

**CIEP 510: Accessing and Adapting the General Education Curriculum**  
**Loyola University Chicago**

**Summer  
2016**

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**Office Hours:** By appointment

**Course Meetings:** Tuesdays and Thursdays 5:00-8:00PM (Blended Course, we will not meet face to face every session), in Cuneo Hall **324**

**Gmail for sharing docs:** [KellyMorrisseyLUC@gmail.com](mailto:KellyMorrisseyLUC@gmail.com)

**Google drive for sharing docs:** <https://drive.google.com/drive/folders/0B33vvUcN-Ju4eFV0YVNaVEpncW8>

**Required Texts and Resources\***

Salend, S. J. (2016) *Creating Inclusive Classrooms: Effective and Reflective Practices*. (8th edition). Upper Saddle River, NJ: Merrill Prentice Hall. **MUST BE VERSION WITH E TOOLS ACCESS CODE**

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.

**LiveText** - All students, except those who are non-degree or participating as part of specific partnerships between LUC and local K-12 schools, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Additional information: [LiveText](#).

\*This class has a corresponding website which candidates **MUST** access by the second week of class. The website is: <https://sakai.luc.edu/>. This course will be blended. Candidates are expected to complete additional supplemental readings and activities, which will be added at the instructor's discretion.

**Description**

This course provides a review of standards for K-12 student learning. In this context, methods to adapt the curriculum to individualize instruction to meet the needs of students with disabilities will be discussed. The primary focus will be utilizing Universal Design for Learning and effective methods of coteaching in order to address a wide variety of student needs. 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/>

**IDEA Objectives for the Faculty Information Form**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) **Essential**
2. Learning to apply course material (to improve thinking, problem solving, and decisions) **Important**
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course **Important**

### **IDEA Course Evaluation Link for Students**

At the end of the semester, please use this link to evaluate the instructor and course: <http://luc.edu/idea/> . You will need to follow the steps for the *Student IDEA Log In*.

### **Conceptual Framework and Conceptual Framework Standards**

The conceptual framework of the School of Education is “Social Action through Education”. 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. Our conceptual framework is described here:

[www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

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.

### **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). In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of “People First” language.

<https://www.ohrd.wisc.edu/Home/Portals/0/Leadership%20at%20Lunch/PeopleFirstLanguage.pdf>

### **Syllabus addendum**

Please use this link to access information about university policies pertaining to academic honesty, accessibility, reporting of ethical concerns, and electronic communication: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

## **Required use of technology**

Candidates will access various websites throughout the semester in addition to Sakai and the LUC email system. Websites of interest to participants in this course include:

[www.pbis.org](http://www.pbis.org)

[www.cast.org](http://www.cast.org)

[www.swis.org](http://www.swis.org)

[www.aimsweb.org](http://www.aimsweb.org)

[www.whatworks.org](http://www.whatworks.org)

[www.interventioncentral.org](http://www.interventioncentral.org)

[www.easycbm.com](http://www.easycbm.com)

[www.pdkintl.org/](http://www.pdkintl.org/)

[www.cec.sped.org](http://www.cec.sped.org)

[www.corestandards.org/](http://www.corestandards.org/)

[teachingchannel.org](http://teachingchannel.org)

[newsela.com](http://newsela.com)

The candidates are expected to check their LUC email accounts and the course Sakai site multiple times per week for updates and important communications about the course and assignments. In addition, at least 40% of this blended course will be facilitated via online activities.

## **Electronic Etiquette**

Candidates are expected to complete these activities with their full attention and according to timelines shared by the instructor. The instructor requests that emails be sent with an understanding that a response may take up to 2 business days. Urgent questions or concerns may be shared via a phone call. Candidates are asked to be mindful of the time shared in class with the instructor and classmates, and to give the class activities full attention by avoiding electronic distractions such as checking email, sending text messages, viewing social media, etc.

## **Dispositions**

Candidates are expected to demonstrate disposition targeted by the School of Education. These include Professionalism, Fairness, and the Belief that all students can learn. Demonstration of these components are a part of class participation points. The rubric for assessing these expectations is attached at the end of this document

## 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)

## Assignment List

Online & in class work .....	50 pts
Professionalism.....	20 pts
Research to Practice Paper.....	30 pts
Research to Practice Activity	
Facilitation.....	30 pts
Research to Practice Toolbox.....	20 pts
Universal lesson plan.....	50 pts
	<b>200 pts</b>

## Course Grade

Point	Grade	%	Points	Grade	%	Points	Grade	%	Points	Grade	%	Points	Grade	%
200-188	A	100-94	178-173	B+	89-87%	158-153	C+	79-77%	138-133	D+	69-67%	128 or lower	F	64%
187-179	A-	93-90	174-167	B	88-84%	152-147	C	76-74%	132-139	D	66-65%			
			166-159	B-	83-80%	146-139	C-	73-70%						

### Online and in class work (50 points)

Weekly online and in-class activities will be assigned to practice applying concepts, deepen understanding, and/or share information with classmates and the instructor. A sampling of these activities will be selected for assessment and will add up to the 40 point total. Candidates should assume that any activity they complete could be selected for assessment.

### Professionalism (20 points)

See rubric below. Candidates will be expected to demonstrate professionalism (e.g., attendance, meaningful participation in both in class and online activities). **Late work** is accepted, but not encouraged. Points may be deducted at the rate of 5% per day for any assignment turned in late. Please be considerate with cell phones and mindful of the electronic etiquette and diversity guidelines above.

### Research to Practice: (30 points, rubric provided) and Activity Facilitation (30 points)

Candidates will select a research article from peer-reviewed journals within the fields of education, special education, or educational psychology. **Articles should present results of a study of specific teaching strategies, educational practices, 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 an APA style 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.

In addition, during the last two class sessions, candidates will **plan and facilitate an activity (simulation, similar technique, role play, etc.) demonstrating or related to the intervention/strategy (10 points)**, in a “translated” manner. The activity and any supporting materials should be straightforward and teacher/parent friendly, and must be interactive and engage the whole class. The purpose of these activities will be to show how the interventions or strategies can be implemented in and/or affect practice in a school setting.

### 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 and in the readings and activities we complete. This can be done with index cards kept “recipe style” in an index card box, website, Prezi, scrapbook, or another organized and easy-to-navigate 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 earn approximately 2 points per topic or “card” for the toolbox (need at least 10).

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)

### Universal Lesson Plan (50 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. See rubric below.

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

## **Lesson Plan Form**

**Teacher's Name:**

**The Plan:**

Content Standards:

Unit Objective(s):

Lesson Objective(s): *Differentiate lesson objectives to respond to the varying abilities in your classroom (Hint: All, Some, Few)*

Description of Learners: *What are the strengths and barriers for the students? What background knowledge is necessary for this lesson? What impressions or attitudes do learners bring into the classroom related to the content? Describe your learners' motivation to learn the content?*

Learning Environment: *Explain any modifications to current physical arrangement and classroom-wide behavior support plan necessary for this lesson; provide explanation for how changes address student academic motivation. Will there be any student groupings, additional teachers, and/or paraprofessionals used for this lesson?*

**Assessments and Objective Driven Rationale:**

Pre-Assessment: *How you are assessing the learners' level of understanding related to the lesson/unit objective? How will this impact differentiation of lesson objective(s) and instructional strategies?*

Formative Assessment: *(Flexible Means of Expression) How will you assess the knowledge and/or skills related to lesson/unit objectives? Describe how the formative assessment connects to the pre-assessment and the lesson/unit objectives?*

**Instructional Methods:**

Materials and Resources: *Identify and provide a rationale*

Technology Infusion: *Describe and provide a rationale*

**Lesson Introduction/Anticipatory Set:** *(Flexible Means of Representation & Engagement) Provide a scripted hook for lesson introduction.*

**Instructional Strategies:** *(Flexible Means of Representation & Engagement) Describe the instructional strategies (e.g., direct instruction/teach, modeling, guided practice, independent practice) and lesson sequence. Provide a rationale for the selected strategies.*

**Lesson Closure:** *(Flexible Means of Representation & Engagement) Provide a scripted closing for lesson (e.g., feedback to learners)*

**Optional (if you are able to actually teach the lesson) Reflection:** *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?*

**Tentative Schedule – will be modified throughout semester – check frequently**

Date	Topics	Assignments and readings	Deadlines
07/05/2016 On-campus class	Orientation to class, review of syllabus, overview of assignments, introductions, intro to topics, understanding scholarly journals for research to practice paper	<ol style="list-style-type: none"> <li>1. Log into Sakai, familiarize yourself with syllabus</li> <li>2. Purchase both texts and bring to class</li> </ol>	<ol style="list-style-type: none"> <li>1. Start of class</li> <li>2. Start of class</li> </ol>
07/07/2016 Online class – no face-to-face meeting	Intro, SpEd process and RtI, strengths and challenges of students with disabilities, law, curriculum	<ol style="list-style-type: none"> <li>1. Complete this pre-assessment before you do anything else- and BE HONEST- IDK is an acceptable response: <a href="https://docs.google.com/a/maine207.org/forms/d/1ZQkRgm_qlplaQ1259BocX4i1Dza8w9D0iPwtUQgSuMg/viewform?c=0&amp;w=1&amp;usp=mail_form_link">https://docs.google.com/a/maine207.org/forms/d/1ZQkRgm_qlplaQ1259BocX4i1Dza8w9D0iPwtUQgSuMg/viewform?c=0&amp;w=1&amp;usp=mail_form_link</a></li> <li>2. TEDtalk RAFT: <a href="https://drive.google.com/drive/folders/0B33vvUcN-Ju4OVQwaEFXZUhpR1k">https://drive.google.com/drive/folders/0B33vvUcN-Ju4OVQwaEFXZUhpR1k</a></li> <li>3. Salend ch. 1 "self-check for understanding" page 31, ch. 2 "what would you do?" page 70, ch 3 "self-check for understanding" and "what would you do" page 114. For all four, use e-text- complete, click "submit for feedback" and then print to turn in OR email a screen shot or PDF</li> </ol>	<ol style="list-style-type: none"> <li>1. Thursday 07-07-16 at 8PM</li> <li>2. Tuesday 07-12-16 start of class – be prepared to share/discuss</li> <li>3. Tuesday 07-12-16 start of class</li> </ol>
07/12/2016 On-campus class	Intro, SpEd process and RtI, strengths and challenges of students with disabilities, law, curriculum	<ol style="list-style-type: none"> <li>1. Readings: Salend, chapters <b>1 2, and 3</b>, Nolet/McLaughlin Chapters <b>1 and 2</b></li> <li>2. Share out RAFT responses</li> </ol>	<ol style="list-style-type: none"> <li>1. Start of class</li> </ol>
07/14/2016 Online class – no face-to-face meeting	UDL, Differentiating instruction, promoting positive behaviors	<ol style="list-style-type: none"> <li>1. IRIS UDL learning module – complete and create a Google doc with your responses to the assessment items – share with me but no one else via Google (or email as attachment if you don't know how) Link for Modules: <a href="http://iris.peabody.vanderbilt.edu/module/udl/#content">http://iris.peabody.vanderbilt.edu/module/udl/#content</a></li> <li>2. Share research to practice article via Sakai forum</li> <li>3. Strengths and challenges of diverse learners – see Sakai forum</li> </ol>	<ol style="list-style-type: none"> <li>1. Start of class Tuesday 07/19/2016</li> <li>2. Start of class Tuesday 07/19/2016</li> <li>3. Post your contribution by Thursday 07/14/2016 at 8PM, complete your 3 responses by Sunday 07/17/2016 at 8PM, respond to all comments on your posts by start of class Tuesday 07/19/2016</li> </ol>
07/19/2016 On-campus class	UDL, Differentiating instruction, promoting positive behaviors	<ol style="list-style-type: none"> <li>1. Readings: Salend, chapters <b>7, 8, and 9</b>, Nolet/McLaughlin Chapters <b>5 and 6</b></li> <li>2. Toolbox check in – be prepared to share what you have gathered so far/how you are organizing</li> </ol>	<ol style="list-style-type: none"> <li>1. Start of class</li> <li>2. Start of class Share articles chosen</li> </ol>
07/21/2016 Online class – no	Differentiating instruction, creating IEPs	<ol style="list-style-type: none"> <li>1. IRIS Differentiated Instruction learning module – complete and create a Google doc with your responses to the assessment items – share with me but no one else via Google (or email as attachment if you don't know how) Link for Module: <a href="#">g</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Start of class Tuesday 07/19/2016</li> <li>2. Post your contribution by Thursday 07/21/2016</li> </ol>



face-to-face meeting		<a href="http://iris.peabody.vanderbilt.edu/module/di/#content">http://iris.peabody.vanderbilt.edu/module/di/#content</a> 2. Create IEP goal and benchmarks, and accompanying sample, then assess each other's mastery of goals/benchmarks – see Sakai Forum for details 3. Select and read/respond to two of the best practice articles – see Sakai Forum for details	at 8PM, complete your 3 responses by Sunday 07/24/2016 at 8PM, respond to all comments on your posts by start of class Tuesday 07/26/2016 3. Complete your 2 responses by Saturday 07/23/2016 at 8PM, respond to all comments on your posts by start of class Tuesday 07/26/2016
07/26/2016 On-campus class	Differentiating instruction, creating IEPs	1. Readings: Salend, chapters <b>4, 5,6,10, and 11</b> 2.	1. Start of class Research to practice paper
07/28/2016 Online class – no face-to-face meeting	Assessing/evaluating progress		
08/02/2016 On-campus class	Assessing/evaluating progress	1. Readings: Salend, chapter <b>12</b> Nolet/McLaughlin Chapters <b>3 and 4</b> 2. UDL lesson check in and peer edit session – be prepared to share drafts of lesson objectives, assessment plans, and examples of UDL	1. Start of class 2. Draft of UDL lesson due at start of class, peer edits by end of class Toolbox due – share in class
08/04/2016 Online class – no face-to-face meeting			
08/09/2016 On-campus class	Research to practice activities	1. Facilitators: a. 1 b. 2 c. 3 d. 4 e. 5 f. 6 g. 7 h. 8	1. Start of class UDL lesson plan due
08/11/2016 On-campus class	Research to practice activities	1. Facilitators: a. 1 b. 2 c. 3 d. 4 e. 5 f. 6 g. 7	1. Start of class

**Dispositions Rubric**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>N/A</b>
Professionalism	Demonstrates all behaviors at acceptable level. Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.	
Fairness	Demonstrates all behaviors at acceptable level. Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.	
All Students Can Learn	Demonstrates all behaviors at acceptable level. Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.	
				0 pts

**PROFESSIONALISM  
RUBRIC**

(Attendance &amp; Participation)

Attendance	Misses 2 or more sessions OR frequently late/leaves early from sessions 0-3	Misses 1 class or session OR late/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

## 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.*

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Journal and article identification &amp; Written Product</b>	Includes: Citation in correct APA format. Includes: Written report free of spelling and grammatical errors, uses APA format correctly.	Includes: Citation with less than two errors related to APA format. Includes: Written report with few grammatical or APA formatting errors.	Missing: Citation in APA format with more than two errors. Missing: Disorganized, poorly written product with many spelling and grammatical errors.
<b>Problem statement CF1 CEC 1</b>	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.
<b>Method of the study CF1</b>	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.
<b>Results of the study CF1</b>	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.
<b>Classroom applications of the study CF1 CEC 1</b>	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.

**The above rubric is used to determine the points below.**

**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.

**Problem Statement \_\_\_\_\_/3 points** Describe the problem investigated/research topic of the article. Summarize the background research the authors provide to the reader.

**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.

**Results of the Study \_\_\_\_\_/3 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.

**Classroom Implications/Applications of the Study \_\_\_\_\_/3 points** Describe classroom implications/applications the authors outline as well as any implications and applications you identified.

**OVERALL: TARGET    ACCEPTABLE    UNACCEPTABLE    TOTAL PTS: \_\_\_\_\_/15 x 2 = \_\_\_\_\_**

## UNIVERSAL DESIGN LESSON PLAN RUBRIC

	<b>Target</b> (5pts)	<b>Acceptable</b> (4-3pts)	<b>Unacceptable</b> (2-0pts)
<b>Goals and objectives aligned with standards</b> CEC-INI-2012.3 CEC-INI-	Includes: <b>Goals &amp; objectives align with appropriate state standards;</b>	Includes: Goals & objectives align with appropriate state standards;	Includes: Goals & objectives align with appropriate state standards;

**UNIVERSAL DESIGN LESSON PLAN RUBRIC**

	<b>Target</b> (5pts)	<b>Acceptable</b> (4-3pts)	<b>Unacceptable</b> (2-0pts)
2012.5 IL-LUC-CF.4	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).	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)	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)
<b>Learning Environment</b> 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.
<b>Pre-assessment</b> IL-LUC-CF.4	Includes: Direct measure (e.g., quiz, rubric) of current level of student ability or	Includes: Direct measure (e.g., quiz, rubric) of current level of student ability or knowledge	Missing: Failure to administer pre-assessment (e.g., quiz, rubric); and/or disconnect

**UNIVERSAL DESIGN LESSON PLAN RUBRIC**

	<b>Target</b> (5pts)	<b>Acceptable</b> (4-3pts)	<b>Unacceptable</b> (2-0pts)
	<p>knowledge related to objectives; analysis of individual's learning progress guide differentiation of objectives and instructional strategies.</p>	<p>related to objectives; analysis of individual's learning progress guide differentiation of objectives only.</p>	<p>between pre-assessment &amp; objectives and instructional strategies.</p>
<p><b>Instructional Methods</b> CEC-INI-2012.3 CEC-INI-2012.5 IL-LUC-CF.4 IL-LUC-CF.5</p>	<p>Includes: Detailed description of relevant instructional strategies to individualize instruction, materials, &amp; resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation, engagement, expression). Includes rationale for selection of strategies.</p>	<p>Includes: Detailed description of relevant instructional strategies to individualize instruction, materials, &amp; resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation, engagement, expression). Includes rationale for selection of strategies but does not completely link with needs for student(s).</p>	<p>Missing: Failure to identify &amp; describe relevant instructional strategies to individualize instruction, materials, &amp; resources including the use of appropriate assistive and adaptive technology (e.g., flexible means of representation, engagement, expression). The wrong instructional strategy is selected to meet the needs presented by the student.</p>
<p><b>Lesson Introduction</b> CEC-INI-2012.3 CEC-INI-2012.5 IL-LUC-CF.4 IL-LUC-CF.5</p>	<p>Includes: Scripted introduction that engages student background knowledge; flexible means of</p>	<p>Includes: Introduction relates to new content only; limited means of presentation which aligns with pre-assessment, and</p>	<p>Missing: Failure to script introduction; and/or disconnect between means of presentation which aligns with pre-assessment,</p>

**UNIVERSAL DESIGN LESSON PLAN RUBRIC**

	<b>Target</b> (5pts)	<b>Acceptable</b> (4-3pts)	<b>Unacceptable</b> (2-0pts)
	presentation which aligns with pre-assessment and facilitates understanding of subject matter for individuals with ELN.	facilitates understanding of subject matter for individuals with ELN.	and facilitates understanding of subject matter for individuals with ELN.
<b>Lesson Sequence</b> CEC-INI-2012.3 CEC-INI-2012.5 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.
<b>Lesson Closure</b> CEC-INI-2012.3 CEC-INI-2012.5 IL-LUC-CF.4 IL-LUC-CF.5	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.
<b>Assessment</b> CEC-INI-2012.4 IL-LUC-CF.5	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 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.

**UNIVERSAL DESIGN LESSON PLAN RUBRIC**

	<b>Target</b> (5pts)	<b>Acceptable</b> (4-3pts)	<b>Unacceptable</b> (2-0pts)
<b>Reflection</b> CEC- INI-2012.4 IL-LUC-CF.4	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 analysis of the individual's learning progress with individualized instruction and suggestions for modifications.	Missing: Incomplete or misleading summary of lesson plan implementation (e.g., does reflect the actual lesson); failure; and/or no discussion of connection between assessment & individualized instruction and suggestions for modifications.
<b>Written Product</b>	Includes: Written product free of spelling & grammatical errors	Includes: Written product with few grammatical errors	Missing: Poorly written product with many spelling & grammatical errors

### 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.