

CIEP M33: Accessing and Adapting the General Education Curriculum
Loyola University Chicago
Fall 2011

Instructor:	Lisa Caputo Love Adjunct Professor	Phone:	773-510-8548
Office Hours:	By appointment	E-mail:	lcaput1@luc.edu
		Course Meeting:	Wed 4:15-6:45 Mundelein 404

Required Texts

Salend, S. J. (2011) *Creating Inclusive Classrooms: Effective and Reflective Practices*. (7th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Nolet, V. and M.J. McLaughlin (2005) *Accessing the General Curriculum: Including Students With Disabilities in Standards-Based Reform*. (2nd edition). Thousand Oaks, California: Corwin Press.

Your class has a corresponding website which candidates **MUST** access by the second week of class. The website is: <http://www.blackboard.luc.edu/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

I wish to fully include individuals with disabilities in this course. Please let me know by the second week in class if you need any accommodation in the curriculum, instruction, or assessment of this course.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse

community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Description

This course provides a review of standards for K-12 student learning with special emphasis on reading and mathematics. In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with disabilities will be discussed. Issues of differentiating student needs, long and short-term planning, technology-assisted learning, and vocational and social skills curriculum will be addressed. Students will also learn how to actively create learning environments which promote positive learning results in general and special curricula by modifying the learning environment, using direct motivational and instructional interventions, and making use of appropriate technologies to support instruction. Behaviors related to low-incidence exceptionalities will be discussed and procedures for using this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs will be addressed. Modification of the curriculum and implementation of these accommodations will also be studied. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

For more information about CEC standards, go to <http://www.cec.sped.org/>

Conceptual Framework

The conceptual framework of the School of Education is “Professionalism in Service of Social Justice”. This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities.

Framework domains include:

- ***Context, Critical Thought and Reflection***: Students will develop their understanding of how contexts impact curricular needs of students with individual learning and behavioral differences. Through activities and class discussions, students will discuss questions such as “What strategies are most effective for ensuring all students have access to the general education curriculum, and experience success?”
- ***Experience and Action***: Students will be asked to take what they learn about differentiation of instruction and universalize a lesson plan with different students with disabilities in mind.
- ***Authentic Assessment***: Students will be provided with feedback from multiple sources (e.g., peers, course activities). Through collaborative activities and lesson plan development, students will develop permanent products of their learning that can be used to (a) assess the effectiveness of this course, and (b) provide content for the student’s professional portfolio.

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Course Objectives

The candidate will demonstrate the ability to:

1. Explain and apply the concepts of inclusion, least restrictive environment (LRE), continuum of services as defined by IDEA 1997, and non-categorical service delivery models (e.g., problem solving). (LB56G) (GC1K1, GC1K3, GC1K5)
2. Articulate a personal teaching philosophy for students with diverse learning and curriculum needs in general education classrooms. (CC1G) (CC1S1)
3. Apply research supported instructional strategies to enable all students' access to the general education curriculum. (LB54N) (GC4K3, GC4S1, GC4S13)
4. Assess the curricular, social-emotional/behavioral needs of students with diverse learning and curriculum needs, and develop pedagogical skills to address those differences. (LB54T) (CC3K5, CC5S6, CC7S4, GC8S2)
5. Identify and discuss conditions influencing what and how students learn and modify instructional strategies to facilitate access to the general education curriculum for all students. (LB54N, LB54T) (CC2K2, CC3K2, GC6K3, GC7K4)
6. Design activities to assess students' knowledge and skills in language arts (i.e., reading, written expression, spelling) and math. (LB53N, LB53O, LB53P) (GC4S4, GC4S14, GC4S15, GC6S3, CC8S4, CC8S5)
7. Analyze assessments of students' learning on standardized and curriculum-based measurements to select instructional methods/strategies that facilitate access the general education curriculum. (LB53F, LB54N) (CC7S1, CC8S8, CC8S6)
8. Design a learning environment that allows for students with individual learning needs to meet learning standards in the general education classroom. (LB53F, LB54N) (GC3S1, GC4S6, CC5K1, CC5S5, GC5K2)
9. Identify and evaluate a "best practice" research base for instructional strategies/methods for teaching language arts, math, science, and social studies for students. (CC4C) (CC4S3, CC7K1)
10. Discuss pre-referral techniques/strategies for students with diverse learning and curriculum needs. (LB57A) (CC8K3, GC8K4)
11. Identify and practice skills which promote a collaborative approach to teaching (e.g., co-teaching, problem-solving, conflict resolution, etc.), to provide all students access to and benefit from general education. (CC4Z, CC4V, CC61, LB56G, LB57A) (CC4S3, CC4S2, GC5S6)
12. Evaluate and select assistive-technologies effective for students' with disabilities. (LB54P, CC4R) (GC4S7, GC5S2, CC6K4, GC6S5, CC7S9)

13. Apply positive behavioral intervention and support strategies to promote students' learning and social skills including strategies appropriate to behaviors related to low-incidence disabilities. (CC5f, CC5J, CC5X, CC5Z) (GC4SA, CC5S11, CC5K2)

14. Identify whole-school structures (e.g., school improvement plans) where the aforementioned objectives can be implemented to provide IDEA 1997 allowances of incidental benefit and schoolwide approaches in general education settings (LBS3C, LBS3G, LBS3P, LBS4A-C, LBS4Q) (CC5S1, GC7S8)

Required use of technology

Candidates will access www.pbis.org throughout the semester and search for information related to PBS.

Additional websites of interest to participants in this course include

www.swis.org

www.aimsweb.org

www.whatworks.org

www.interventioncentral.org

www.easycbm.com

www.pdkintl.org/

<http://www.projectachieve.info/>

www.corestandards.org/

The candidate will log on to blackboard (blackboard.luc.edu) and monitor e-mail and announcements that are posted to our class site.

Language

In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. An article outlining those recommendations will be provided to you by your instructor.

Diversity, Social Justice, and Exceptionalities:

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). **Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.**

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>).

Described by many as pioneers of social change for persons with disabilities who have been under-served and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living).

Teacher Prep Courses with Clinical Components

If you are unsure about this requirement and your course, check with Dorothy Giroux or Ann Marie Ryan. All courses with clinical components must include specific information about the clinical experience in the syllabus.

- Students should be able to tell what portion of the final grade reflects the work they do in a clinical setting,
- what specific assignments must be completed in clinicals,
- the criteria being used to evaluate the products that come out of that work,
- the course objectives that relate directly to that work, and
- consequences for:
 - not attending clinicals
 - not conducting themselves in a professional manner, or
 - not completing the related coursework.
- It is also important to indicate either a total number of hours that must be served, or, start and end dates; days of attendance; and a suggested daily schedule for students in an educational block.

Evaluation Procedures

▪ Assignment List

2 Quizzes	30 pts
Professionalism	10 pts
Clinical Log	5 pts
Research to Practice Paper	20 pts
Presentation	5 pts
Research to Practice Toolbox	10 pts
Universal lesson plan	40 pts
Candidate Performance Evaluation	10 pts
Inclusion Observation Project	<u>40 pts</u>
	170 pts

Course Grade

Points			Points			Points			Points			Points		
%			%			%			%			%		
170-159	A	94%	152-148	B+	89-87%	135-131	C+	79-77%	118-114	D+	69-67%	109	F	64%
153-158	A-	93-90%	147-142	B	86-84%	130-126	C	76-74%	113-110	D	66-65%	or lower		
			141-136	B-	83-80%	126-119	C-	73-70%						

Quizzes

- Candidates will complete **(2) quizzes (30 points total)** throughout the semester. They will consist of either multiple choice, true and false, and/or short answer. Quizzes may be open book/open note.
- Professionalism
Candidates will be expected to demonstrate **professionalism (10 points)** (e.g., attendance, participation) both in-class and at school sites. **Late work** is accepted, but not encouraged. Points will be deducted at the rate of 10% per day for any assignment turned in late. Please be considerate with **cell phones** by turning to silent and only checking during breaks. Please use **computers for taking notes only** and do not let them distract you from actively participating in classroom discussion and activities. These expectations are all part of professionalism and courtesy and are in place to minimize distractions and offer students an opportunity to fully participate in class discussions.

Professionalism Rubric
(Attendance & Participation)

Attendance	Misses 2 or more sessions OR frequently late for/leaves early from sessions 0-1	Misses 1 class session OR late for/leaves early for 2 sessions 2-3	Late for class OR leaves early for one occasion 4	Attends all class sessions from start to finish 5
Participation	Often not engaged in activities and/or detracts from group process 0-1	Often passive in class activities but makes some contributions to group processes 2-3	Actively contributes to activities and group dynamics 4	Strong idea generator and/or facilitator in class activities 5

- **Clinical Component: (Clinical Log 5 points, Student Performance Evaluation 10 points)**
 This course is part of Special Education Block III which has a clinical component. Students will be expected to fully participate at their clinical site (Tuesday and Thursday) for a ten week period. It will require full participation/attendance at the clinical site in order to complete many of the course assignments. For this reason, students cannot pass M33 without having successfully completed their clinical requirements. Students will be asked to turn-in a **clinical log** (signed by cooperating professional) verifying successful completion of clinical requirements. This log will be turned in at the end of the ten weeks along with a **Candidate Performance Evaluation** (to be completed by the cooperating professional). You will find both of these forms in your Block III handbook (you will get in a few weeks).

- **Inclusion Observation Project: (40 points, rubric provided)**
 The candidate will spend two days in a secondary setting which uses inclusive supports (identified/approved by the instructor) to complete an Inclusion Observation Project which asks candidates to observe in the classroom, interview a staff member regarding their perspectives on inclusion, and compare observations/responses to what they already know about inclusion. Candidates are required to submit a reflection log that states:

 - (a) their perceptions of the collaborative process for including students in general education environment.
 - (b) the results of an interview with a professional in charge of supporting inclusion in the learning environment.
 - (c) a summary of their overall experience in the classroom. The candidates are required to compare and contrast their observations with their own personal philosophy of supporting students with special needs and best practice recommendations from research.

From this observation you will:

1. Type (and amend to your final report) a reflective log of the activities you observed that addresses the following questions:
 - i. What types of students were included?
 - ii. Describe the collaborative processes you observed among staff/teachers/administration/parents
 - iii. How are behavior problems handled? What types of management systems are in place (e.g. individual, group)?
 - iv. Identify the roles of the instructional staff you observed.
 - v. Discuss the preparation to achieve what you saw. What is involved?
 - vi. Your personal reaction and/or suggestions to the inclusive practices you witnessed. How is your perspective the same/or different from what you observed in the classroom? Have your perspectives on inclusion changed as a result of this experience? If so, in what ways?
2. Choose one adult member and one student member of the classroom to interview. Summarize/paraphrase the interviewee's perspective of inclusion related to his/her experience in an inclusion classroom. Reflect on what you learned from these individuals. Please **include a copy of the interview questions** you used. **See Salend (Chapter 12) for sample interview questions.**
3. Type a two-page summary of your experience and what it says to you about the way inclusion is being implemented in local schools. This is where you tie together what you have learned (discuss practice vs. theory). You are expected to be able to reflect on what you observed in the classroom, understand and connect perspective/philosophy of your interviewee, and compare this information to what you know inclusion best practices look like. **(This portion of assignment is double weighted, see rubric for specifics).**

▪ **Research to Practice: (15 points, rubric provided)**

Candidates will select a research article from peer-reviewed journals within the fields of education, special education, or educational psychology. Articles should present research on specific teaching strategies or academic interventions (e.g., reading, math, writing, social skills, study skills) for students with disabilities. The article can focus on a strategy/intervention for students with a high incidence disability. Candidates will produce a written summary of the article according to the format provided below. Candidates will provide a copy of the article and their written summary to the professor. Candidates will **present the intervention/strategy to the class (5 points)**, and facilitate a discussion around the effectiveness of the intervention/strategy (presentation format can follow the written summary format or creativity is welcome). **Note: Examples will be provided in class.**

Written Summary Format:

Section 1: Journal & Article Identification _____/3 points

An APA formatted citation that includes the name of the journal, month & year of publication for the selected article, authors of the selected article, and page numbers.

Section 2: Problem Statement _____/3 points

Describe the problem investigated/research topic of the article. Summarize the background research the authors provide to the reader.

Section 3: Method of the Study _____/3 points

Describe how the authors studied the problem. Include in your summary specifics about the design of the study, who the participants were, how many participants were included, and which techniques/instruments/observations were used to document results.

Section 4: Results of the Study _____/5 points

Summarize the results of the study. Highlight any positive outcomes and the conditions under which benefit was observed, as well as any examples/conditions under which little or no benefit was observed.

Section 5: Classroom Implications/Applications of the Study _____/6 points

Describe classroom implications/applications the authors outline as well as any implications and applications you identified.

▪ **Universal Lesson Plan: (40 points, guidelines and rubric provided)**

Candidates will create a lesson plan that has at least three built in adaptations for included students with low incidence disabilities. The plan should include:

- (1) Broad measurable goals and objectives that are aligned with state and national standards for LA, Math, Social Science, or Science
- (2) A list of materials to be used- including use of adaptive or assistive technology
- (3) A description of the learners (entry behaviors, prior knowledge, student motivation, ability levels, group characteristics, and learning preferences) and the learning environment (social and physical aspects of the classroom, and adaptability and accessibility to reach all learners)and how it might be adjusted to meet needs of individual students
- (4) A detailed description of the activities and procedures to be used, including a script that shows careful planning of language to be used. State what the instructor will do, what students will do, and how. **Lesson Plan format will be discussed in detail in class.**
- (5) Informal assessment tied to lesson objectives (provide rubric if applicable).
- (6) Implementation reflection tool including interpretation of student performance on assessment and recommendations for future teaching opportunities.

Research to Practice Toolbox: (10 points, 1 point per week)

- Candidates will keep a collection of short summaries of the various strategies we learn about in class. This can be done with index cards kept “recipe style” in an index card box, or another similar format that works best for the individual candidate. Each card should include the name of the important term or intervention, the steps related to the strategy, including a description or definition, and thought or further explanation for implementation. Candidates will get approximately 1 point per week for cards created based on readings. Cards will be scored based on the ability of the candidate to use as a resource in the field, ability for another person to pick up card and understand the overview, accuracy and completion. The

purpose of the practice toolbox is to provide teacher candidates with resources they can take with them in the field and refer to quickly and easily. (C.O. #3, 9, 10, 12)

Tentative Schedule

Note: The following topics will be covered in this sequence. This is a tentative schedule and might change so don't get too far ahead. Students are expected to have read the appropriate material prior to the class discussion.

Date	Topics/Class Activities	Assignments and Readings due this date
8/31/11	Orientation to class, review of syllabus Discuss Research to Practice: Toolkit & Inclusion Observation Project and Clinical Requirements	Skim books: Review layout, titles, heading, etc.
9/07/11 2	<i>Understanding Inclusion Laws Related to SpEd and Inclusion</i> <i>Access to the GenEd Curriculum: Why It is More Important Than Ever</i>	Read: Salend (2011) Ch 1 Nolet/McLaughlin (2005) Ch 1 Toolbox: (1pt)
9/14/11 3	<i>Understanding the Diverse Educational Strengths and Challenges of Students with Disabilities</i> <i>The Nature of Curriculum</i>	Read: Salend (2011) Ch 2 Nolet (2005) Ch 2 Toolbox: (1pt)
9/21/11 4	<i>Understanding the Diverse Educational Strengths and Challenges of Students Who Challenge Schools</i> Guest Speaker- Case Manager Discuss UDL Project	Read: Salend (2011) Ch 3 Toolbox: (1pt) *Inclusion Observation Paper Due on LiveText on 9/30/11
9/28/11 5	Creating Collaborative Relationships and Fostering Communication Video: Power of 2	Read: Salend (2011) Chap 4 Toolbox: (1pt)
10/5/11 6	<i>Creating an Environment That Fosters Acceptance and Friendship</i> Video: Power of 2	Read: Salend (2011) Chap 6 Toolbox: (1pt)
10/12/11 7	<i>Evaluating Individual and Programmatic Progress</i> <i>Assessment That Supports Access to the General Education Curriculum</i>	Read: Salend (2011) Ch 12 Nolet (2005) 4 Toolbox: (1pt) **Due: Notes on discussion and plan with cooperating

		teacher (topic, standards)
10/19/11 8	<i>Differentiating Instruction for Diverse Learners</i> <i>Curriculum Access and the Individualized Education Program</i> Assistive Tech: Guest Speaker, SpEd teacher to demonstrate different AT items and how they are used in her school.	Read: Salend (2011) Ch 8 Nolet (2005) Chap 5 Toolbox: (1pt) Quiz 1: Topic – Assessments
10/26/11 8	<i>Differentiating Large- and Small-Group Instruction</i> <i>The Learning-Teaching Connection</i> <i>Feedback Ladder</i>	Read: Salend (2011) Ch 9 Nolet (2005) Chap 3 Toolbox: (1pt) ***Due: Draft of Assessment component of UDL
11/2/11 9	<i>Differentiating Reading, Writing, and Spelling Instruction</i> <i>Differentiating Mathematics, Science, and Social Studies Instruction</i>	Read: Salend (2008) Ch 10 & 11 Toolbox: (1pt)
11/9/11 11	<i>A Decision-Making Process for Creating IEPs that Lead to Curriculum Access</i> How to write IEPs Review State Standards/CORE Standards	Nolet (2005) Chap 6 ***Due: Draft of activity/instruction component of UDL
11/16/11 12	Questions for Universal Lesson Plan <i>Creating a Classroom Environment That Promotes Positive Behavior</i>	Last Day for Presentations Read: Salend (2011) Chap 7 Toolbox: (1pt) Quiz 2: Topic- IEPs
11/23/11	No Class- Happy Thanksgiving	Final
11/30/11 13	Round Table for UD lesson plans. Share out, get feedback.	Draft of completed lesson plan
12/7/11 14	Last Class <i>Review Anticipation Guide from Day 1</i>	Clinical Log Due Universal Lesson Plan Due in LiveText

*** Note: Presentations will be staggered throughout the semester. You will sign up for a specific date that works for you.**

**M33: Accessing and Adapting the General Education Curriculum
RESEARCH TO PRACTICE RUBRIC**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Section 1: Journal & Article Identification _____/3 points

An APA formatted citation that includes the name of the journal, month & year of publication for the selected article, authors of the selected article, and page numbers.

Section 2: Problem Statement _____/3 points

Describe the problem investigated/research topic of the article. Summarize the background research the authors provide to the reader.

Section 3: Method of the Study _____/3 points

Describe how the authors studied the problem. Include in your summary specifics about the design of the study, who the participants were, how many participants were included, and which techniques/instruments/observations were used to document results.

Section 4: Results of the Study _____/5 points

Summarize the results of the study. Highlight any positive outcomes and the conditions under which benefit was observed, as well as any examples/conditions under which little or no benefit was observed.

Section 5: Classroom Implications/Applications of the Study _____/6 points

Describe classroom implications/applications the authors outline as well as any implications and applications you identified.

	Target	Acceptable	Unacceptable
Journal and article identification	Includes: Citation in correct APA format.	Includes: Citation with less than two errors related to APA format.	Missing: Citation in APA format with more than two errors.
Problem statement CF1 CEC 1	Includes: Detailed description of the problem investigated & background research that establishes need for research.	Includes: Detailed description of the problem investigated only.	Missing: Failed to develop a problem statement or to establish background research.
Method of the study CF1	Includes: Detailed and organized description of researcher's design, participants, instruments of measurement, and intervention.	Includes: cursory description of the study's method with little detail.	Missing: Misunderstood or misstated the researcher's methods and design.
Results of the study CF1	Includes: Detailed and organized description of results of the study.	Includes: cursory summary of study's results.	Missing: Summary of results was incomplete or misleading.
Classroom applications of the study CF1 CEC 1	Includes: Thorough, organized statements beyond implications offered by authors to comment from own experience or theory base.	Includes: Statements strictly paraphrase the implications given by authors.	Missing: Had difficulty locating the implications of article and correctly summarizing; could not add own comments on usefulness of information.
Written product	Includes: Written report free of spelling and grammatical errors, uses APA format correctly.	Includes: Written report with few grammatical or APA formatting errors.	Missing: Disorganized, poorly written product with many spelling and grammatical errors.

OVERALL: TARGET ACCEPTABLE UNACCEPTABLE

TOTAL PTS: _____/20

Universal Lesson Plan Guidelines

Be sure to include the following in your lesson plan:

GOALS AND STANDARDS:

Essential Question: What is the overall purpose for the learning and teaching that will happen in this lesson? Essential questions should be big, global in scope, and possibly unanswerable. They should be important, challenging, interesting and intriguing to the learner.

Goals:

What do you want the learners to know and be able to do? Include broad measurable goals and objectives that are aligned with state and national standards for LA, Math, Social Science, or Science.

Alignment with Illinois Standards:

How are the goals aligned with state standards? Which are the key content and technology standards to be assessed?

MATERIALS

All materials needed to execute the lesson, including assistive technology.

PERFORMANCE OBJECTIVES (Skill, Condition, Criteria):

State what learners will be able to do at the conclusion of your lesson. Each statement of performance (performance objective) should identify:

- The skills and/or behaviors expected
- The conditions under which the skills will be performed
- The criteria for success

Example: Using a map (condition), students will demonstrate their understanding of scale by calculating the distance between two cities (skill) within five miles of accuracy (criteria).

Identify where this objective will be addressed and assessed (introduction/pre-instruction, instructional activities, end product/activity).

THE VALUE OF TECHNOLOGY:

Describe the technology (and other resources/materials) used for your lesson.

Determine how the integration of technology added value to the planning and/or delivery of your lesson.

DESCRIPTION OF LEARNERS: (Must be completed prior to designing lesson)

Entry Behaviors: What skills/concepts have learners already mastered that are associated with the goal(s) of your instructional unit? You may want to administer pre-assessment data to guide your planning. Please include this in your lesson along with the results.

Prior Knowledge: What do learners already know about the content that you plan to teach?

Attitudes Toward Content: What impressions or attitudes do learners have about the topic of your lesson?

Academic Motivation: How relevant is your instructional goal to your learners. Describe your learners' motivations to learn the content proposed in your lesson.

Education and Ability: What are the achievements and general ability levels of your learners?

Learning Preferences: What are your learners' learning skills and preferences?

Group Characteristics: What are the overall differences or levels of heterogeneity within the group?

Learning Environment:

Social Aspects: What is the social context in which skills/knowledge contained in your lesson are to be learned/applied by learners?

Physical Aspects: Describe or list features of the environment (i.e., the classroom) which may affect instruction.

Relevance: Do the skills/knowledge you will teach in your lesson have application for learners in other contexts (home, community, etc.)?

Adaptability and Accessibility: Given what you now know about your learners and your ideas about the environment for instruction, how can you increase the accessibility to the knowledge/skills in your instructional unit to reach all learners? How can the lesson be designed to best meet the needs of all learners? (**Consider universal design principles.**)

Principles of the Universal Design for Learning Framework

Principle 1:

To support recognition learning, provide multiple, [flexible methods](#) of presentation

Principle 2:

To support strategic learning, provide multiple, [flexible methods](#) of expression and apprenticeship.

Principle 3:

To support affective learning, provide multiple, [flexible](#) options for [engagement](#).

*I encourage you to go to the CAST (Center for Applied Special Technology) website to view sample lessons:

http://www.cast.org/teachingeverystudent/toolkits/tk_modellesson.cfm?tk_id=21&tkl_id=141&disp=introduction

INSTRUCTIONAL ACTIVITIES:

Think about the learning experience(s) that will engage students in exploring the key ideas and questions that you want them to answer at the end of your lesson. Determine the strategies and activities you will use to equip them to demonstrate the understandings/performances identified in the objectives. Include a description or script of exact language to be used. Include what the teacher will do, what the students will do, and how. (Will the strategy include hands-on activities, cooperative groups, performances, panel presentations, role playing...?) **Lesson plan format will be discussed in detail in class.**

ASSESSMENT METHODS:

Determine how the learners will show that they understand the key concepts. What tasks, performances, quizzes, tests, projects, or other evidence will you develop and collect? Develop measures that provide the most valid assessment of the learning outcomes you identify in the goal and objectives. Be sure to include pre-assessments. Rubrics and results should be provided as part of the lesson.

IMPLEMENTATION REFLECTION TOOL:

After delivering your lesson, reflect on its success. Did you meet your goals and objectives? In what areas did you exceed your goals and objectives? Where did you fall short? What might you do differently next time?

**M33: ACCESSING THE GENERAL EDUCATION CURRICULUM
UNIVERSAL DESIGN LESSON PLAN RUBRIC**

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients

CF5: Candidates demonstrate technological knowledge and skills which enhance education

Rubric: OFFICIAL: Undergraduate Universal Design Lesson Plan, CIEP M33

	Target	Acceptable	Unacceptable
Goals and objectives aligned with standards CEC-CC.7 IL-LUC-CF.4	Includes: Goals & objectives align with appropriate state standards; objectives are measurable (e.g., information about what the student will be able to do and under what conditions) and respond to the varying abilities and behaviors of individuals (differentiation).	Includes: Goals & objectives align with appropriate state standards; objectives reflect minimal response to the varying abilities and behaviors of individuals (differentiation) and include objectives that are difficult to measure (e.g., limited information about what the student will be able to do and under what conditions)	Missing: Disconnect between goals, objectives, and state standards; and/or failure to develop measurable, differentiated objectives. The objectives are not measurable.
Learning Environment CEC-CC.5 IL-LUC-CF.4	Includes: Detailed description of how individuals create learning environments using modifications to physical arrangement and direct motivational and instructional interventions relevant to lesson. Full descriptions are provided about the reason these adaptations are made.	Includes: A description of how individuals create learning environments using modifications to physical arrangement and direct motivational and instructional interventions relevant to lesson is provided, but limited information is provided regarding the reason for these strategies.	Missing: Failure to identify & describe relevant modifications to learning environment. No rationale is provided for the adaptations.
Pre-assessment CEC-CC.7 CEC-CC.8 IL-LUC-CF.4	Includes: Direct measure (e.g., quiz, rubric) of current level of student ability or knowledge related to objectives; analysis of individual's learning progress guide differentiation of objectives and instructional strategies.	Includes: Direct measure (e.g., quiz, rubric) of current level of student ability or knowledge related to objectives; analysis of individual's learning progress guide differentiation of objectives only.	Missing: Failure to administer pre-assessment (e.g., quiz, rubric); and/or disconnect between pre-assessment & objectives and instructional strategies.
Instructional Methods CEC-CC.4 CEC-CC.6 CEC-CC.7 IL-LUC-CF.4 IL-LUC-CF.5	Includes: Detailed description of relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation, engagement,	Includes: Detailed description of relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation, engagement,	Missing: Failure to identify & describe relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation,

	Target	Acceptable	Unacceptable
	expression). Includes rationale for selection of strategies.	expression). Includes rationale for selection of strategies but does not completely link with needs for student(s).	engagement, expression). The wrong instructional strategy is selected to meet the needs presented by the student.
Lesson Introduction CEC-CC.4 CEC-CC.6 CEC-CC.7 IL-LUC-CF.4	Includes: Scripted introduction that engages student background knowledge; flexible means of presentation which aligns with pre-assessment and facilitates understanding of subject matter for individuals with ELN. Uses both high and low tech strategies for flexible means of presentation.	Includes: Introduction relates to new content only; limited means of presentation which aligns with pre-assessment, and facilitates understanding of subject matter for individuals with ELN. Uses only one means of technology (i.e., high OR low tech) for flexible means of presentation.	Missing: Failure to script introduction; and/or disconnect between means of presentation which aligns with pre-assessment, and facilitates understanding of subject matter for individuals with ELN.
Lesson Sequence CEC-CC.4 CEC-CC.7 IL-LUC-CF.4 IL-LUC-CF.5	Includes: Detailed description of activities which emphasize explicit modeling and efficient guided practice; flexible means of engagement align with pre-assessment.	Includes: Description of instructional strategies that do not include explicit modeling and efficient guided practice & means of engagement.	Missing: Failure to describe activities which emphasize explicit modeling and efficient guided practice; and/or disconnect between means of engagement & pre-assessment.
Lesson Closure CEC-CC.4 CEC-CC.7 IL-LUC-CF.4	Includes: Scripted closure that summarizes lesson content & fosters active engagement of students.	Includes: Closure briefly summarizes lesson content, and only reflects 50% of the main points of the instruction provided.	Missing: Failure to script closure or provides closure unrelated to lesson content or highlights less than 50% of the main point of the instruction provided.
Assessment CEC-CC.6 CEC-CC.8 IL-LUC-CF.4	Includes: Direct measure of student ability or knowledge related to objectives; flexible means of expression (e.g., oral, written, or augmentative communication) align with pre-assessment.	Includes: Direct measure of student ability or knowledge related to objectives; limited means of expression based on the needs of the student(s).	Missing: Failure to administer assessment; and/or disconnect between assessment & objectives; and/or disconnect between means of expression & assessment.
Reflection CEC-CC.5 CEC-CC.7 CEC-CC.8 IL-	Includes: Thorough, organized statements related to implementation of lesson plan including recommendations	Includes: Statements related to implementation of lesson plan only; limited discussion of connection between	Missing: Incomplete or misleading summary of lesson plan implementation (e.g., does not reflect the actual lesson);

	Target	Acceptable	Unacceptable
LUC-CF.4	for future teaching opportunities; connects analysis of the individual's learning progress with individualized instruction and provides suggestions for modifications.	analysis of the individual's learning progress with individualized instruction and suggestions for modifications.	failure; and/or no discussion of connection between assessment & individualized instruction and suggestions for modifications.
Written Product	Includes: Written product free of spelling & grammatical errors	Includes: Written product with few grammatical errors	Missing: Poorly written product with many spelling & grammatical errors
Overall			

TOTAL PTS ____/30__

CIEP 510: Accessing and Adapting the General Education Curriculum
Inclusion Observation Project

CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Rubric: OFFICIAL: Undergraduate Inclusion Observation Project, CIEP M33

	Target	Acceptable	Unacceptable
Demonstrating Knowledge of Students and Classroom Environment/Structure through description CEC-CC.2 CEC-CC.3	Thorough and specific description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice. In depth reflection of the importance of how language, culture, and background interact with the individual's exceptional condition.	Description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice are present; but only general reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.	Missing or overly general description of classroom and student characteristics to inform understanding of students varying abilities and behaviors and one's instructional practice are present; and/or only general reflection of the importance of how language, culture, and background interact with the individual's exceptional condition is provided.
Knowledge of Collaborative Processes/ Inclusion Through Observed CEC-CC.1 IL-LUC-CF.1	Clear and detailed summary of collaborative processes witnessed in the classroom. Clear understanding of delivery of service (inclusion) and how special education issues influence professional practice. Clear understanding of the skills required to create collaborative environments	General summary of collaborative processes witnessed in the classroom. Shows some understanding of delivery of service (inclusion) and how special education issues influence professional practice. Shows some understanding of the skills required to create collaborative environments.	Missing summary of collaborative processes witnessed in the classroom. Lack of understanding of the skills required to create collaborative environments. Limited understanding of delivery of service (inclusion) and how special education issues influence professional practice.
Assessing Knowledge and Skills Related to Classroom Climate/ Behavior Assessed CEC-CC.3	Clear and detailed summary of classroom climate/behavior witnessed in the classroom. Clear discussion of relationship between students in general education and special education and staff relationships with students with special needs. Candidate shows a deep understanding of how an exceptional condition can affect an individual's	General summary of classroom climate/behavior witnessed in the classroom. Some discussion of the relationship between students in general education and special education and staff relationships with students with special needs. Candidate shows some understanding of how an exceptional condition can affect an individual's learning	Missing or overly vague summary of classroom climate/behavior witnessed in the classroom; and/or limited discussion of the relationship between students in general education and special education and staff relationships with students with special needs; and/or little understanding of how an exceptional condition can affect an individual's

	Target	Acceptable	Unacceptable
	learning.		learning.
Knowledge of Instructional Staff Roles Through Observation CEC-CC.1	Clear and detailed summary of instructional staff roles in the classroom. Clear understanding of special educators as a resource to their colleagues.	Summary of instructional staff roles in the classroom provided. Shows some understanding of special educators as a resource to their colleagues.	Missing or overly vague summary of instructional staff roles in the classroom; and/or shows minimal understanding of special educators as a resource to their colleagues.
Skills Related to Personal Reactions to Inclusive Practices CEC-CC.1 IL-LUC-CF.1	Shows understanding of how philosophies, theories, laws and policies, points of view, or human issues might influence professional practice. Personal reaction is detailed and descriptive.	Shows some understanding of how philosophies, theories, laws and policies, points of view, or human issues might influence professional practice. Personal reaction is somewhat descriptive.	Candidate discusses theory, but does not make connections to professional practice. Does not discuss their own personal reactions to their observations in the educational setting.
Knowledge and Skills of Teacher Performance Through Adult Interviews CEC-CC.1	Interview questions are directly related and meaningful to the concept of inclusion. Individual compares what they have learned about inclusion from the interviewee and construct their own personal understanding and philosophy of inclusion.	Interview questions are somewhat related and meaningful to the concept of inclusion. Individual shows general understanding of interviewee's perspective on inclusion and can use this understanding to construct a personal understanding and philosophy of inclusion. A summarization of the interview is provided but only captures a few cogent points, not the entirety of the discussion.	Interview questions not provided or were overly vague; and/or perspective on inclusion not summarized. A summarization of the interview is provided but does highlight not the entirety of the discussion.
Knowledge of the Student Through Interview CEC-CC.1	Interview questions are directly related and meaningful to the concept of inclusion. Individual compares what they have learned about inclusion from the interviewee and construct their own personal understanding and philosophy of inclusion.	Interview questions are somewhat related and meaningful to the concept of inclusion. Individual shows general understanding of interviewee's perspective on inclusion and can use this understanding to construct a personal understanding and philosophy of inclusion. A summarization of the interview is provided but only captures a few cogent points, not the entirety of the	Interview questions not provided; and/or perspective on inclusion not summarized. A summarization of the interview is provided but does highlight not the entirety of the discussion.

	Target	Acceptable	Unacceptable
		discussion.	
Overall Knowledge and Skills Summary IL-LUC-CF.1	Presents thoughtful and clear summary of individual's experience; presents insight about the way inclusion is being implemented in local schools and how special education issues influence professional practice.	Presents summary of your experience; general discussion about how inclusion is being implemented in local schools and how special education issues influence professional practice	Summary is vague and unclear; and/or individual does not clearly explain how he/she feels inclusion is being implemented in local schools and how special education issues influence professional practice.
Overall	Target	Acceptable	Unacceptable

Recommended Readings

- Berry, R.A. Wiebe. (Fall, 2006). Inclusion, power, and community: Teachers and Students interpret the language of community in an inclusion classroom. *American Educational Research Journal*, 43(3), 489-
- Berry, R.A. Wiebe & Englert, C.S. (Winter, 2005). Designing conversations: Book Discussions in a primary inclusion classroom. *Learning Disabilities Quarterly*, 28(1), 35-
- Chasey, J.& Gun Han, K. (Nov./Dec., 2005). Friendship facilitation strategies: What do Studies in middle schools tell us? *Exceptional Children*, 38(2), 52-58.
- Hardin, B. & Hardin, M. (March/April, 2002). In the mainstream: Practical Strategies for teaching in inclusive environments. *The Clearing House*, 64(1), 21- .
- Kame'enui, E.J. & Simmons, D.C. (1999). Toward successful inclusion of students with Disabilities: The architecture of instruction. (Vol.1). Reston, VA: The Council for Exceptional Children.
- Magiera, K. & Zigmond, N. (May, 2005). Co-teaching in middle school classrooms Under routine condition: Does the instructional experience differ for students with Disabilities in co-taught and solo-taught classes? *Learning Disabilities Research*, 20(2), 79-85.
- Mastropieri, M.A. Scruggs, T.E., Graet, J. (May, 2005). Case studies in co-teaching: Successes, failures, and challenges. *Intervention in the School and Clinic*, 40(5), 260-270.
- Rice, N. (Fall,2006). Opportunities lost, possibilities found: Shared leadership and Inclusion in an urban high school. *Journal of Disability Policy Studies*, 17(2), 88- .
- Schumm, J.S. (1999). Adapting reading and math materials for the inclusive Classroom. (Vol. 2- K-5). Reston, VA: The Council for Exceptional Children.
- Short, C.& Martin, B.N. (Fall, 2005). Case study: Attitudes of rural high school students And teachers regarding inclusion. *Rural Educator*, 27(1), 1- .

Sindelar, P.T., Shearer, D.K., Yendol-Hoppey, D. (Spring, 2006). The sustainability Of inclusion reform. *Exceptional Children*, 72(3), 317-332.

Titone, D. (Summer, 2004). The philosophy of inclusion: Roadblocks and remedies For teachers and teacher educators. *The Journal of Educational Thought*, 39(1), 7-33.

Wischnowski, M. Salmon, S.J. & Eaton, K. (Summer, 2004). Evaluating co-teaching As a means for successful inclusion of students with disabilities in a rural district. *Rural Special Education Quarterly*, 23(3), 3-15.

* Additional supplemental readings may be added at the instructor's discretion.