Mapping the Curriculum

Quality Indicators in Special Education Practice

Initiative 23C of the Higher Education Support Center for SystemsChange

The Quality Indicators (QIs) Addressed in This Package Are:

**Instructional Environment and Practice • Instructional Practice**

**Participating Institution:**

**Name of Mapped Program:**

| **QI: Instructional Environment and Practice** |
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| **Component: Structured, predictable school and classroom environment: NYS Teacher Standards: I.1, III.3, IV.1, IV.2, IV.3** **IV.4, IV.5** |
| **Criteria**1. The instructional environment is designed to support individual student needs
2. Student participates in the general education environment including curriculum and instruction, assessment, and social activities based on individual student needs
3. High expectations for all students are clearly articulated and defined
4. Classroom climate is conducive to learning
 |
| **Driving Question**How does your program prepare teacher candidates to build classroom structures that support student success? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Instructional Practice** |
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| **Component: Planning for effective instruction (1 of 3): NYS Teacher Standards: II.3, II.4, III.4, V.2, V.3** |
| **Criteria**1. Instruction is individually planned to address student needs
2. Planned instruction is goal directed
3. The plan includes direct instruction to explicitly teach academic content and skills
4. The plan includes explicit instruction in the use of strategies for learning
5. Self-regulation/executive functions are an integral part of instruction: compensatory strategies and effective habits of mind are taught
6. Instructional and assessment accommodations for learner needs are planned and individualized
 |
| **Driving Question**How does your program prepare teacher candidates to allow the strengths and needs of each student to drive instructional decision-making? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
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| **QI: Instructional Practice** |
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| **Component: Effective implementation of specially-designed instruction (2 of 3): NYS Teacher Standards: I.3, II.3, II.6,** **III.4, V.3, VI.2,** **VII.2** |
| **Criteria**1. Roles and responsibilities of service providers are clearly defined and implemented
2. Delivery of instruction maximizes student learning
3. Instructional groups are appropriate to support learner outcomes
4. Supplemental supports and services are effectively used
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| **Driving Question**How does your program prepare teacher candidates to develop and use specially designed instruction to improve student learning? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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| **Data Collection**Where/how is this QI component reflected in your program and/or student outcome data? |
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| **QI: Instructional Practice** |
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| **Component: Ongoing assessment of student progress (3 of 3): NYS Teacher Standards: V.1, V.2, V.3, V.4, V.6** |
| **Criteria**1. Curriculum-based assessments (both formative and summative) are used to monitor student progress
2. Assessments are aligned with the clearly constructed/formulated objectives of the lesson/unit
3. Teacher uses formative assessments while teaching to inform instruction
4. Data is recorded and analyzed to inform the instructional planning for students with disabilities
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| **Driving Questions**How does your program prepare teacher candidates for instructional decisions to be data-based and aligned with standards and curriculum? How does your program prepare teacher candidates to make instructional decisions that support participation and progress of students with disabilities in general education curriculum? |
| **Program Courses Related to this QI Component**Insert course names and numbers in the left column. Add rows as necessary to accommodate additional courses. In the right column, briefly describe **how each course relates to the QI component** through content, assignments, assessments, student performances, field and teaching experiences, etc. |
| **Course Name and Number** | **Description** |
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The QIs and the Curriculum: Self-Analysis

1. How do you and your institution intend to use the information and knowledge you acquire from mapping the SPED QIs?
2. Overall, how well do you think your teacher preparation program addresses the SPED QIs?
3. Of the number of course-related elements you listed in the mapping, which would you point to as the most effective in helping teacher candidates learn the knowledge, skills, and dispositions reflected in the SPED QIs?
4. Regarding the knowledge, skills, and dispositions reflected in the SPED QIs, do you monitor teacher candidates’ development over the span of the program? Please explain.
5. Are the knowledge, skills, and dispositions reflected in the QIs included in final evaluations of teacher candidates’ performances? How is this captured?
6. Regarding field experiences and student teaching: How well do you think your teacher candidates learn about and practice the knowledge, skills, and dispositions reflected in these QIs?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
* What data do you collect that shows that teacher candidates can use what they have learned in field settings?
1. In a paragraph or two, provide an anecdotal example of a teacher candidate whom you judge fully achieved the learning outcomes of your program reflected in these QIs.