

Department of Exceptional Student Education
College of Education
Florida Atlantic University

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COURSE NUMBER: EEX 4472 (3 CREDITS)

COURSE TITLE: Instructional Practices for Students with Moderate / Severe Disabilities

CATALOG DESCRIPTION:
This course covers basic instructional procedures for students with moderate to severe disabilities. Topics include: identification of the population, service delivery, the roles and responsibilities of professionals, ethical considerations for curriculum development, impact of cultural and linguistic diversity on learning, collaboration with families, and best instructional practices in inclusive and non-inclusive settings. Additional topics will include accessing the general education curriculum, models for determining appropriate accommodations and modifications to curriculum, instruction, materials, and transition. Finally, collaboration with schools and community agencies will be discussed. Three lecture hours per week are required.

PREREQUISITE or COREQUISITE:
Prerequisites: EEX 2091 or equivalent; EEX4050, EEX 4221, EEX 4101; Programmed ESE Major
Co-requisites: EEX 4601, EEX 4842 (Practicum I)

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by addressing the learning needs of students with significant disabilities. Teacher preparation students will plan and teach academic and social skills to achieve educational objectives and make progress toward post-school outcomes.

MATERIALS:

REQUIRED TEXT:
Downing, J. E. (2010). *Academic instruction for students with moderate and severe disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

ADDITIONAL REQUIRED MATERIALS available on Internet:

- *Teaching students with moderate disabilities: Insights from research.* (2004). Florida Department of Education. This document is available for download at, http://www.fldoe.org/ese/pdf/teach_students.pdf
- *A parent's guide to access points, access courses and resources*. This document is available for download at, http://www.fldoe.org/ese/pdf/OnlineParentGuide.pdf
- *Accessing the general education curriculum foundations*. Three training modules are available, introducing students to accessing the general education curriculum. These modules are available for viewing at http://www.floridastandards.org/Support/training.aspx

ADDITIONAL REQUIRED MATERIALS available via FAU library:

- See *Readings* column of *CONTENT OUTLINE & SCHEDULE or Reading List on the course web site for additional assigned readings.*
- These readings can all be accessed (full-text) from electronic journals via the FAU library's home page. Contact the library for further instructions (if needed).
- *A*s a registered student at FAU, you can access the resources of the library remotely by entering search databases through the library's website-You do need your OWL card information to do this. This should allow you access to full text articles free of charge.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Blackboard: This course is web assisted through FAU Blackboard. Some handouts, forms, handbook and resources will be available on the course website. Go to the website: http://blackboard.fau.edu (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

LiveText: Students in this course are required to have an active *LiveText* account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website, http://coe.fau.edu/livetext.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)

(The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES:

Upon completion of the course, the successful student will:

1. Describe how the needs of students with moderate to severe disabilities, including students from diverse populations influence the selection and delivery of instructional practices. (CEC cc1K5, cc2K7) (ESOL D1: S1.1)
2. Demonstrate the use of an ecological inventory; develop curriculum that can be used to teach students with moderate to severe disabilities. (CEC cc8S1, mr8K2) (EAP a-1-c; a-1-f;a-4-a)
3. Identify the basic components of systematic instruction for students with moderate to severe disabilities; describe how these components differ from indirect instructional models. (CEC cc4S3, cc4S4, cc4S6) (ESOL D3: S3.3, D4: S4.1)
4. Compare and contrast different instructional grouping techniques for students with moderate to severe disabilities (e.g., one-on-one vs. small and large group instruction). (CEC cc7K1, cc7S2) (ESOL D1: S1.1, D3: S3.2)
5. Describe the role and responsibilities of families, including those families from diverse backgrounds, in the planning and development of curriculum and supports for students with moderate to severe disabilities. (CEC cc7S3, cc10S2, cc10S4) (ESOL D1: S1.1, D3: S3.2)
6. Compare and contrast the use of developmentally-appropriate, functional, and community-based instructional approaches for selecting and teaching skills to students with moderate to severe disabilities. (CEC cc8S2, cc8S4)
7. Compare and contrast the issues associated with providing instruction to students with moderate to severe disabilities in non-inclusive, inclusive, and community-based settings. (CEC cc7S1, cc7S8) (ESOL D3: S3.1, D3: S3.2, D3: S3.3)
8. Identify and describe the communication needs and appropriate interventions for promoting communication to students with moderate to severe disabilities. (CEC cc6S1, cc6S2, mr6S1) (ESOL D3: S3.2) (EAP a-3-c)
9. Identify the components of the person centered planning process with sensitivity to cultural and linguistic issues affecting services and supports, in particular the driving and constraining factors when implementing this process, and differentiate this process from an Individualized Education Plan (IEP) for students with a moderate to severe disability. (CEC ts10K2) (EAP a-3-h; b-1-c)

10. Identify the range of post-school and transition outcomes including employability options for student with moderate to severe disabilities. (CEC ts7K2, mr7K1, cc5K7)
11. Identify elements of the curriculum for which technology applications are appropriate and ways these applications can be implemented for students with moderate to severe disabilities. (CEC te7S3)

COURSE CONTENT:

- Review the impact of moderate to severe disabilities
- Motor and movement implications for instruction
- Health implications for instruction
- Communication and behavioral implications for instruction
- Ecological inventories
- Self-determination
- Transition planning and life skills
- Person-centered planning
- Alternative assessment
- Curriculum principles, including access to general education curriculum and functional curriculum
- Instructional tactics and delivery in and across school and community settings
- Prompting strategies
- Data-based decision making
- Differentiated response formats

COURSE REQUIREMENTS:

1. ECOLOGICAL ASSESSMENT & INSTRUCTIONAL PLAN (Critical Assignment)

Students with moderate to severe disabilities quite often need to be directly taught skills that fall outside the purview of traditional academic skills. For example, it may be necessary to teach students with significant disabilities "functional" skills needed to succeed in typical home, work, school, or community environments. These skills are taught in addition to academic skills (e.g., literacy). For this reason, teacher candidates in this course should have the ability to determine what to teach, how to teach, and how to evaluate the outcome resulting from teaching. For this assignment, teacher candidates will use an ecological inventory (to be developed by the candidate) to determine a set of skills (i.e., academic and functional) needed in home, work, school, or community environments. Although it is likely that students with moderate to severe disabilities need instruction in a number of different skills, teacher candidates will choose one set of related skills (e.g., mobility within a room) and develop an instructional plan to directly teach those skills. Finally, teacher candidates will be expected to implement one of the lessons. For the assignment, teacher candidates will be expected to:

- Demonstrate the use of an ecological inventory
- Determine a set of skills to directly teach students based on the results of the ecological inventory
- Determine Annual Goals, Behavioral Objectives, and a plan for a sequence of lessons to teach these skills across more than one instructional environment;
- Develop a lesson plan to teach the skill that includes attention to a student's motor, health, communication, and behavioral needs.

In the practicum that accompanies EEX 4472, and for the data assignment that follows the CA, teacher candidates will implement and evaluate parts of a lesson derived from the ecological inventory.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program**. For this course, the Educator Accomplished Practices (EAP a-1-c; a-1-f; a-3-c; a-3-h; a-4-a;b-1-c) will be measured by the Ecological Assessment and Instructional Plan, which is the Critical Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is earning a grade of C or better in the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.

- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. DESIGN DATA COLLECTION SHEET

(Completion of this activity requires identifying a student at your practicum site).
Each teacher candidate will choose at least one student at the practicum site and review an IEP or any other educational documentation that may be available for the student. Based on this review, the student will choose (develop) two distinctly different objectives and then design two distinctly different data collection sheets that will show progress toward meeting the objective. For example, some students at the practicum site will be learning social skills and feeding skills, while others will be learning basic literacy skills and hygiene. Teacher candidate students will have to "capture" both objectives using a data collection method that clearly measures progress toward the objective.

3. DATA COLLECTION/GRAPHING ASSIGNMENT

(Completion of this activity requires identifying a student at your practicum site).
The purpose of this assignment requires students to ***use*** the data collection sheets created for assignment #2. In this assignment, students will collect data using the two original data collection sheets, graph the data using conventional graphing methods and then present these data in class.

4. ENTRANCE CARDS

Entrance Cards (brief papers) are a quick and efficient way to informally assess whether students understand the basic concepts and ideas from class readings and discussions. The papers are written student responses to questions posed by the instructor. Entrance Cards take about twenty minutes to complete and reveal important information about student understanding of the content. It is expected that students will use information from course readings to formulate coherent answers to the questions posed. The self-assessment guidelines below should serve as a guide to formulating responses to the entrance card questions.

a. Identify concepts using the exact word or phrase, not a pronoun.
b. Look for generalizations, not specifics, when writing main ideas.
c. Paraphrase definitions of words so that the meaning and use of your words are clear.
d. Re-read what you wrote. Revise and edit as needed.

Time will be provided at the beginning of the class session to complete the Entrance Cards (see course content outline & schedule) and should include the following information:

a. Your name, course #/name, semester, instructor name
b. Entrance card #

c. **The question**
d. **Your response to the question.** This should be brief (no more than 1 page), and to ensure quality, students should:
e. **Adhere to appropriate spelling and grammar rules.**

4. STRENGTH-BASED ASSESSMENT
Teacher candidates will be expected to read a student profile and develop a comprehensive list of student strengths. The point of this assignment is to help teacher candidates understand how general student assessment might be approached and how students' abilities might be documented when preparing an educational plan of any sort.

5. LESSON PLANS
Students will design four different lesson plans. Each lesson plan will focus on a different topic (e.g., academic, social, etc.). The lesson plans will also be designed with different students in mind (e.g., age, grade, ability, etc.). Lesson plan design will follow a specific format. A lesson plan template will be provided to students.

6. FINAL EXAM
There will be one exam given this semester. The exam will be cumulative and cover major themes from the course. The exam format will include short answer questions. *Make up tests will only be available in cases of illness or emergency. Arrangements should be made prior to the time of the exam.*

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS:
Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:
Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Ecological Assessment and Instructional Plan (Critical Assignment)	40	20%
Design Data Collection Sheet (2 @ 10 pts each)	20	10%
Data Collection/Graphing Assignment (2 @ 10 pts each)	20	10%
Entrance Cards (8 @ 5 pts each)	40	20%
Strength-based Assessment (1 @ 10 pts)	10	10%
Lesson Plans (4 @ 10 pts each)	40	10%
Final Exam (1 @ 30 pts)	30	20%
TOTAL	200	100%

GRADING (ESE GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A =	93-100	A- =	90-92	B+=	87-89	B =	83-86
B-=	80-82	C+=	77-79	C =	73-76	C-=	70-72
D+=	67-69	D =	63-66	D-=	60-62	F =	Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) credits. Teacher candidates are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Teacher candidates are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of C (not C-) is required in order to continue in sequence in the ESE Bachelor's program.
4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced.
6. **Teacher candidates are expected to attend class every class period.**

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

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Baer, D. M. (1981). A hung jury and a Scottish verdict: "Not proven," *Analysis and Intervention in Developmental Disabilities, 1,* 91-97.

Bailey, J. S. (1981). Wanted: A rational search for the limiting conditions of habilitation in the retarded. *Analysis and Intervention in Developmental Disabilities, 1,* 45-52.

Brown, L., Nietupski, J. Hamre-Nietupski, S. (1976). Criterion of ultimate functioning. In *Don't Forget about Me,* 2-15.

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Davis, P. K., Young, A.., Cherry, H., Dahman, D., & Rehfeldt, R. A. (2004). Increasing the happiness of individuals with profound disabilities: Replication and Extension. *Journal of Applied Behavior Analysis, 37,* 531-534.

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Green, C. W., Reid, D. H., Rollyson, J. H., & Passante, S. C. (2005). An enriched teaching program reducing resistance and indices of unhappiness among individuals with profound multiple disabilities. *Journal of Applied Behavior Analysis, 38,* 221-233.

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Sandieson, R. (1998). A survey on terminology that refers to people with mental retardation/developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 33,* 290-295.

Smith, J. D. (1997). Mental retardation as an educational construct: Time for a new shared view? *Education and Training in Mental Retardation and Developmental Disabilities, 32,* 167-173.

Vergason, G. A., & Anderegg, M. L. (1997). The ins and outs of special education terminology. *Teaching Exceptional Children, 29,* 35-39.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

What every special educator must know: Ethics, standards and guidelines for special educators (5th ed.) 2003. Reston, VA: CEC Publications.

4. Instructional Strategies

cc4S2 Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs
cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
cc4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments
cc4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs
gc4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities
gc4S6 Modify pace of instruction and provide organizational cues
gc4S7 Use appropriate adaptations and technology for all individuals with disabilities
gc4S8 Resources and techniques used to transition individuals with disabilities into and out of school and postschool environments
gc4S12 Use responses and errors to guide instructional decisions and provide feedback to learners

7. Instructional Planning

cc7K1 Theories and research that form the basis of curriculum development and instructional practice
cc7K2 Scope and sequence of general and special curricula
gc7K2 Model career, vocational, and transition programs for individuals with disabilities
cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
cc7S5 Use task analysis
cc7S6 Sequences, implements, and evaluates individualized learning objectives
cc7S7 Integrate affective, social and life skills with academic curricula
cc7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
cc7S9 Incorporate and implement instructional and assistive technology into the educational program
cc7S10 Prepare lesson plans
cc7S11 Prepare and organize materials to implement daily lesson plans
cc7S13 Make responsive adjustments to instruction based on continual observations

gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
gc7S3 Plan and implement age-and ability-appropriate instruction for individuals with disabilities

8. Assessment

cc8S1 Gather relevant background information
cc8S4 Develop or modify individualized assessment strategies
cc8S5 Interpret information from formal and informal assessments
cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

9. Professional and Ethical Practice
cc9S8 Use verbal, nonverbal, and written language effectively

CEC KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL SPECIAL EDUCATION TEACHERS OF STUDENTS WITH DEVELOPMENTAL DISABILITIES

PRINCIPLE 1: FOUNDATIONS
DD1K1 Definitions and issues related to the identification of individuals with developmental disabilities.
DD1K2 Continuum of placement and services available for individuals with developmental disabilities.
DD1K3 Historical foundations and classic studies of developmental disabilities.
DD1K4 Trends and practices in the field of developmental disabilities.
DD1K5 Theories of behavior problems of individuals with developmental disabilities.

PRINCIPLE 2: DEVELOPMENT AND CHARACTERISTICS OF LEARNERS
DD2K1 Medical aspects of developmental disabilities and their implications for learning.
DD2K2 Psychological, social/emotional, and motor characteristics of individuals with developmental disabilities.
DD2K3 Identification of significant core deficit areas for individuals with pervasive developmental disabilities, autism, and autism spectrum disorder.
DD2K4 Factors that influence overrepresentation of culturally/linguistically diverse individuals.
DD2K5 Complications and implications of medical support services.

PRINCIPLE 3: INDIVIDUAL LEARNING DIFFERENCES
DD3K1 Impact of multiple disabilities on behavior.

PRINCIPLE 4: INSTRUCTIONAL STRATEGIES
DD4K1 Specialized materials for individuals with developmental disabilities.
DD4K2 Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders.
DD4K3 Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders
DD4S1 Use specialized teaching strategies matched of the need of the learner.
DD4S2 Relate levels of support to the needs of the individual.

PRINCIPLE 5: LEARNING ENVIRONMENTS/SOCIAL INTERACTION
DD5S1 Provide instruction in community-based settings.
DD5S2 Demonstrate transfer, lifting and positioning techniques.
DD5S3 Use and maintain assistive technologies.
DD5S4 Structure the physical environment to provide optimal learning for individuals with developmental disabilities.
DD5S5 Plan instruction for individuals with developmental disabilities in a variety of placement settings.

PRINCIPLE 6: LANGUAGE
DD6S1 Plan instruction on the use of alternative and augmentative communication systems.
DD6S2 Use pragmatic language instruction to facilitate ongoing social skills instruction.

PRINCIPLE 7: INSTRUCTIONAL PLANNING
DD7K1 Model career/vocational transition programs for individuals with developmental disabilities including career/vocational transition.
DD7S1 Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employment.
DD7S2 Plan and implement instruction for individuals with developmental disabilities that is both age- appropriate and ability-appropriate.
DD7S3 Select and plan for integration of related services into the instructional program for individuals with developmental disabilities.
DD7S4 Design, implement, and evaluate specialized instructional programs for persons with developmental disabilities that enhance social participation across environments.

PRINCIPLE 8: ASSESSMENT
DD8K1 Specialized terminology used in the assessment of individuals with developmental disabilities.
DD8K2 Environmental assessment conditions that promote maximum performance of individuals with developmental disabilities.
DD8K3 Adaptive behavior assessment.
DD8K4 Laws and policies regarding referral and placement procedures for individuals with developmental disabilities.
DD8S1 Select, adapt and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation and developmental disabilities.

PRINCIPLE 9: PROFESSIONAL AND ETHICAL PRACTICE
DD9K1 Organizations and publications in the field of developmental disabilities.
DD9S1 Participate in the activities of professional organizations in the field of developmental disabilities.

PRINCIPLE 10: COLLABORATION
DD10K1 Services, networks, and organizations for individuals with developmental disabilities.
DD10S1 Collaborate with team members to plan transition to adulthood that encourages full community participation

STATE OF FLORIDA ACCOMPLISHED PRACTICES

a-1-c Designs instruction for students to achieve mastery
a-1-f Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
a-3-c Identify gaps in students' subject matter knowledge;
a-3-h Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
a-4-a Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
b-1-c Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.

ESOL PERFORMANCE STANDARDS

Domain 1: Culture (Cross-Cultural Communications)

D1: S1.1: **Culture as a Factor in ELLs' Learning** Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities**.**

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

D3: S3.1: **ESL/ESOL Research and History** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

D3: S3.2: **Standards-Based ESL and Content Instruction** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and

writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

D3: S3.3: **Effective Use of Resources and Technologies** Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Domain 4: ESOL Curriculum and Materials Development

D4: S4.1: **Planning for Standards-Based Instruction of ELLs** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.