate will . . .

1. Design an integrated unit plan that incorporates curricular content and learning activities from two or more subject areas
2. Design lesson plans based on NJ CCCS and the District’s general education curriculum that integrates the language arts, math, science, and social studies
3. Create an IEP for a student, including PLEP, annual goals and short term objectives in at least two skill areas, and incorporates appropriate strategies and modifications to allow the student to access the general education curriculum, devise possible adaptations and modifications to materials, routines, environment, and curriculum based on the needs of the students and the characteristics of the setting
4. Demonstrate the ability to work collaboratively with colleagues and paraprofessionals to facilitate student learning in all education settings

Teacher Candidate Learning Outcomes	CEC	ACEI	NJ PTS	NJ CCCS
1. Unit Plan	4, 7, 8	2, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.4	1, 2, 3, 4, 5, 7, 8	All standards
2. Lesson plans, incorporating adaptations and modifications for students with special needs	4, 5, 7, 8	1, 2, 3.1, 3.2, 3.3, 3.4, 3.5, 4	4, 5, 6, 7	All standards
3. IEP development	4, 5, 7, 8	1, 2, 3.1, 3.2, 3.3, 3.5, 4`	1, 4, 5, 6, 7	All standards
4. Collaboration	7, 10	5.4	4, 7	All standards

F. Course Content

1. Research-based best practices in instructional management
2. Internet and print resources for developing learning activities
3. Elements of instruction - motivation, direct and indirect instruction, questioning techniques, practice, and assessment
4. NJ CCCS and district curriculum
5. IEPs for learners with special needs
6. Unit and Lesson Planning
7. Record keeping
8. Collaboration with colleagues to create co-teaching, team teaching, serial teaching and other instructional options
9. Roles and responsibilities of paraprofessionals
10. Home-school communication

G. Teaching / Learning Methods:

- Lecture/Discussion/Demonstration and modeling
- Blackboard technology to augment classroom instruction
- Small group discussion & cooperative learning
- Technology: Mixed media,
- Case studies
- Self-reflection on practicum experience

H. Teacher Candidate Performance Based Assessment: The Teacher Candidate will ...

1. Design a long-term instructional unit based on the NJ CCCS, and the District's general education curriculum across that integrates at least 2 of the following :
 - a. the language arts
 - b. math
 - c. science
 - d. social studies
2. Design a lesson plan that includes Student Learning Outcomes, introduction, instruction, practice, assessment, and adaptations for diverse learners
3. Given student data, create an IEP for the student, including: Present Levels of Education Performance, goals and objectives, supplementary aids and related services, with attention to needed adaptations to teaching and learning strategies, technologies, curriculum materials, and classroom environment and procedures, as assessed on a rubric.
4. Demonstrate the ability to work collaboratively with colleagues and paraprofessionals to facilitate students' learning in all educational settings by working in small groups to design a co-teaching matrix to incorporate all aspects of the collaborative process, and a presentation of a selected "best-practices" approach, as assessed by Rubric 4.

I. Suggested Text: Borich, G. (2000). *Effective teaching methods* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

J. Preparer's Name: Peter Griswold, Ed.D. & Murray Shereshefsky, Ph.D.

K. Department Approval Date: January 2005

L. Current Preparer's Name(s):

M. Current Department Approval Date:

N. Bibliography:

Bigge, J. L. & Stump, C. S. (1999). *Curriculum assessment and instruction for students with disabilities*. Belmont, CA: Wadsworth.

Charles, C.M. & Center, G.W. (2005). *Elementary classroom management* (4th Ed.). Boston, MA: Pearson.

Cipani, E. (2004). *Classroom management for all teachers: 12 plans for evidence-based practice*. Columbus, OH: Merrill-Prentice Hall.

Davis, C. A., Lane, K. L., Sutherland, K., Gunter, P. L., Denny, R. K., & Pickens, P. et al. (2004). *Differentiating curriculum and instruction on behalf of students with emotional and behavioral disorders within general education settings. fifth CCBD mini-library series: Meeting the diverse needs of children and youth with E/BD--evidence-based programs and practices*. Reston, VA: Council for Exceptional Children.

Edwards, S. (2004). Key elements of classroom management. *Teachers College Record*. 106, 1658-60

Elias, J. E. (2000). The selection of an instructional management system. *Journal of technology and teacher evaluation*, 8(2), 123-131.

- Fitch, F. (2003). Inclusion, exclusion, and ideology: Special education students' changing sense of self. *Urban review*, 35(3), 233-252.
- Friend, M. & Bursuck, W. (2002). *Including students with special needs: A practical guide for classroom teachers (3rd ed.)*. Boston, MA: Allyn & Bacon.
- Froyen, L. & Iverson, A. (1999). *Schoolwide and classroom management: The reflective educator leader*. Upper Saddle River, NJ: Prentice Hall
- Jones, V. & Jones, L. (2001). *Comprehensive classroom management: Creating communities of support and solving problems (6th ed.)*. Boston, MA: Allyn & Bacon
- Kellough, R. (1999). *Surviving your first year of teaching: Guidelines for success*. Upper Saddle River, NJ: Prentice-Hall
- Kounin, J. (1970). *Discipline and group management in classrooms*. New York, NY: Holt, Rinehard & Winston.
- Learning Styles and Multiple Intelligences*. (n.d.).
<http://www.support4learning.org.uk/education/lstyles.html>.
- Learning styles and multiple intelligences*.
<http://www.support4learning.org.uk/education/lstyles.htm>
- Learning styles network*. <http://www.learningstyles.net/>
- Mager, R. F. (1997). *Preparing instructional objectives*. Atlanta: Center for Effective Instruction
- McLeod, J., Fisher, J. & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mercer, C. D. & Mercer, A. R. (2001). *Teaching students with learning problems*. Upper Saddle River, NJ: Merrill.
- Miller & Hoffman (2002). *Linking IEPs to state learning standards: A step-by-step guide*. Austin, TX: Pro-Ed.
- Morgan, J & Ashbaker, B. Y. (2001). *A teacher's guide to working with paraeducators and other classroom aides*. Alexandria, VA: Association for Supervision and Curriculum Development.
- National association for multicultural education*. <http://www.nameorg.org/>
- New Jersey Department of Education (2003). *Core curriculum content standards and core curriculum content standards for students with severe disabilities*.
<http://www.state.nj.us/njded>.
- Noonan, M.J., McCormick, L. & Heck, R. H. (2003). The co-teacher relationship scale: Applications for professional development. *Education and training in mental retardation and developmental disabilities*, 38 (1) 113-120.

- Price, K. & Nelson, K. (1999). *Daily planning for today's lesson: A guide for writing lesson and activity plans*. Belmont, CA: Wadsworth.
- Parkay, F. & Stanford, B. (2001). *Becoming a teacher (5th ed.)*. Boston, MA: Allyn & Bacon.
- Redman, G. (1999). *Teaching in today's classrooms: Cases from elementary school*. Upper Saddle River, NJ: Prentice-Hall.
- Renzulli, J.S., Gentry, M. & Reis, S.M. (2004). A time and a place for authentic learning *Educational leadership*, 62 (1), 73-77.
- Roberts, H. R. (1994). *Teaching from a multicultural perspective*. Thousand Oaks, CA: Sage Publications.
- Schirmer, B. & Bailey, J. (2000). Writing assessment rubric: An instructional approach with struggling writers. *Teaching Exceptional Children*, 33(1), 52-58.
- 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. and Nevin, A. I. (2004). *A guide to co-teaching*. Thousand Oaks, CA: Corwin Press
- Walther-Thomas, C., Koinek, L. McLaughlin, V. & Williams, B. (2000). *Collaboration for inclusive education: Developing successful programs*. Needham Heights, MA: Pearson Education.
- Weiss, I.R. & Pasley, J.D. (2004). What is high-quality instruction? *Educational leadership*, 61 (5), 24-29.
- Williams, G. J., & Reisberg, L. (2003). Successful inclusion: Teaching social skills through curriculum integration. *Intervention in school and clinic*, 38(4), 205-210.
- Wong, H. & Wong R. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.
- Zigmond, N. (2003) Where should students with disabilities receive special education services? Is one place better than another? *Journal of special education*, 37 (3), 193-199

