Instructor: Jessica Friedericks   **Program: Education**

Assessment Updates: 2023-2024

An overview of the assessment activities that were completed this year for the program/discipline.

- **General Education Outcomes Assessed – During the fall and spring terms, multiple EDUC courses were assessed regarding the General Education Outcomes. (See fall and spring submissions.)**

- **EDUC 1833 Revision – During the fall semester, EDUC 1833 assessments were revised to include more topics related to Early Childhood Education This update was requested by the IAI Panel for this specific course.**

- **AI topic was added to EDUC 1763 course as a graded discussion forum. See below for assessment prompt and student artifacts.**

- **Program and Course Level Assessment – Further modifications were made to the EDUC 1833 module structure to allow for more flexibility with assessments and to ease confusion on options.**

2. Findings/What was learned?

- **Students are meeting the General Education benchmarks. Overall quality of student submissions is on target.**

- **Some students are not aware of AI. This added activity/assessment really helped students expand their knowledge base.**

- **Wayfinding is important for students to do their best. Minimizing links/consolidating items helps students navigate through course materials and eases frustration.**

3. What changes or modifications will be made to improve student learning?

- **This summer, I will modify EDUC 1713 with similar consolidation goals. Streamlining assessments/activities to 3 modules will hopefully help students reach their goals/meet their needs.**
- **Education courses are being added to IAI this upcoming year. I will spend a majority of my time revising my assessment standards based on the recommendations.**
- **I will update my Education program assessment for the next cycle.**

Assessment Example: AI Update

AI in Education

Artificial Intelligence or AI is all around us. In academia, we view it with mixed emotions. Why? Because at the heart of learning is being genuine - creating and discovering things, coming to our understanding based on the journey. Copying and pasting what the AI engine creates is not "learning".

But, could we use AI for "good"? Check out this excerpt that provides a few ways we could use AI in Pk-12 schools.

"AI could serve —or is already serving—in several teaching-and-learning roles:

Instructional assistants. AI's ability to conduct human-like conversations opens up possibilities for adaptive tutoringLinks to an external site. or instructional assistants that can help explain difficult concepts to studentsLinks to an external site.. AI-based feedback systems can offer constructive critiques on student writingLinks to an external site., which can help students fine-tune their writing skills. Some researchLinks to an external site. also suggests certain kinds of prompts can help children generate more fruitful questions about learning. AI models might also support customized learning for students with disabilities and provide translation for English language learners.
Teaching assistants. AI might tackle some of the administrative tasksLinks to an external site. that keep teachers from investing more time with their peers or students. Early uses include automated routine tasks such as drafting lesson plansLinks to an external site., creating differentiated materialsLinks to an external site., designing worksheetsLinks to an external site., developing quizzes, and exploring ways of explaining complicated academic materialsLinks to an external site.. AI can also provide educators with recommendations to meet student needs and help teachers reflect, plan, and improve their practice.
Parent assistants. Parents can use AI to generate letters requesting individualized education plan (IEP)Links to an external site. services or to ask that a child be evaluated for gifted and talented programs. For parents choosing a school for their child, AI could serve as an administrative assistant, mapping out school options within driving distance of home, generating application timelines, compiling contact information, and the like. Generative AI can even create bedtime storiesLinks to an external site. with evolving plots tailored to a child's interests.

Administrator assistants. Using generative AI, school administrators can draft various communications, including materials for parents, newsletters, and other community-engagement documents. AI systems can also help with the difficult tasks of organizing class or bus schedules, and they can analyze complex data to identify patterns or needs. ChatGPT can perform sophisticated sentiment analysis that could be useful for measuring school-climate and other survey data."
https://www.educationnext.org/a-i-in-education-leap-into-new-era-machine-intelligence-carries-risks-challenges-promises/Links to an external site.

What are your thoughts about AI? Which of the above ways do you think would be most impactful in the PK-12 world? Why? Read a fellow classmate's post and comment on one that gets you thinking/changes your perspective.

Student Responses

1. Al could be used for many things, but I think it can also be risky to use. The teaching assistant would be the most impactful in the Pk-12 world. I think the help with the tasks to free up time so the teachers can work with the students more is beneficial. It could also be a big resource to help teacher with daily tasks, I don't think teachers should depend on Al to do everything, but I do think it's a good resource to help improve practices.

2. New technology typically does not interest me. I feel like I am the last to hop on new technological trends, mostly because it intimidates me. However, I could definitely see AI becoming a classroom staple though just from your above examples. It can have a great impact when it comes to the administration side of things, which would then allow more time for hands on instruction. Though I am not a teacher yet, one of the biggest complaints that I hear is that there is so much expected of the teacher that is outside of actually teaching. If we can reduce the workload for teachers when it comes to paperwork and grading, I think AI and similar technologies would be a great asset to the classroom.

3. Using AI seems like robots taking over the world, and I don't want to use AI. Maybe I am looking at AI the wrong way, but we are already being influenced by who I believe are leading us on the wrong path. We are losing our freedoms, religious freedoms, gun rights, freedom of speech. So many things going on in this world today. I feel like AI is something that could hurt us later. Kind of like the movie " Maximum Overdrive". Classmates have asked me if I have used AI and even Grammarly, but I know one of my classmates used Grammarly and the English teacher failed her. I just do not know who or what to trust anymore! LOL! I trust very few people. I do not trust AI! Maybe if teachers want to use it to help with their workload so they can spend more one-on-one time helping students, then maybe.

4. This may sound crazy, but before re-enrolling back into school here at KCC to further my education, I had really never head of AI. I would say my thoughts on AI is I am neutral about it. I don't think I would really ever use it on a regular basis, but I think it does come in handy. AI seems to sort of be the lazy way for humans to do things or get things done quickly and that is certainly not how I operate in my day to day life. I think AI would be the most impactful in the form of adaptive tutoring. I truly love this option for AI because it allows students to get the help they need without relying on an actual human being.

KCC Mission: Enhancing the quality of life through learning.

KCC Vision:

KCC is a flexible organization where teamwork is the expectation and student/client success the driving force. Our shared vision is to be a leader in creatively and rapidly responding to our community's educational needs, emphasizing quality, affordability and effective partnerships. KCC is dedicated to providing quality, comprehensive educational programs and services in a fiscally responsible manner. KCC offers a supportive environment for lifelong learning for the development of the individual and the community.

Core Values The core values represent shared beliefs about the qualities that reflect KCC's essential characteristics.

- **Respect**
- **Excellence**
- **Learning**
- **Integrity**
- **Collaboration**

Strategic Goals

1. Improve student success through increased enrollment, retention, transfer, and completion rates.
2. Create diverse, inclusive, and equitable teaching, learning, and work environments.
3. Improve physical and virtual teaching and learning spaces.
4. Increase visibility and value in the community.
5. Provide development opportunities to enhance KCC employee skills and knowledge.

These education programs satisfy lower-division requirements (first two years/general education) for a bachelor's degree.

Since secondary education is not a major at the baccalaureate level, you will select a content area major and minor from disciplines taught in high school.

Professional Educator's Licensing (PEL) areas of study include: Agriculture, English, fine arts, foreign language, mathematics, physical education/health, science(s), social studies and special education.

Courses in your major and minor should be selected in consultation with an advisor and the education program coordinator.

The KCC advantage

- **Education courses offered at KCC provide the foundation for those interested in working in the kindergarten - 12th grade levels, and allow exploration of various related career opportunities.**
- **Education courses are offered in flexible formats (in-person, online and hybrid) and emphasize current teaching strategies by professors with K-12 teaching experiences.**
- **Education students have multiple opportunities to observe and network with area educational professionals in a variety of career paths.**
- **Complete your associate degree at KCC and then transfer to earn your bachelor's degree for any of the educational career paths.**

MEASUREMENT TOOL	BENCHMARK	TIMEFRAME	RESPONSIBLE PARTY	RESULTS
Student-choice/flexibility in assignment selection.	• **Education courses are offered in flexible formats (in-person, online and hybrid) and emphasize current teaching strategies by professors with K-12 teaching experiences.**	**Fall 2019-Spring 2024**	**Jessica Friedericks**	**Current Assessment Projects: Overview – The focus is on student choice. During the 2019-2024 academic years, the focus is/will be on providing more assessment options**

Action/Analysis: The Pathway options proved to be a bit confusing to students. Some students actually completed all of the assignments (both discussions/small projects and major projects). In attempt to minimize confusion, in the spring semester, I assigned points based on rigor, and asked all students to select 50 points-worth of assignments per module to complete, plus one reflection (journal) worth 10 points.

The first implementation of this revised structure occurred in the spring 2023 sections. Student confusion was definitely reduced and the overall quality of submissions improved. One SEIs, students commented on liking the assignment options.

Examples of SEI feedback:

I like that the teacher gave us options on what paper we wanted to submit.
It was set up in a very understandable way and there were different options for projects to show our understanding.

General Education Outcomes

1. **Communication - Create and interpret messages within specific contexts, and multiple channels and modalities.**
2. **Critical Thinking - Comprehensively analyze and elevate issues, ideas and evidence before accepting or formulating an opinion or conclusion.**
3. **Responsibility - Model ethical and professional behavior and cultivate an environment of equity, diversity, inclusion and belonging.**

Program Outcomes

1. **Students will examine the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.**
2. **Students will observe local educators working with students in the Pk-12 classroom environment.**
3. **Students will reflect on the classroom techniques and strategies used by local educators.**
4. **Students will evaluate best practices and research-based materials against benchmarks within the disciplines.**
5. **Students will research the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.**
6. **Students will examine how teaching and student learning is influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community.**

Types of Assessment in EDUC Courses	
Direct	Indirect

D1 Course-embedded assessment	I1 Student course evaluations
D2 Student work samples from tests and exams D3	I2 Students' written self-reflections, journal entries
Research papers and/or reports	I3Students' self-assessment of their learning
D4 Homework assignments	I4 Alumni surveys
D5 Capstone projects or other culminating assignments	I5 Advisory Board Feedback
D6 Collections of student work or portfolios	I6 Retention and graduation rates
D7 Oral presentations	

Indirect Assessments: I1, I4, I5, I6
SEI
Each semester, a minimum of two EDUC courses are evaluated by students. Every three years, all courses are evaluated using the prescribed Kankakee Community College Student Evaluation of Instruction. Every three years, all faculty are evaluated, as well.
Advisory
Each year, bi-annual advisory meetings are held. Agendas allow for updates to be shared with local leaders/those involved with the Education/Child Development/Paraprofessional profession. A Facebook page also provides feedback and updates regarding course assessment, current events and news related to the programs. Retention and graduation rates are reported to the advisory team.
Program Review
Every four years, the Paraprofessional/EDUC program is reviewed. Data is collected on:
1. **Course evaluations**
2. **Alumni Surveys**
3. **Advisory Board Notes/Feedback**
4. **Retention and Graduation Rates**

The coordinator reflects on the information that is gathered and then writes a detailed report following the established KCC guidelines for program review. The information is then revised and a meeting with held with the Associate Dean and Vice President of Instruction. The collaboration between the three parties involves Q&A about the data, ideas for improvement and opportunities for budgetary changes.

EDUC Course Assessment Highlights

Introduction to Public Education - EDUC 1713: **The student shall be able to identify and explain characteristics of the organization and administration of American public education - federal, state, and local. He or she also will analyze American education in its legal and financial aspects, identify current issues, and discuss developments and responsibilities of membership in the teaching profession. The course will analyze topics that impact students from preschool (PK) through high school. An observation component and criminal background check are required.**
Program Goals Addressed:
- **Students will examine the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.**
- **Students will observe local educators working with students in the Pk-12 classroom environment.**
- **Students will reflect on the classroom techniques and strategies used by local educators.**

Education/Paraprofessional Educator Curriculum Map and Assessment Plan

- **Students will evaluate best practices and research-based materials against benchmarks within the discipline.**

Title	Type	Description	IPTS Met
Observation Component	D5 Capstone projects or other culminating assignments	Students complete 15 hours of observation in an educational setting ranging from ECE to High School. Students use comprehensive notes to write a thoughtful reflection on their experiences, connecting classroom topics to the real-world.	4A) understands principles of and strategies for effective classroom and behavior management; 9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
Reflective Teacher/Best Practices	D5 Capstone projects or other culminating assignments	Students reflect on the best practices strategies presented in the book, *Teach Like Your Hair Is On Fire* by writing formally written analysis commenting/citing at least 2 specific ideas from the reading.	9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
Diversity and Multiculturalism	D5 Capstone projects or other culminating assignments	Students research topics related to diversity and multiculturalism in the classroom. Using ERIC and Teaching Channel resources, students compare strategies to better connect with all students in the classroom.	9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
Lesson Planning/Danielson	D5 Capstone projects or other culminating assignments D7 Oral presentations	Students must design a standards-based, developmentally appropriate lesson that reflects understanding of Multiple Intelligences Theory. In addition, students will "teach" the lesson that incorporates a classroom management plan.	3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

			4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs; 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and 9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;
Public School Law	D5 Capstone projects or other culminating assignments	Students research current law using the Illinois Public School Law book. Students complete scaffolded activities related to law topics which culminate in a team-building exercise (game) to display their knowledge.	4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); 9B) knows laws and rules (e.g., mandatory reporting, sexual miscond corporal punishment) as a foundation for the fair and just treatment o students and their families in the classroom and school;
Midterm/Final Exams	D1 Course-embedded assessment D2 Student work samples from tests and exams	Students complete a cumulative/comprehensive midterm in essay format.	

Technology in Education - EDUC 1763: This course is designed to introduce current and future educators and trainers to the use of instructional technologies. Students will be exposed to a wide variety of teaching tools that can be incorporated into the classroom.

Program Goals Addressed:
- **Students will research the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.**

Electronic Portfolio	D5 Capstone projects or other culminating assignments D6 Collections of student work or portfolios	Using electronic portfolio software (LiveText), students design and upload 15 categories of artifacts. Artifacts are created in the class, as well as, other EDUC/CDEV/transfer courses.	2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

Midterm Assessment	D1 Course-embedded assessment	Students complete a traditional assessment that involves matching, short answer and multiple choice.	
Exploratorium	D5 Capstone projects or other culminating assignments	Exploratorium is a multidisciplinary (covers many subject areas), technology-infused, hands-on, learning experience for your students. Using a website created by the Palace of Fine Arts, in San Francisco, students will create a lesson plan with learning activities that combine science, math, fine art, and culture.	2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
Problem-based Learning Unit	D5 Capstone projects or other culminating assignments	Students will create 5-days of lesson plans and activities that focus on the theme or topic of sustainability.	2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
Online Assignments (discussions, hands-on projects)	D1 Course-embedded assessment D2 Student work samples from tests and exams D4 Homework assignments	Students engage in a variety of topics/activities during the course: 1. Discussion forums (exploring current trends in classroom technology) 2. Weekly, creative projects (make a newsletter, formal letter, resume, etc.)	2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; 9G) understands local and global societal issues and responsibilities in an evolving digital culture; and

The Exceptional Learner - EDUC 1833: This is a survey course which presents the historical, philosophical and legal foundations of special education. The course will analyze topics that impact students from early childhood through high school. An overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Education Act, and the diversity of the populations of individuals with disabilities is also included. Completion of a clinical observation component is required. This course is part of the Illinois Gateways to Opportunity Early Childhood Credential. An observation component and criminal background check are required.

Program Goals Addressed:
- **Students will examine the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.**
- **Students will observe local educators working with students in the Pk-12 classroom environment.**

Education/Paraprofessional Educator Curriculum Map and Assessment Plan

- **Students will reflect on the classroom techniques and strategies used by local educators.**
- **Students will evaluate best practices and research-based materials against benchmarks within the discipline.**

Observation Component	D5 Capstone projects or other culminating assignments	Students complete 15 hours of observation in a special education setting ranging from ECE to High School. Students use comprehensive notes to write a thoughtful reflection on their experiences, connecting classroom topics to the real-world.	8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities
Fidget/Visual Cue Creation	D4 Homework assignments	Students research and create a fidget object or visual cue. Students must create a list of pros and cons for the fidget object. If the visual cue option is selected, students must create item.	3E) understands the appropriate role of technol including assistive technology, to address stude well as how to incorporate contemporary tools resources to maximize student learning;
Whole-class Presentation	D5 Capstone projects or other culminating assignments D7 Oral presentations	Student-teams must provide an informational handout describing the details of the topic. Details include: the overview, causes, prevention methods (if applicable), strategies to assist students in the classroom, and possible challenges, for both student and teacher that might occur. The handout must be word-processed, grammar/spell-checked, and appealing. Students must include a citation of where they find the information. Part two involves selecting and showing a video clip overview of the topic. Finally, students must design and play a review game with the class.	8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; 8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
Midterm/Final Exam	D1 Course-embedded assessment D2 Student work samples from tests and exams	Students complete a traditional assessment that involves matching, short answer and multiple choice.	

Final Project	D5 Capstone projects or other culminating assignments	Students have 3 options. 1. Final Reflection (three parts; reflection and research components, citations) 2. Class presentation (tri-fold board, presentation, handout) 3. Video on interview with special education teacher/paraprofessional	8A) understands schools as organizations within the larger community context 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

The Multicultural Classroom - EDUC 2513: This course provides a theoretical and empirical overview of public school issues affecting minorities and immigrants. Students will analyze historical trends regarding groups in the United States including - but not limited to - Native Americans, Asians, Latinos, African-Americans, the working class, women, LGBQ+, and individuals with disabilities.

Program Goals Addressed:
- **Students will research the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines.**
- **Students will examine how teaching and student learning is influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community.**

Online Assignments (discussion, video analysis)	D4 Homework assignments	Students complete a variety of discussion forum posts that relate to course topics and also video footage.	4B) understands how individuals influence groups and how groups function in society;
Final Reflection	D5 Capstone projects or other culminating assignments	Students must reflect on what they have learned, select 3 topics from the course that meant the most to them, conduct further research/citations and then set goals for how the information they learned will make them a better educator.	1C) understands how teaching and student learn influenced by development (physical, social an emotional, cognitive, linguistic), past experienc prior knowledge, economic circumstances and within the community; 1E) understands the impact of linguistic and cu diversity on learning and communication; 1F) understands his or her personal perspective and their effects on one's teaching;

			4B) understands how individuals influence groups and how groups function in society;
Culture Web Project (Optional Final Project)	D5 Capstone projects or other culminating assignments	Students must design a culture web identifying their heritage. Students will share their webs with the class.	1E) understands the impact of linguistic and cu diversity on learning and communication; 1F) understands his or her personal perspective and their effects on one's teaching;
Midterm Exam	D1 Course-embedded assessment D2 Student work samples from tests and exams	Students complete a traditional assessment that involves matching, short answer and multiple choice.	1C) understands how teaching and student lear influenced by development (physical, social an emotional, cognitive, linguistic), past experienc prior knowledge, economic circumstances and within the community;

Educational Psychology - EDUC 2613: The student will define, explain, demonstrate, and discuss those psychological principles and concepts underlying the causes of human behavior. He or she will become familiar with, evaluate, and demonstrate some of the varied traditional and current psychological principles underlying teaching methods and will study and understand significant environmental and inner forces which influence student behavior. He or she will utilize these principles in promoting an environment which permits optimum learning and the emergence of socialized behavior.

Program Goals Addressed:

- **Students will evaluate best practices and research-based materials against benchmarks within the disciplines.**
- **Students will examine how teaching and student learning is influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community.**

Online Assignments (discussion, video analysis)	D4 Homework assignments	Discussion forums and Reading Questions relate to course topics. Students must include citations in both forum posts and RQ's.	1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

			2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; 2C) understands the cognitive processes associ[...] various kinds of learning (e.g., critical and crea[...] thinking, problem-structuring and problem-sol[...] invention, memorization, and recall) 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; 7B) understands that assessment is a means of [...] how students learn and what they know and are [...] in order to meet the Illinois Learning Standard[s]
Final Project	D5 Capstone projects or other culminating assignments	Students select a Hollywood movie that relates to teaching/learning/classroom management. Students must compare ideas/practices in the movie and connect them to course topics.	4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment;
Unit Quizzes	D1 Course-embedded assessment D2 Student work samples from tests and exams	Students complete traditional assessments that involves matching, short answer and multiple choice.	2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; 2C) understands the cognitive processes associ[...] various kinds of learning (e.g., critical and crea[...]

			thinking, problem-structuring and problem-sol invention, memorization, and recall)

Current Assessment Projects: **Overview – The focus is on student choice. During the 2019-2024 academic years, the focus is/will be on providing more assessment options for students. Students will have more choices as to discussion questions (select from a list) to respond to and assessment "types" to select from. More informal assessment questions will be added to gauge student engagement and comfort in online classes (poll questions/discussions). Regarding more formal assessment changes, in one class section, students can select from two different assessment "pathways". Please see below.**

EDUC 1833 The Exceptional Learner (Hybrid and Online Sections)

All students, regardless of which pathway option is selected will:

  Complete the observation component.
Student Choice Description

Pathway One: Canvas Modules (Online)

In the online focus of this course, there are 4 modules to complete. Each module corresponds to specific chapters in the textbook. You will read the chapter(s), log in to Canvas and complete the corresponding assignments. Items that are included in each module:

- Traditional lecture notes (audio, too)
- Overviews of the topics from the textbook
- Short videos/details of topics

Assignments that you can expect to complete are:

- Discussion forums
- Mini/small projects
- Case Studies (situations that you must read/think about and respond)
- Sample quiz questions
- Traditional assessments (midterm and final exam)

Pathway Two: Project-based Learning

For this option, students will submit assignments to Canvas drop boxes. Each week (beginning in Week Two), they will have an opportunity to explore major topics related to special education.

Topic One: *IDEA, PL-142, Early Intervention*

Topic Two: *504, IEP, IFSP* - Compare and Contrast

Topic Three: *Inclusive and Self-contained Classrooms*

Topic Four: Flexible Seating

Topic Five: Learning Disabilities

Topic Six: *Response to Intervention and Differentiated Instruction*

Topic Seven: Student Choice (you pick a topic)

For some topics, I provide the parameters for the projects. For others (look for the asterisk), students will have more input. The mission is to read the text and any other reliable resources (I can provide links) to find out information about the topics. Then, they are to select, from three format options, the manner in-which you will submit the assignment.

Format: Presentation

With this option, you will create either a tri-fold display board or slide show (like PowerPoint) presentation. You will also create a handout using Word/similar program (colorful, visually pleasing) that includes the following:

- Name/title of the topic
- Definition(s) and main ideas of the topics
- Explain how it impacts the PK-12 classroom
- A slide with the websites/sources that you used to create the presentation

You will upload any electronic documents to the appropriate drop box in Canvas.

Format: Interview Video

Oftentimes, we learn the best by asking questions. For this option, students will interview a special education specialist related to the topic. Students must:

- Find the individual to interview (Special Education teacher, paraprofessional, RtI Coordinator, Speech Pathologist, Occupational Therapist)
- Create at least 10 questions to ask them about their knowledge of the topic(s)
- Record the individual using your phone/other device
- Upload the footage to YouTube/similar website
- Submit the questions and video link to the appropriate drop box
- Reflect on the overall experience (in Canvas)

Format: Paper

For this option, you will have the opportunity to formally research the topic(s). The paper option, which should be between 2-3 pages of typed information, is divided into three parts.

- Part One – An overview paragraph about the topic(s)
- Part Two – The research portion. This is the section where you must use the textbook/outside sources to back up your opinion.
- Part Three – Describe how the information that you just researched will help you be a better teacher for all children.

You must also include a Works Cited/Bibliography page.

REVISED: Spring 2023 **The Pathway options proved to be a bit confusing to students. Some students actually completed all of the assignments (both discussions/small projects and major projects). In attempt to minimize confusion, in the spring semester, I assigned points based on rigor, and asked all students to select 50 points-worth of assignments per module to complete, plus one reflection (journal) worth 10 points.**

Update: Fall 2023 IAI revisions were submitted showing more specific connections to Early Childhood concepts/topics. See IAI revised syllabus for the course.