

CIEP 510: Accessing and Adapting the General Education Curriculum

Loyola University Chicago

Spring 2011

Instructor: Lisa Caputo Love

Phone: (773) 510-8548

Office:

E-mail: lcaput1@luc.edu

Office Hours: By appointment

Course Meeting: TU 7:00PM – 9:30PM
Dumbach Hall - Room 124

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/>

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

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/>

Required use of technology

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

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/

www.cec.sped.org/

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). **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).

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. Discussion of the mission of the School of Education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs>

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)

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.

Evaluation Procedures

Assignment List

2 Quizzes	30 pts
Professionalism	20 pts
Clinical Log	5 pts
Research to Practice Papers	30 pts
Presentation	10 pts
Research to Practice Toolbox	20 pts
Reflections	15 pts
Universal lesson plan	40 pts
Inclusion Observation Project	<u>30 pts</u>
	200 pts

Course Grade

Points			Points			Points			Points			Points		
	A	%		B+	%		C+	%		D+	%		F	%
200-188	A	94%	178-173	B+	89-87%	158-153	C+	79-77%	138-133	D+	69-67%	128 or	F	64%
187-179	A-	93-90%	174-167	B	88-84%	152-147	C	76-74%	132-129	D	66-65%	lower		
			166-159	B-	83-80%	146-139	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 (20 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 0-3	Misses 1 class session OR late for/leaves early for 2 sessions 4-6	Late for class OR leaves early for one occasion 7-9	Attends all class sessions from start to finish 10
Participation	Often not engaged in activities and/or detracts from group process 0-3	Often passive in class activities but makes some contributions to group processes 4-6	Actively contributes to activities and group dynamics 7-9	Strong idea generator and/or facilitator in class activities 10

Clinical Component: Clinical Log (5 points)

- Students will be submitting a clinical log form (signed by cooperating professional) to verify attendance at their sites. It will require participation/attendance at the clinical site in order to complete some of the course assignments. For this reason, **students cannot pass CIEP 510 without having successfully completed their 2-day clinical requirements.** This log will be turned in at the end of the semester.
- (You will find this form at the back of the syllabus). Students are also required to keep personal record of completion of clinical hours throughout their program.

Research to Practice: (30 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 should focus on a strategy/intervention for students with either a high or low 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).

Research to Practice Toolbox: (20 points, approx. 2 points 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 2 points 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)

Reflections: (15 points) Please complete by Monday Morning of the weeks you select.

- Candidates will be required to respond to the readings five times throughout the semester on blackboard. A suggestion is to respond to one of the “Reflective” questions in the margins of the Salend text. You can either be the first to pose a question, respond to someone else’s question, or both. Please be professional and use this discussion board to help develop your understanding of the content and how you will apply it in teaching.

Universal Lesson Plan (30 points, see guidelines and rubric provided):

Candidates will create a lesson plan that has at least three built in adaptations for included students with low to high incidence disabilities. **Note: Examples will be provided in class.**

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- general education classroom- (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) Assessment tied to lesson objectives (provide rubric if applicable).
- 6) Implementation reflection tools (Student and teachers) including interpretation of student performance on assessment, recommendations for future teaching opportunities.

*****Note: This assignment is to be submitted in LiveText.**

Inclusion Observation Project (30 points, rubric provided):

- Candidates will visit sites that use inclusive supports (to be identified/approved by the instructor). The candidate will spend at least 2 full days in a classroom setting using inclusive supports (to be identified by the instructor).
- The candidate will spend two days in a secondary setting 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. Connections should be made between their observation and course topics. From this observation you will collect, type, and turn in:

(1) **Reflective log** of the activities you observed that addresses the following questions:

- (a) What types of students were included?
 - (i) Describe the collaborative process you observed (teachers, staff, administrators, parents, student).
 - (ii) How were behavior problems handled? What types of management systems are in place (e.g. individual, group)?
 - (iii) Identify the roles of the staff observed.
 - (iv) What preparation was necessary to achieve what was observed. What is involved?
 - (v) What was 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) **Interview**

- (a) Choose one adult member and one student member of the classroom to interview.
- (b) Summarize/paraphrase the interviewee's perspective of inclusion related to his/her experience in an inclusion classroom.
- (c) Reflect on what you learned from these individuals.
- (d) Please include a copy of the interview questions you used. See Salend (Chapter 12) for sample interview questions.

(3) **Summary of experience**

- (a) 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).
- (b) You are expected to be able to reflect on:
 - (i) What you observed in the classroom.
 - (ii) Understand and connect perspective/philosophy of your interviewee.
 - (iii) Compare this information to what you know inclusion best practices look like.

*****Note: This assignment is to be submitted in LiveText.**

Myeducationlab:

Tentative Schedule

Date/Class	Topics/Class Activities	Assignments and Readings Due this date
1/18/11	Orientation to class, review of syllabus	Skim books: Review layout, titles, heading, etc.
1/25/11 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> Discuss Research to Practice: Toolkit	Read: Salend (2011) Ch 1 Nolet/McLaughlin (2005) Ch 1 Toolbox: (2pt)
2/1/11 3	<i>Understanding the Diverse Educational Strengths and Challenges of Students with Disabilities</i> <i>The Nature of Curriculum</i> Discuss Inclusion Observation Project and Clinical Requirements	Read: Salend (2011) Ch 2 Nolet (2005) Ch 2 Toolbox: (2pt)
2/8/11 4	<i>Understanding the Diverse Educational Strengths and Challenges of Students Who Challenge Schools</i> <i>A Decision-Making Process for Creating IEPs that Lead to Curriculum Access</i> Guest Speaker- Case Manager	Read: Salend (2011) Ch 3 Nolet (2005) Chap 6 Toolbox: (2pt)
2/15/11 5	<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: (2pt)
2/22/11 6	<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: (2pt) Quiz I: Topic- IEPs
3/1/11 7	<i>Differentiating Reading, Writing, and Spelling Instruction</i> <i>Differentiating Mathematics, Science, and Social Studies Instruction</i>	Read: Salend (2008) Ch 10 & 11 Toolbox: (2pt)

3/8/11	<i>No Class- Spring Break</i>	
3/15/11 8	<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: (2pt)
3/22/11 9	Creating Collaborative Relationships and Fostering Communication Video: Power of 2	Read: Salend (2011) Chap 4 Toolbox: (2pt) Quiz 2: Assessment
3/29/11 10	<i>Creating an Environment That Fosters Acceptance and Friendship</i> Video: Power of 2	Read: Salend (2011) Chap 5 Toolbox: (1pt)
4/5/11 11	<i>Creating Successful Transitions to Inclusive Settings</i>	Read: Salend (2011) Chap 6 Toolbox: (1pt) Inclusive Observation Project Due
4/12/11 12	Questions for Universal Lesson Plan Review State Standards/CORE Standards	Bring copy of Standards Last Day for Presentations
4/19/11 13	<i>Creating a Classroom Environment That Promotes Positive Behavior</i>	Universal Lesson Plan Due in LiveText by 7PM Salend (2011) Chap 7 Toolbox: (1pt)
4/26/11 14	<i>Review Anticipation Guide from Day 1</i>	Clinical Log Due

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

CIEP 510: 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 _____6 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 _____9 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 _____/9 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: _____/30

CF1: Student's overall category of performance/ability

- Target
- Acceptable
- Unacceptable

UDL Lesson Plan Template

<p style="text-align: center;">Identification of the Class (Subject, Population of Students, Grade, Number of Students)</p>	<p>Subject: Population of Students: Grade: Number of students</p>
<p style="text-align: center;">Description of Learners</p> <p>Entry Behaviors: What skills/concepts have learners already mastered that are associated with the goal(s) of your instructional unit? (You will want to administer pre-assessment data to guide your planning. Please include an example or description of this in your lesson.)</p> <p>Prior Knowledge: What do learners already know about the content that you plan to teach?</p> <p>Attitudes Toward Content: What impressions or attitudes do learners have about the topic of your lesson?</p> <p>Academic Motivation: How relevant is your instructional goal to your learners? Describe your learners' motivations to learn the content proposed in your lesson?</p> <p>Education and Ability: What are the achievements and general ability levels of your learners?</p> <p>Learning Preferences: What are your learners' learning skills and preferences?</p> <p>Group Characteristics: What are the overall differences or levels of heterogeneity within the group?</p>	<p>Entry Behaviors:</p> <p>Prior Knowledge:</p> <p>Attitudes Toward Content</p> <p>Academic Motivation:</p> <p>Education and Ability:</p> <p>Learning Preferences:</p> <p>Group Characteristics:</p>
<p style="text-align: center;">Learning Environment</p> <p>Social Aspects: What is the social context in which skills/knowledge contained in your lesson are to be learned/applied by learners?</p> <p>Physical Aspects: Describe or list features of the environment (i.e., the classroom) which may affect instruction.</p> <p>Relevance: Do the skills/knowledge you will teach in your lesson have application for learners in other contexts (home, community, etc.)?</p> <p>Adaptability and Accessibility:</p>	<p>Social Aspects:</p> <p>Physical Aspects:</p> <p>Relevance:</p> <p>Adaptability and Accessibility:</p>

<p><i>Principles of the Universal Design for Learning Framework</i></p> <p><i>Principle 1:</i> To support recognition learning, provide multiple, flexible methods of presentation</p> <p><i>Principle 2:</i> To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.</p> <p><i>Principle 3:</i> To support affective learning, provide multiple, flexible options for engagement.</p>	<p>Principle 1- (flexible methods of presentation)</p> <p>Principle 2- (flexible methods of expression)</p> <p>Principle 3- (flexible options of engagement)</p>
<p style="text-align: center;">Use of Technology</p> <p>Describe the technology (and other resources/materials) used for your lesson.</p> <p>Determine how the integration of technology added value to the planning and/or delivery of your lesson.</p>	<p>Low-tech:</p> <p>Middle-tech:</p> <p>Academic Value Added:</p>

<p style="text-align: center;">Goals and Standards</p> <p>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.</p> <p>Goals: What do you want the learners to know and be able to do?</p> <p>Alignment with Illinois Standards: How are the goals aligned with state standards? Which are the key content and technology standards to be assessed?</p>	<p>Essential Question:</p> <p>Goals:</p> <p>Alignment with Standards:</p>
<p style="text-align: center;">Performance Objectives (Skill, Condition, Criteria)</p> <p>State what learners will be able to do at the conclusion of your lesson. Each statement of performance (performance objective) should identify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The <u>skills</u> and/or behaviors expected <input type="checkbox"/> The <u>conditions</u> under which the skills will be performed <input type="checkbox"/> The <u>criteria</u> for success <p><i>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).</i></p> <p>Identify where this objective will be addressed and assessed (introduction/pre-instruction, instructional activities, end product/activity).</p>	<p>Performance Objectives:</p> <p>All students will be able to:</p> <p>Some students will be able to:</p>
<p style="text-align: center;">Pre-Assessment</p> <p>Develop measures that provide the most valid assessment of where students are now, so you know where to begin your lesson. You need to know what knowledge they already have so that your lessons are not too hard or too easy! Rubrics should be provided as part of the lesson if applicable.</p>	<p>Pre-Assessment:</p>
<p style="text-align: center;">Materials/Equipment/Preparation (list materials, attach any worksheets or assignment descriptions)</p>	<p>Materials:</p>
<p style="text-align: center;">Instructional Sequence (include time to be used) (estimate amount of time per section)</p> <ul style="list-style-type: none"> • Anticipatory Set - Introduce Topic (advanced organizers + assessment of background knowledge) • Instruction/Modeling • Guided Practice 	<p>Anticipatory Set- (min.)</p> <p>Instruction- (min.)</p>

<ul style="list-style-type: none"> • Independent Practice • Review/Closure 	<p>Guided Practice- (min.)</p> <p>Independent Practice- (min.)</p> <p>Review/Closure- (min.)</p>
<p align="center"><u>Post- Assessment Methods</u></p> <p>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. Rubrics should be provided as part of the lesson if applicable.</p>	<p>Post- Assessment:</p>
<p align="center"><u>Implementation Reflection Tool</u></p> <p>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? If this lesson was not implemented, what essential questions would you ask yourself?</p>	<p>Reflection:</p>

CIEP 510: Accessing and Adapting 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

	Target (3)	Acceptable (2)	Unacceptable (1)
Goals and objectives aligned w/standards CF4 CEC 6, 7	Includes: Goals & objectives align with appropriate state standards; objectives are measurable 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).	Missing: Disconnect between goals, objectives, and state standards; and/or failure to develop measurable, differentiated objectives.
Learning environment CF4 CEC 5	Includes: Detailed description of how individuals create learning environments using modifications to physical arrangement and direct motivational and instructional interventions relevant to lesson.	Includes: Vague description of how individuals create learning environments using modifications to physical arrangement and direct motivational and instructional interventions relevant to lesson.	Missing: Failure to identify & describe relevant modifications to learning environment.
Pre-assessment CF4 CEC 7, 8	Includes: Direct measure 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 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; and/or disconnect between pre-assessment & objectives and instructional strategies.
Instructional Methods CF4, CF5 CEC 4, 6, 7	Includes: Detailed description of relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology.	Includes: Limited description of relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology.	Missing: Failure to identify & describe relevant instructional strategies to individualize instruction, materials, & resources including the use of appropriate assistive and adaptive technology.

Lesson introduction CF4, CF5 CEC 4, 6, 7	Includes: Scripted introduction that engages student background knowledge; flexible means of presentation which aligns with pre-assessment and facilitates understanding of subject matter for	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.	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.
---	--	--	---

	individuals with ELN.		
Lesson sequence CF4, CF5 CEC 4, 6, 7	Includes: Detailed description of activities which emphasize explicit modeling and efficient guided practice; flexible means of engagement align with pre-assessment.	Includes: Limited description of activities which emphasize 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 CF4, CF5 CEC 4, 6, 7	Includes: Scripted closure that summarizes lesson content & fosters active engagement of students.	Includes: Closure briefly summarizes lesson content.	Missing: Failure to script closure or provides closure unrelated to lesson content.
Assessment CF4, CF5 CEC 8	Includes: Direct measure of student ability or knowledge related to objectives; flexible means of expression align with pre-assessment	Includes: Direct measure of student ability or knowledge related to objectives; limited means of expression.	Missing: Failure to administer assessment; and/or disconnect between assessment & objectives; and/or disconnect between means of expression. & assessment.
Reflection CF4 CEC 5, 7, 8	Includes: Thorough, organized statements related to implementation of lesson plan including recommendations for future teaching opportunities; connects analysis of the individual's learning progress with individualized instruction and provides suggestions for modifications.	Includes: Statements related to implementation of lesson plan only; limited discussion of connection between analyses of the individual's learning progress with individualized instruction and suggestions for modifications.	Missing: Incomplete or misleading summary of lesson plan implementation; failure; 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: TARGET ACCEPTABLE UNACCEPTABLE

TOTAL PTS /30

CF4: Student's overall category of performance/ability

CF5: Student's overall category of performance/ability

- Target
- Acceptable
- Unacceptable

- Target
- Acceptable
- Unacceptable

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.

	Target (3)	Acceptable (2)	Unacceptable (1)	Points
Description of Students and Classroom Environment/ Structure (CEC 2, 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 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.	/3
Collaborative Processes/ Inclusion Observed (CF 1) (CEC 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.	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.	Missing summary of collaborative processes witnessed in the classroom. Limited understanding of delivery of service (inclusion) and how special education issues influence professional practice.	/3
Classroom Climate/Behavior Addressed (CEC 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 learning.	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 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 learning.	/3
Observation of Instructional Staff Roles (CEC 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 summary of instructional staff roles in the classroom; and/or shows minimal understanding of special educators as a resource to their colleagues.	/3

Personal Reaction to Inclusive Practices (CF 1) (CEC 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.	/6
Adult Interview (CF 1) (CEC 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.	Interview questions not provided; and/or perspective on inclusion not summarized.	/3
Student Interview (CF 1) (CEC 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.	Interview questions not provided; and/or perspective on inclusion not summarized.	/3
Summary (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.	/6

OVERALL: TARGET ACCEPTABLE UNACCEPTABLE

Total Points Earned /30

CF 1: Student's overall category of performance/ability

- Target
- Acceptable
- Unacceptable

Loyola University Clinical Experience Attendance Form

Teacher Candidate: _____ LUC ID# _____ LUC Professor: _____

Program/Course: _____ Total # of Hours Required: _____

Cooperating Teacher: _____ School Name: _____

Semester/Year _____ Clinical Dates: _____

Dates	M	T	W	R	F	Daily Total
10/12	8:30-3					

Signature: Teacher Candidate

Signature: Cooperating Teacher(s)