

RISING UP: ACTIVE LEARNING

Active Learning with Lesson Study
UNCF Liberal Arts Innovation Center



Lesson Study 7 & 8

UNCF-Talladega College Liberal Arts Innovation Center for Education

The purpose of the Talladega College Education Department Innovation Center is to promote an interactive professional learning process that allows professors and teacher candidates to study student response to active learning strategies and consider faculty and student interactions, which have been shown to increase student retention and increased learning. The Talladega College goal of supporting students with increased faculty and student interaction is a component of the Talladega College Recruitment Plan.

The Talladega College chosen innovation is the process of Lesson Study, which is like other methods of teacher group learning such as Professional Learning Communities (PLC's) and Video Study. The Lesson Study will be facilitated by a group of experienced professors who form an Innovation Team. The innovation requires supportive leadership and a clear vision that connects learning and teaching while focusing on instructional improvement. The Lesson Study process creates an environment for instructional improvement through carefully designed lessons with active learning strategies. Interest has peaked among college professors regarding the teaching methods grouped as 'active learning' and 'cooperative learning.' Even with an increase in interest in active learning, confusion and lack of trust in the instructional "movement" still exists as most professors continue to use the traditional lecture method of teaching. "Active learning" is what students do in place of a lecture.

The innovation of Lesson Study generates data for study and research. The Lesson Study use of observational notetaking is for discerning the impact of professors' use of active learning on students and creates a basis for the professors' discussion of active learning. Other ways to test the impact of this promising practice and gather data for research are to study active student learning with video and audio of student interaction during the lesson. DART: Decibel Analysis for Research in Teaching was employed early in the Talladega College Lesson Studies. This inexpensive innovation, a machine-learning-based algorithm that can rapidly analyze audio-recorded classes measures the use of teaching strategies beyond traditional lecture through the analysis of classroom noise and by classifying the sounds as single voice, multiple voice, or no voice. Another technique used during the Lesson Study by selected trained observers is the Active Learning Inventory Tool, which is a valid and reliable active-learning inventory tool for use in classrooms to compare faculty perceptions of active-learning. The methods of data gathering on the use of active learning strategies create conditions for triangulation of data to discern the impact of professors' use of active learning strategies on students and thereby professors' instructional use of active learning strategies. Video tapes of Lesson Study provide another data source that can be shared across classrooms and colleges. The Talladega College Education Department continues to seek out multiple data sources.

This Lesson Study innovation uses faculty and students as a vibrant resource much like the descriptions of Brian Bridges (2016) who is a research leader for UNCF's Frederick D. Patterson Research Institute (FDPRI). Bridges writes that classroom interactions develop into deep relationships among HBCU faculty and students. These interactions are visible during the process of Lesson Study. Relationships forged at this level between faculty and students



during active learning in the classroom have repeatedly shown results in HBCU student achievement and students' persistence rate. The quality of teacher-student relationships that occurs during interactions between and among students and faculty are demonstrated during the professors' use of active learning while Lesson Study makes this visible and produces the opportunity for research and data gathering.

Lesson Study is the innovation suggested for use in this innovation center. Researching and testing of this promising practice resides inside the classroom while looking carefully at the interactions between the professor and students. Researchers often label this process of close inspection of the classroom as looking inside the "black box" with a nod to an airplane black box, which draws attention to the critical nature of seeking answers in the classroom with a focus on the interactions between professors and students during active learning.

Lesson Study creates the innovation for professors to work in small teams to plan, teach, observe, analyze, and refine individual class lessons, called research lessons. Techniques such as Modified Lesson Study and video sharing of the lessons utilize the capacity of professors as researchers of student achievement and position professors as collaborative equals in solving and testing problems of their teaching practice. Individual teacher's instruction improves, and students' achievement increases. Improved lessons and improved teacher learning results from the cycles of research lessons in lesson study and lesson study events.

The layers of influence¹ occurring in the UNCF-Talladega College Liberal Arts Innovation Center for Education are embedded in the Lesson Study innovation to include the Talladega College acting President, Dr. Lisa Long, the Education Department professors, Dr. Bridgewater, Dr. Clinton, Dr. Robinson, and Dean Rebecca McKay. Talladega College Faculty include Amanda Haywood-Cotton, Tiffany Sayles, Dr. Andrew Coleman, and Dr. Derrick Shapley, who are actively serving as influencers in this innovation. Talladega College teacher candidates are heavily involved as portrayed in the Professional Development Model on the following page. The influences on schooling should be captured and data collected on policies and resources that potentially impact teaching and learning. Careful consideration must be given as to how a community of learning is impacted by the wider community setting. The community holds cultural, linguistic, and psychological resources. These resources determine how a school, teachers, and the community work together effectively. Thus, the layers of influence are an important component of this innovation.

¹ McNaughton, S. (2011). Designing better schools for culturally and linguistically diverse children: A science of performance model for research. New York, NY: Routledge.

Rising Up with Active Learning

Professional Development Model

Active Learning in Lesson Study VII



UNCF-Talladega College Liberal Arts Innovation Center

The following inquiry question guides Dr. Bridgewater's Public Research Lesson:

Why are ethics important in Special Education?



Public Research Lesson

Education Department Team Members

"I am a success today because I had a friend who believed in me and I didn't have the heart to let him down..."

Abraham Lincoln

Dr. Clinton, Dr. Bridgewater



HBCU Layers of Influence

Knowledgeable Other: Dr. Alethea Hampton



The *Knowledgeable Other*² is responsible for: (1) bringing new knowledge from research and the curriculum; (2) showing the connection between the theory and the practice; and (3) helping others learn how to reflect on teaching and learning.



Participant Observer: Dr. Alicia Curry

The Participant *Observer*³ gathers data during lesson study events. The role requires an expert who is immersed in the culture of any group and who works alongside the group, observes the group, and develops a deep understanding of the group to disseminate knowledge for others to replicate an innovation.

²

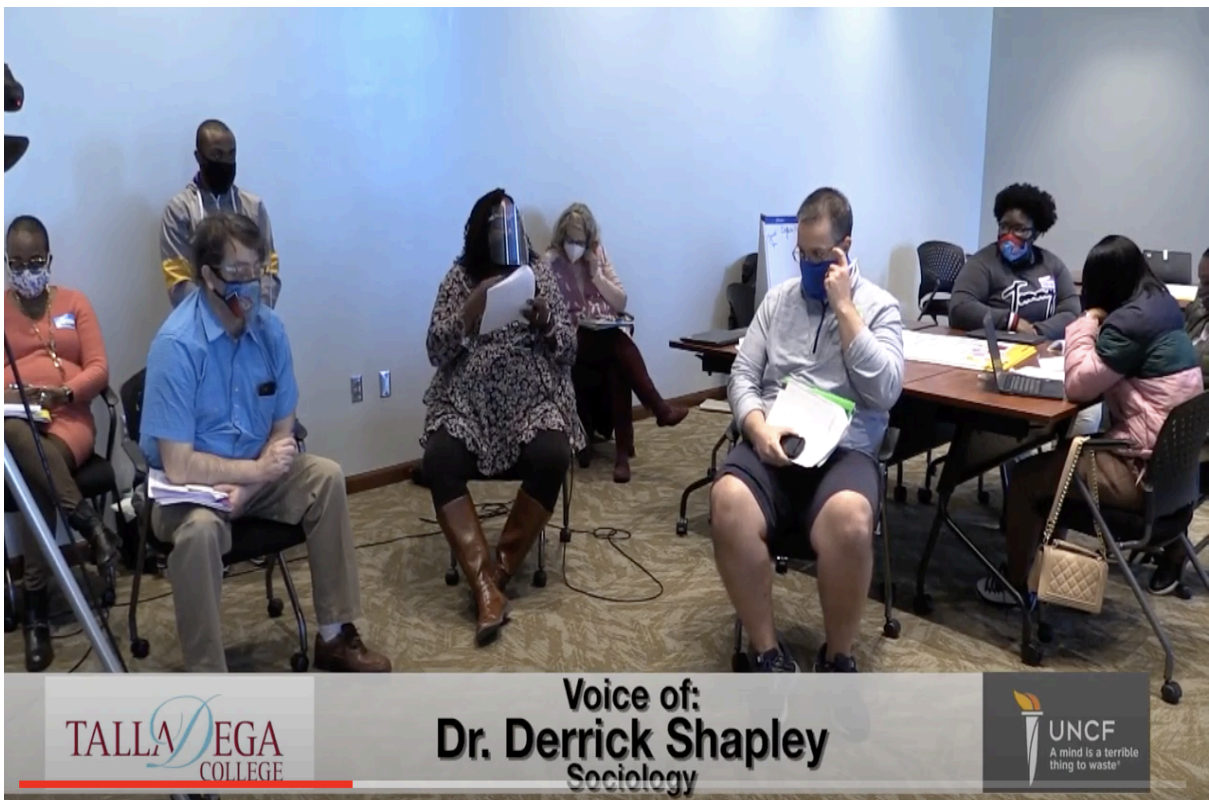
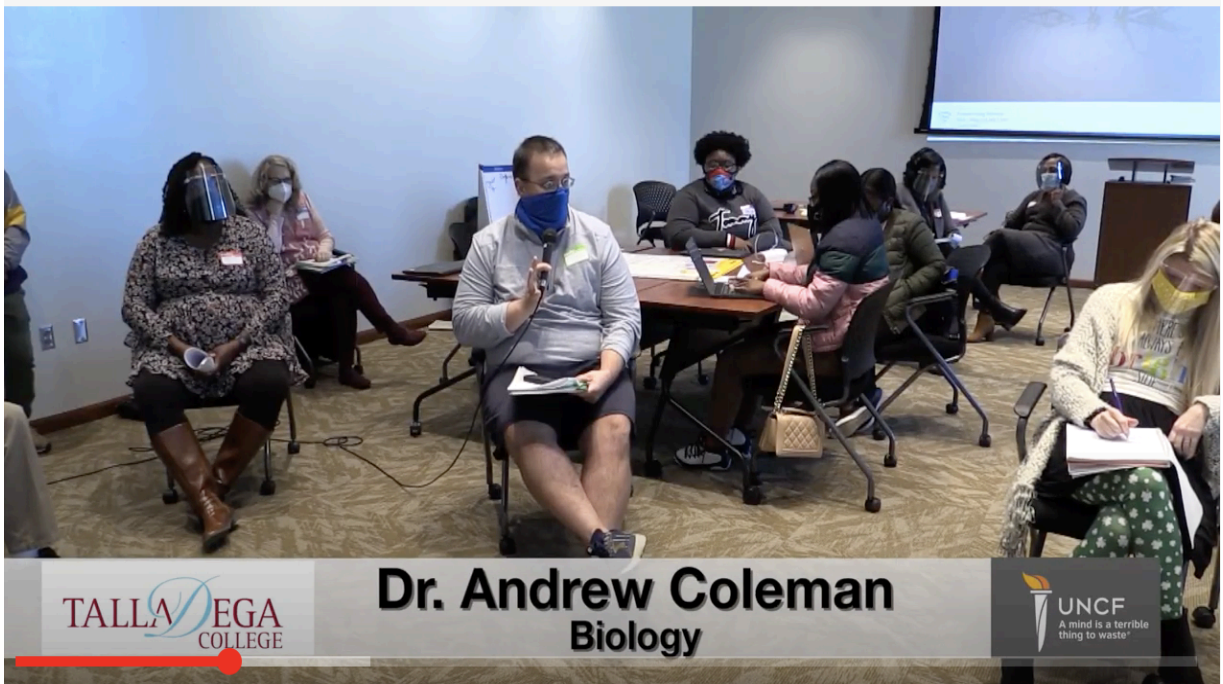
Takahasi, A (2014). The role of knowledgeable other in lesson study: Examining the final comments of experienced lesson study practitioners. *Mathematics Teacher Education Department*, 16(1), 4-12.

³ Spradley, J.P. (2016). *Participant Observation*. Long Grove, Ill: Waveland Press.

Talladega College Professors

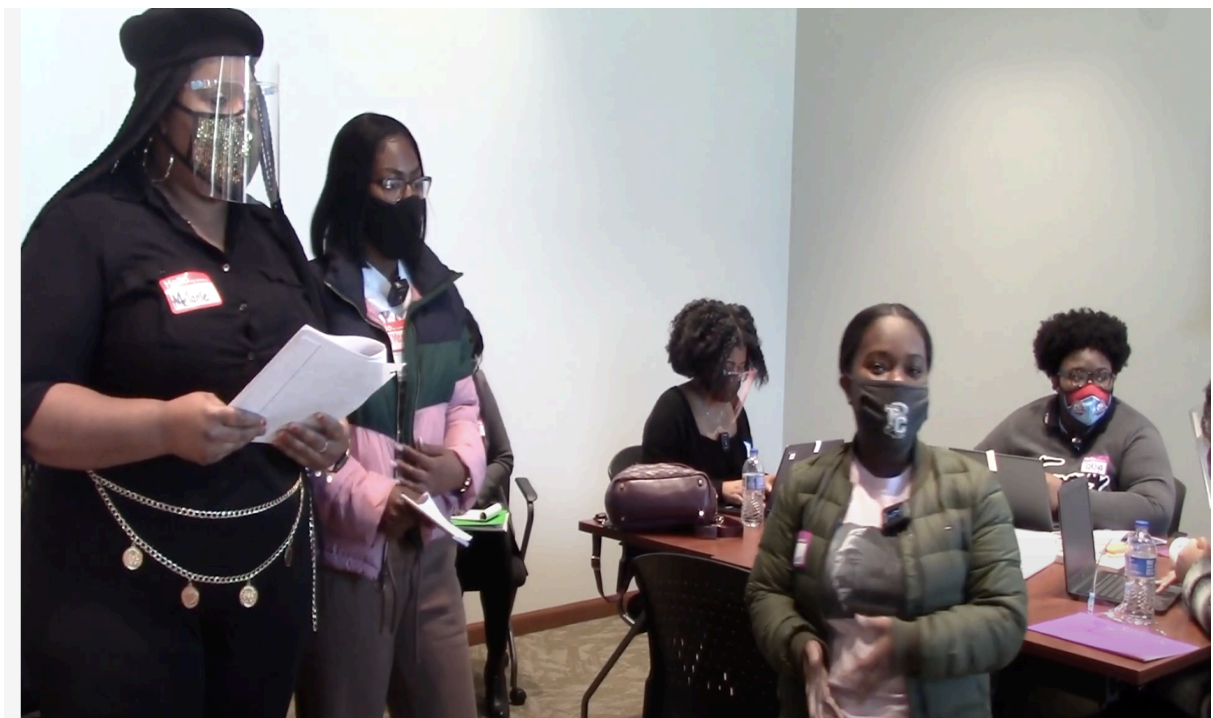
Layers of Influence





Teacher Candidates: Layers of Influence

LESSON STUDY | WINTER 2021

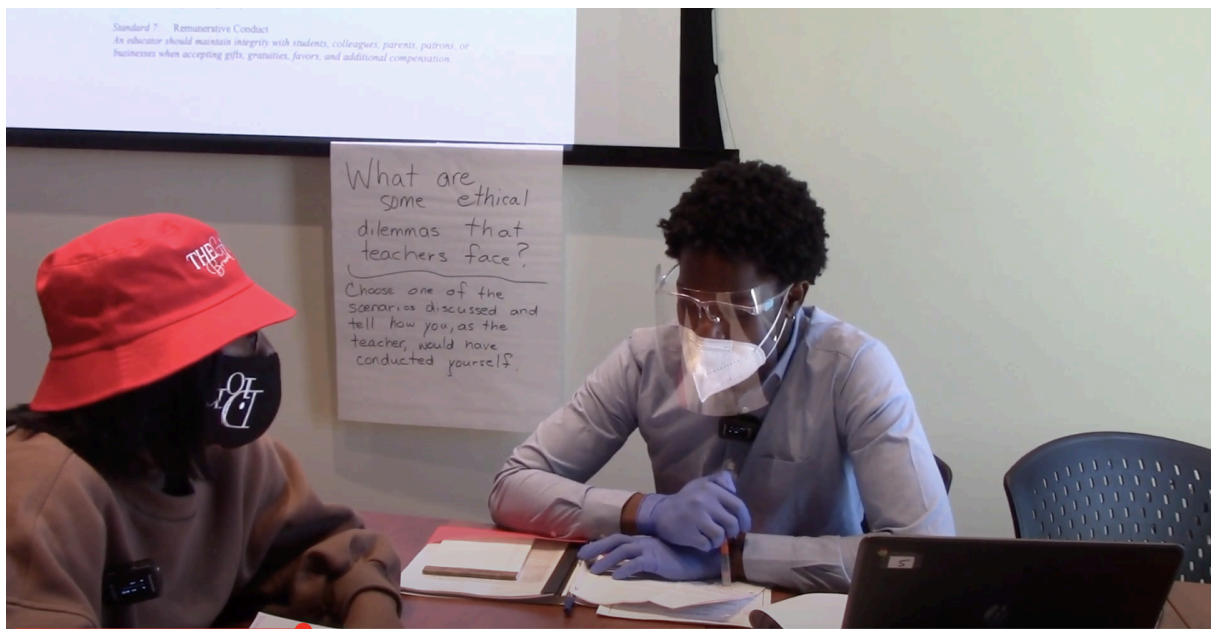




This group of teacher candidates led the Lesson Study I Team for the Winter 2021 UNCF-Talladega College Liberal Arts Innovation Center for Education. In this Lesson Study segment teacher candidates reflect on the inquiry question.

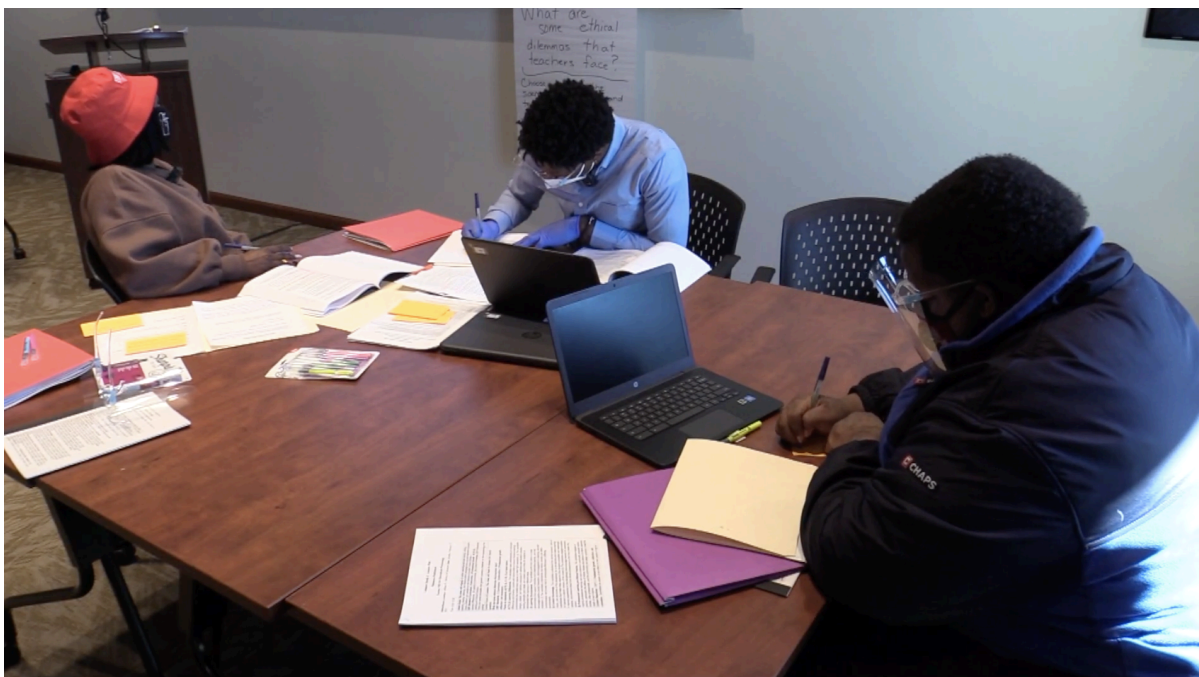
LESSON STUDY II WINTER 2021

TALLADEGA COLLEGE STUDENTS & FACULTY





A Lesson Study team at Talladega College: Our goal at the collegiate level is to include teacher candidate Lesson Study Teams as one of the critical layers of influence. The teacher candidates are the drivers of the innovation of Lesson Study. This is the goal.



Lesson Study III

Thursday, November 10, 2022: Time: 9:00 - 11:30

Professor: Amanda Haywood-Cotton

Minutes 9:00-9:10 (10 min.)	Introduction of Guest Research Rationale Why Active Learning and Lesson Study? Explanation for audience on Notetaking	Clinton	Active Learning Research Appendix B and C Packet of Materials
9:15-10:15 (60 min.)	Lesson	Amanda Haywood-Cotton	Lesson plan
10:15-11:15 (5 min..)	BREAK-Time for Observers and Knowledgeable Other to formulate their thoughts	Knowledgeable Other, Participant Observer, Robinson, Clinton, McKay	Notes from Lesson Preparation of Response
11:15-12:15 (20 min.)	Reflection	Students Knowledgeable Other Participant Observer Faculty	Data Collected

Lesson Study III: Lesson Plan

Dr. Michelle Williams Bridgewater

Courses: **SPE 209** Introduction to Special Education & **SPE 303** Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)

Instructional Location: Savery Library **Date:** Thursday, November 10, 2022 **Time:** 12:00-2:00

Lesson Goals : Active Learning Strategies will be used for this lesson*

Central Focus of Lesson. Candidates will use active learning using their prior knowledge, LessonUp (Appendix A), Fishbowl (Appendix B), Guided Notes (Appendix C) group work, speaking, listening, viewing and thinking skills (Special Education) as adult learners to explore and address ethics of the Council for Exceptional Children Code of Ethics. (Appendix D) and Professional Dispositions (Appendix E).

Standard_3.1 Curriculum, 5.1_Instruction, 6_Professional Growth, ACTS 2a_Learning Experience

Learning Environments, 4b_ Content Knowledge, 9_Professional Learning and Ethical Practice.

*Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing of these principles.

Central Focus

The following inquiry question will be the focus of the Candidates' participation in this lesson:

Why are ethics important in Special Education?

CIEP Standards: 3.1_ Curriculum. 5.1_Instruction, 6_ Professional growth, reflection and evaluation.

ACTS Standards: (2) Learning Differences.

Learning Differences: ACTS (2) The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (c) The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (h) The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strengths and resources to address these needs.

ACTS Standards (3) Learning environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation. (i) The candidate understands how learner diversity can affect

communication and knows how to communicate effectively in differing environments.

ACTS Standards (4) Content knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Q) The candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

ACTS Standard (9) Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to evaluate his/her practice, particularly the effect of his /her choices and actions on others (learners, families, other professionals, and adapts to meet the needs of each learner. (E) The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Content Objectives: CIEP_6.1.1: Professional, growth, reflection, and evaluation: Candidates use Professional Ethical Principles and Professional Practice Standards to guide their work. Candidates continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Lesson Considerations CIEP Standard_1, 3, 6 and ACTs 2,4,9

Learning Differences. Content Knowledge, Professional Learning and Ethical Practices

Materials and strategies: LessonUp, Fishbowl (numbered for the selection of groups), articles. Guided notes will be available with each article. The Code of Ethics. ACUE strategies are the Fishbowl and Guided Notes. Strips on each table display the inquiry question for this lesson to keep the focus on the objective.

Misconceptions: A wide range of misunderstandings and misconceptions surround morals, values, and ethics⁴. Morals, values and ethics are sometime difficult to understand because the misunderstandings and misconceptions surrounding them hinder arrival at the correct explanation. The objective of moral education lies in the fact that it can develop shared feelings with others and makes one committed to one's own personal responsibilities and actions⁵. The learning theory guiding the lesson is Vygotsky's Zone of Proximal Development⁶ with explanations of the use of language to think and to process information and remember.

⁴ Churchill, L.R. (1982). The teaching of ethics and moral values in teaching: Some contemporary confusions. *The Journal of Higher Education*, 53(3) 296-306.

⁵ Campbell, E. (2008). Teaching ethically as a moral condition of professionalism. In D. Narvaez & L. Nucci (Eds). *The International handbook of moral and character education* (pp.601-617) New York, NY: Routledge.

⁶ Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, Ed. & Trans.). Cambridge, M: MIT Press.

Lesson Plan Details

Lesson Introduction – The purpose of this lesson: *The Council for Exceptional Children (CEC)'s Professional Preparation Standards*⁷ define the specialized expertise that special educators must master for safe and effective practice. The *Council for Exceptionalities Code of Ethics* are used to inform preparation programs, accreditation organizations, and credentialing agencies. Students must reflect on proper knowledge and examine their own moral compass as they assess, interact, and apply the CEC Code of Ethics as part of their professional practices. In this lesson Candidates examine the Code of Ethics also as they look at them through the prism of Professional Dispositions (Appendix E) . Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. Class will review all twelve Components of the CEC Code of Ethics. ACTS, 4. Teacher/Student Relationships, 8. Maintenance of Confidentiality ACTS 9.

A bell ringer will be utilized to obtain the attention of the participants. The story, Puppies for Sale, will begin our session. Candidates will take a moment to share what they think the term Ethics means. Once they record their responses candidates will review and share with the participants.

The Council for Exceptional Children Code of Ethics will be covered. All twelve Codes will be discussed. For this lesson, our focus will be placed on five of the Codes of Ethics:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, future, culture, language, and background.
 2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
 5. Developing relationships based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
 7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
 9. Practicing within the professional ethics, standards, standards, and policies of CEC; upholding laws. Regulations, and policies that influence professional practice, and advocating improvements in the laws, regulations, and policies.
- Following this plan collectively and individually, the candidates' prior knowledge of their moral compass will be activated.

Learning Activities – Once the CEC Code of Ethics are presented. Students will ponder what has been stated and then the five standards will be reviewed one at a time using LessonUp to show the teacher candidates' responses. The Inquiry Question will be reviewed again. Candidates will select

⁷ Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC.

their group numbers using the Fishbowl Method, which is an ACUE interactive method. Afterward, the candidates will join their groups. The lesson plan packet contains guided notes to support teacher candidates through the process of unpacking the ethical dilemmas presented in articles.

Candidates then return to their tables and report out on each article indicating the code best symbolizes one of the five ethical dilemmas of focus for this Lesson Study. From the candidates' groups, the dilemmas will be reviewed, and each candidate group will use LessonUp to answer the inquiry question.

Closure – Candidates report from each group and explain which codes of ethics are best reflected in the article.

Codes to be addressed:

(1). Maintaining challenging expectations for individuals with exceptionalities for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

(2) Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

(3) Developing relationships with families based on mutual respect and activity involving families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

(4) Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

(5) Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies. After the articles are distributed to each group, candidates will share the dilemmas of the Code of Ethics that they were able to discern in the reading/discussion. The articles are found:

- Appendix G (Disabled Girl Suffered 'Horrific' Sexual Abuse);
- Appendix H (Teacher's Awful Mistreatment of Special Needs Child);
- Appendix I (Lawsuit Alleges Abuse of Special-Needs DCPS Students).

The Inquiry question will be reviewed again using LessonUp: *Why do we need ethics in special education?* Once each group has reported to the class, candidates will return to their computers to respond to the inquiry question. Chromebooks or the candidates' personal electronic device provide a repository for candidates' thoughts.

Assessment: The assessment supports and promotes continuous intellectual, social, and emotional development of teacher candidate's demonstration of their professional dispositions.

Evidence and Formative Assessment: Candidates demonstrate their knowledge through their responses to LessonUp, Fishbowl, discussions and engagement with selected articles. Responses placed on the guided reading notes pertaining to the Code of Ethics for the Council for Exceptional Children serve as evidence of learning.

Assessment Strategy #1: Lesson Up. Students will share some reactions electronically by responding using LessonUp, which is an online teaching platform for educators.	Alignment with Objectives: The LessonUp platform is aligned to active engagement of students. Responses are displayed on computer using the LessonUp Platform. Evidence of Student Understanding: Will be based on students oral and written responses.
Assessment Strategy #2: Fishbowl. The Fishbowl Discussion format motivates candidates to complete class reading assignments and empowers students to be in charge of their own discussion.	Alignment with Objectives: Students will report out from their groups verbally to the rest of the class about the article they critique. Evidence of Student Understanding: Based on verbal and written feedback on Guided Notes.

Note: Add more assessment strategy boxes here if needed.

Utilizing Knowledge about Students to Plan and Implement Effective Instruction

Building on Personal/Cultural/Community Assets: Teacher candidates utilize their prior knowledge to make new connections to ethics specifically addressing the needs of students with disabilities. Teacher candidates are actively engaged in the Education Department lessons as well as the activities of the Education Department. Candidates value each other, Talladega College, and the Education Department.

Grouping Strategies: Students will be divided randomly into groups.
 A fishbowl method of active engagement facilitates the random selection. Students select draw a number from the fishbowl.

Supporting Literacy Development

Essential Literacy Strategies: Candidates demonstrate their learning by engaging in activities with LessonUp, Fishbowl and Guided Notes. With these activities they use reading, writing, speaking, viewing, listening, and thinking skills to explore ethics for students with special needs.

Supporting Literacy Development through Language

Language function is essential for teacher candidates to learn the literacy strategy within the central focus to analyze the articles they reviewed and to determine how the article best fits a specific code of CEC guidelines ethics. This helps to support the central focus of the assignment. The CEC Code of Ethics ensures that the diverse characteristics of individuals with disabilities and their families are respected daily.

Acknowledgements

Burke, M. (2020). *Disabled Girl Suffered*. Retrieved:
<https://www.nbcmiami.com/news/national-international/disabled-girl-suffered-horrific-sexual-abuse-rape-on-school-bus-suit-claims/2202364/>

Campbell, E. (2008). Teaching ethically as a moral condition of professionalism. In D. Narvaez & L. Nucci (Eds). *The International handbook of moral and character education* (pp.601-617) New York,

Churchill, L.R. (1982). The teaching of ethics and moral values in teaching: Some contemporary confusions. *The Journal of Higher Education*, 53(3) 296-306. NY: Routledge.

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<https://www.washingtoninformer.com/lawsuit-alleges-abuse-of-special-needs-dcps-students/>

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC.

Fishbowl (n.d.). Fishbowl Discussion. Retrieved:
<https://community.acue.org/blog/keeping-up-staying-engaged/>

Guided notes (n.d.) Retrieved: Intervention Central. (n.d.). Guided notes: Increasing student engagement during lecture and assigned readings.
<http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture->

LessonUp. (2021). Discover our all-in-one educational tool? Retrieved:
<https://www.lessonup.com/site/en/about>

Perry, D. (2016). *Teacher's Awful Mistreatment of Special Needs Child* .Retrieved:
<https://www.cnn.com/2016/05/04/opinions/special-needs-child-mistreated-in-classroom-opinion-perry/index.html>

Vygotsky, L. S. (1986). *Thought and language*. (A. Kozulin, Ed. & Trans.). Cambridge, M: MIT Press.

Appendix A
LessonUp

About LessonUp

LessonUp (2021). Retrieved: <https://www.lessonup.com/site/en/about>.

ishbowl Discussion. (n.d.). Retrieved:
<https://community.acue.org/blog/keeping-upstaying-engaged/>

Appendix B

Guided Notes



Intervention Central. (n.d.). *Guided notes: Increasing student engagement during lecture and assigned readings*. Retrieved:

<http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture->

Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings

Description: The student is given a copy of notes summarizing content from a class lecture or assigned reading. Blanks are inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.

Purpose: Guided notes promote active engagement during lecture or independent reading, provide full and accurate notes for use as a study guide, and help students to identify the most important information covered (Heward, 2001).

Materials: Guided notes

Preparation: The instructor identifies the lecture content or assigned reading that will be covered in the guided notes.

Intervention Steps: Guided notes can be prepared and implemented through these steps:

1. A set of notes is prepared that contains the essential information to be covered in the lecture content or assigned reading.
2. The instructor reviews the notes and highlights or underlines the key facts, concepts, or information that the student will be responsible for writing into the final version of the guided notes.
3. Using a word processor, the instructor replaces the segments of notes identified in the previous step with blanks.
4. Prior to handing out copies of the guided notes in class, the instructor ensures that students understand their responsibility to attend to content covered in the lecture or the reading and to fill in each of the blanks in the guided notes with the appropriate concepts, definitions, or other content.
5. During lecture or while reviewing assigned readings in class, the instructor displays the guided notes (via overhead projector, computer projector, or smartboard) and fills in blanks with appropriate facts or concepts as they are presented.

Adjusting/Troubleshooting: Here are recommendations for using guided notes and addressing issues that might arise:

Keep guided note entries brief. Shorter guided note entries promote student understanding of content as well as or better than longer entries (Konrad, Joseph & Eveleigh, 2009). Also, short entries can increase student motivation to write in responses.

Distribute entry items throughout the guided notes. Guided notes help to promote active student engagement during lecture or reading (Heward, 2001). When entry items are distributed evenly throughout the guided notes, they require higher rates of

active student responding (Konrad, Joseph & Eveleigh, 2009), which can both promote mastery of content and increase levels of on-task behavior.

Verify student completion of notes. To ensure that students are actively engaged in completing guided notes, the instructor can occasionally collect and review them for accuracy and completeness (on a random and unpredictable schedule). As an incentive, those students correctly completing their guided notes can be assigned bonus grade points (Konrad, Joseph & Eveleigh, 2009). Or students can periodically pair off and compare their guided note entries for completeness while the instructor circulates through the room conducting spot-checks of individual students' guided notes.

Have students tally notes-review sessions. Guided notes are a powerful tool for reviewing course content. Students can be encouraged to write a checkmark on the cover of a set of completed guided notes each time that they review them (Lazarus, 1996). These tallies assist students to monitor whether they have adequately reviewed those notes in preparation for quizzes and tests.

Fade the use of guided notes. As the class becomes more proficient at note-taking, the instructor can gradually 'fade' the use of guided notes by providing less pre-formatted notes-content and requiring that students write a larger share of the notes on their own (Heward, 1996).

Give students responsibility for creating guided notes. The classroom teacher generally is responsible for preparing guided notes. Instructors of older students, however, may discover that they can hand some responsibility to their students to prepare guided-notes. For example, as a cooperative-learning exercise, a group of students might be assigned a chapter-section from a biology text and asked to compose a set of guided notes based on its content. The teacher can then review and edit the notes as needed.

Appendix C

Guided Notes: Articles 1, 2, 3

Intervention Central. (n.d.). Guided notes: Increasing student engagement during lecture and assigned readings. Retrieved:

<http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture->

GUIDED NOTES

Appendix D
Professional Dispositions

Purpose: This checklist and the rubric are to be used to assess the professional dispositions of candidates in professional education classes. This checklist was created for faculty to use as orientation and talking points to support candidates' development of their professional dispositions. **Professional Dispositions** are professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors. These positive behaviors support candidate learning and development.

Instructions: Professional Dispositions are assessed by the Education Department Faculty each term within select professional education, teaching field, and instructional support courses. The checklist results will also be used to assess program effectiveness and to advise candidates regarding their specific disposition profile. The Professional Dispositions rubric is a tool for formal feedback while the checklist is used for informal purposes.

Professional Dispositions for Teacher Candidates

Professional Dispositions Checklist for Education Faculty

Faculty use of this checklist happens during early observations of candidates to quickly give an overview of candidates' dispositions in the broadest strokes. This checklist is meant to offer faculty a quick view of where candidates are strong and where candidates need immediate feedback and support in areas of weakness.

_____ Collaboration with Colleagues, Families, Communities, and Students. (CIEP 5.2)

- _____ Understands the importance of maintaining positive collaboration with colleagues, families, community agencies, and students
- _____ Candidates' actions are free from bias
- _____ Demonstrates respect for others and their idea
- _____ Promotes the intellectual, social, emotional, physical growth, and well-being of students

_____ Demonstrates Professional Practices and Demeanor. (CIEP 5.1)

- _____ Dresses appropriately
- _____ Engages in professional, legal, and ethical conduct
- _____ Demonstrates honesty and trustworthiness
- _____ Punctual, dependable, well-prepared
- _____ Demonstrates enthusiasm, creativity, and initiative

_____ Communication. (CIEP 3.4-3.5)

- _____ Uses correct oral communication
- _____ Uses correct written communication
- _____ Uses professional language in all situations
- _____ Engages in active listening

_____ Accepts Professional Feedback. (CIEP 5.1)

- _____ Responds positively to feedback
- _____ Continually strives to improve teaching performance
- _____ Makes observations and asks questions about teaching practice
- _____ Reflects and evaluates own teaching performance

Appendix E Article 1



Group 1

Disabled Girl Suffered 'Horrific' Sexual Abuse, Rape on School Bus, Suit Claims

The 14-year-old girl in Georgia was repeatedly abused and ultimately raped on the bus by other students while the driver failed to intervene, a federal lawsuit claims.

Minyvonne Burke March 7, 2020, 11:37 AM CST

Burke, M. (2020). *Disabled Girl Suffered*. Retrieved:

<https://www.nbcmiami.com/news/national-international/disabled-girl-suffered-horrific-sexual-abuse-rape-on-school-bus-suit-claims/2202364/>

A Georgia middle-school girl with special needs was allegedly sexually assaulted and raped by other students on a school bus as the driver failed to intervene, the girl's mother claims in a federal lawsuit.

The abuse, described as "horrific," happened on a nearly daily basis from April 4 to April 20, 2019, according to a lawsuit filed Tuesday in the Northern District of Georgia against the Fulton County School District.

The 14-year-old girl, who is identified as "Jane Doe" in court documents, has suffered from physical and mental disabilities since birth and has trouble interacting and communicating with others, according to the suit.

"She has and continues to have neurodevelopmental disabilities that impede and limit her physical and mental capabilities. Doe functions at a cognitive and communicative level far below her actual age," the lawsuit states, describing her as a sweet girl with a "young, child-like nature."

The suit states that on April 4, 2019, a special-needs student left his seat on the bus to sit next to the victim and then groped her breasts before returning to his seat.

"Emboldened by the lack of discipline and restraint," a second student then got up, sat next to the girl and groped her, the suit says. The lawsuit goes on to describe several more incidents in which the second student allegedly assaulted and ultimately raped the girl.

On April 10, a few days after the first encounter, the boy allegedly exposed himself to the girl and forced her to touch him while he groped her, the suit claims. The following day, he removed the girl's shirt and groped her, according to the lawsuit.

Over the next several days "without the intervention of the bus driver," the boy continued to inappropriately touch the girl, expose himself to her and force her to engage in sexual activities. On April 20, 2019, the boy allegedly groped the girl, removed all of her clothing and then raped her on the bus, the suit states.

According to the lawsuit, the bus the students were on is equipped with a wide-safety mirror as well as audio and video surveillance so the driver can monitor what's going on. The bus is also small with only 3 or 4 rows of seats, the suit says.

"The Bus driver, in this case, was completely derelict in his duties and repeatedly exhibited a willful and deliberate indifference to maintaining student discipline and ensuring student safety," the lawsuit reads.

"The multiple acts of sexual assault and rape over a period of almost two weeks could not have taken place without the knowledge and/or deliberate indifference of the bus driver, who never once intervened to protect Doe," it continues.

The driver did not report any of the assaults until the day the girl was raped, when he told the school district that he had "noticed something," the suit claims. According to NBC affiliate WXIA in Atlanta, Fulton County Schools said the driver was "immediately separated from the district."

A district spokesman told NBC News on Saturday that the allegations detailed in the suit are "extremely serious and concerning to the district."

"Because we are dealing with minor students, this is a particularly sensitive matter. We need to allow any ongoing investigations to be complete and respect the privacy of all students allegedly involved," spokesman Brian Noyes said.

The girl's mother took her daughter to receive medical care, where a physician confirmed she had been raped, according to the lawsuit. She now suffers from emotional distress and is seeking damages.

Appendix F
Article 2
Group 2



Teacher's Awful Mistreatment of Special Needs Child

By David Perry

12:04 PM EDT, Wed May 4, 2016

Perry, D. (2016). *Teacher's Awful Mistreatment of Special Needs Child*. Retrieved: <https://www.cnn.com/2016/05/04/opinions/special-needs-child-mistreated-in-classroom-opinion-perry/index.html>



Last week, a Georgia principal went into a classroom in Conyers, Georgia, a small city east of Atlanta, and witnessed a literally unbelievable sight. A 5-year-old African-American boy, a student in the special education program at the school, had been suspended by his belt from the top of the blackboard. According to the child's grandmother, the boy was screaming. The culprit wasn't some bully picking on a disabled child. According to news reports, the boy's teacher was punishing the boy for misbehavior. Worse, it wasn't the first time she had used this horrific, terrifying, method. The school superintendent is recommending the dismissal of the teacher, a paraprofessional in the classroom, and another teacher.

The abuse should be shocking. How could something like this happen in 2016? Alas, I've spent the last few years researching and writing about the abuse of disabled children in school, and I'm sad to report that this kind of incident is pretty typical. Despite decades of improvement in our special education practices, and the hard work of tens of thousands of fantastic teachers, the data is clear. Children with disabilities – especially those who are black or brown – remain terribly at risk for violence in schools.

While I've never heard of a child being hung by his belt from a blackboard, there are stories of children being handcuffed, locked in closets, knocked to the ground or taunted by the very professionals who are tasked with educating them. It happens because too many teachers value absolute compliance over tolerance for neurodiversity and atypical behaviors and feel empowered to use coercive measures to enforce this cult of compliance.

Widespread abuses

Some problems are systemic. Last year, major exposes revealed terrible abuses in schools in Massachusetts, Florida and California. Children were locked in closets, choked, put into prone restraints for minor behavior issues, sent to jail and even killed. What's striking is how casually the teacher, seeking to push him into the special education classroom, just knocks this tiny child to the ground and doesn't even stop talking to her colleague as he lies on the floor. When he gets back up, she keeps pushing him into the classroom. How many times had she pushed kids around before she happened to be caught on camera? How many other teachers just ignored it because it didn't seem wrong to use force to move disabled children around?

Children with disabilities, especially those multiply marginalized by race, class, gender, sexual orientation, religion or other categories of difference, are vulnerable – not to predators, but to authority figures who feel it's their duty to force compliance. Because these children often do not communicate through typical speech, they often lack the ability to call for help. Moreover, even when heard, without video or audio evidence or at least testimony from abled authority figures such as the principal in Conyers, accounts of abuse from disabled children are easily ignored.

No wonder some parents have chosen to make secret recordings. In Ardmore City, Oklahoma, a school district is trying to get a court to throw out recordings that, according to a complaint, prove illegal and routine seclusion, while capturing teachers and staff making fun of a child's disability. Over the last year, I've had other parents send me recordings or ask me about the legalities of trying to get evidence of suspected abuse. (I've told them to talk to a lawyer.)

In the meantime, the Texas Legislature recently passed a law mandating cameras in all special education classrooms. Given the widespread abuse, such policies seem to make sense, but even here there are issues. First, it's expensive – almost \$3,000 per classroom, totaling millions of dollars overall. Given that Texas ranks in the bottom third of spending per student, that's going to be difficult.

Beyond cost, experts are worried about the cameras. Susan Henderson, executive director of the Disability Rights Education & Defense Fund, agrees. She told me over email, "While classroom cameras are intended to deter or record abuse by adults, I can imagine children's behaviors being used to move them to more restrictive classrooms or schools, or worse jail." She's said she's worried that schools will use video to increase punishment.

Julia Bascom, deputy executive director of the Autistic Self Advocacy Network, told me, "Video cameras in special ed classrooms aren't a real solution. Special ed classrooms have a lot of problems – lack of safety is just one more reason kids shouldn't be in them. We should be pushing for inclusion, not surveillance."

There's no simple fix, technological or other, to the widespread abuse. We need to train teachers in positive behavioral interventions instead of coercive practices. We need to hold abusers accountable when they rely on coercion to force compliance. Those are the first steps.

Bigger picture?

But there's also a bigger picture. The incident in Conyers demands we confront the ableism that permeates American society.

One might think it's not necessary to explain that it's bad to hang a child from a blackboard, let alone handcuff them, lock them in closets, send them to jail or press

them to the ground for not following the rules. And yet these incidents occur in school districts around the country – red states and blue states, coastal and central, urban and rural. They concentrate in poor and minority districts, but that’s only a general tendency.

Ableism is discrimination, whether individual or structural, against those who, in their body and mind, deviate from what we perceive as normal. Ableism leads authority figures to force neurodiverse people to be “normal,” a method that of course always fails, so coercion just becomes punishment for perceived abnormality.

Ableism also teaches us to ignore the voices of disabled people, even when they can testify to their own abuse. I’m struck that this boy in Georgia was able to tell the Division of Family and Children Services investigator that he had been hung from the blackboard before, once someone thought to ask. So let’s make sure we ask, whether through speech, communication devices, signs, writing, pictures or any other means. Once we learn to ask, once we learn to presume that all children are competent to communicate on their own behalf, once we learn to believe victims, these tyrannical authority figures will no longer be able to abuse disabled children with impunity.

Appendix G
Article 3
Group 3

Lawsuit Alleges Abuse of Special-Needs DCPS Students

Sam P. K. Collins January 5, 2021

Collins, S. (2021). *Lawsuit Alleges Abuse*. Retrieved:

<https://www.washingtoninformer.com/lawsuit-alleges-abuse-of-special-needs-dcps-students/>

While District leaders continue to push for the reopening of K-12 campuses during the COVID-19 pandemic, some parents, particularly those of special-needs students, said they're happily embracing all that has come with distance learning, including significant improvements to their children's physical and emotional health.

This has proven especially true for Gold Ukegbu, one of five parents who filed a civil suit in November against D.C. Public Schools (DCPS) citing allegations of abuse of her daughter and other special-needs children at River Terrace Education Campus, Walker-Jones Education Campus and Ludlow-Taylor Elementary School.



"I will be one parent who advocates for home schooling," said Ukegbu, the mother of a nonverbal, developmentally delayed child who uses a wheelchair and suffers from a bevy of ailments, including scoliosis and aspiration pneumonia.

Last March, shortly before the District-wide transition to distance learning, Ukegbu reluctantly returned her daughter to River Terrace after she suffered a broken femur bone and back skin injuries, all under circumstances that Ukegbu said she hasn't been able to determine.

Though school officials attributed the injuries to the negligence of a bus driver, Ukegbu said they have yet to produce an official report. She has been attempting to document the abuse and have her daughter placed in a well-regarded charter school for special-needs children since well before the start of the pandemic.

Neither has happened yet, but Ukegbu said her daughter can now enjoy a routine that involves schooling, physical therapy, pediatrics and napping under the guidance of her mother and siblings.

“When my daughter was at school, we [always] had a problem,” Ukegbu told The Informer. “Either she didn’t wear her hat, or she forgot to put on her jacket. There were always complaints and [the staff] was too careless and in a hurry. At home, my daughter has her own time for schooling and it works well for her.”

A Lawsuit Years in the Making

The quintet’s civil suit, filed on the behalf of their children on Nov. 22 in the U.S. District Court for the District of Columbia, outlines abuse episodes that allegedly occurred during the 2018-2019 academic year, and in the months preceding the COVID-19 pandemic.

For instance, a teacher allegedly struck a student in the face at River Terrace in front of three staff members, while a nonverbal autistic youngster at Ludlow-Taylor suffered blunt-force trauma to his face.

In the aftermath of their children’s injuries, Ukegbu and the other plaintiffs mentioned in the civil suit filed police reports. The reports, none of which resulted in prosecution, petitioned for charges of simple assault and second-degree cruelty to children.

Yaida Ford, one of two attorneys representing the five parents, said DCPS officials had been notified through various means about the alleged use of unlawful restraints at River Terrace, Walker-Jones and Ludlow-Taylor.

The suit alleges that administrators at River Terrace hadn’t taken the necessary steps to create an educational environment for disabled children that’s equitable to that of their non-disabled counterparts. That includes hiring qualified behavioral specialists and improving the manner in which administrators report on-campus incidents of abuse.

“Parents are tired of having to send their kids into an unstable and unpredictable environment,” Ford said.

“When the child is nonverbal, the parent has to jump through hoops to find out what happened to them,” she added. “It says something about the state of education in the nation’s capital. You would expect D.C. to be a leader in the education of vulnerable populations. We are just as bad here, if not worse than other jurisdictions who lack our resources.”

In a statement to The Informer, DCPS declined to comment on the pending litigation but said it’s actively working with the Office of the Attorney General to address the lawsuit.

Securing Accountability

Joakima Jones, another parent mentioned in the civil suit, echoed Ford’s sentiments, saying that DCPS has sufficient resources to adequately support special-needs children, including her daughter.

In the spring of 2019, River Terrace reported an incident to MPD involving a teacher who allegedly pushed Jones’ daughter in her abdomen, pulled her ear and locked her in a cabinet in a classroom. Much to her chagrin, when the youngster returned to River Terrace at the start of the next school year, the staff member was still employed there. Jones said that incident compelled her to seek psychological treatment for her daughter.

These days, Jones’ daughter is a student at St. Coletta of Greater Washington, a Capitol Hill-based charter school designed to help children and adults with intellectual disabilities fulfill their potential and become recognized as contributors to society.

If not for the pandemic, Jones said she would allow her daughter to return to the school, primarily because of the social atmosphere and staff members' passion for helping youth, what she described as the total opposite of what River Terrace provided.

"I really want River Terrace to be held accountable for what they're doing," said Jones, whose daughter's multiple disabilities, including cerebral palsy and epilepsy, prevent her from independently carrying out a wide range of daily activities.

"I want them to utilize the resources they have," Jones continued. "There's no way that D.C. Public Schools can tell me that they don't have the resources. They're just not using it appropriately. The aides and all the other staff members need to care. At Coletta, the staff was compassionate, and they care. It wasn't about money, but about service."