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**Rhode Island College  
Feinstein School of Education and Human Development  
Department of Special Education**

**Adaptation of Instruction for Inclusive Education  
SPED 433**

**Course Information**

**Catalog Description**

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. The general educator will become familiar with the management and educational growth of children with special needs in regular classrooms. 3 credit hours. Offered fall, spring, and summer.

**Extended Description**

The changing role of classroom teachers and other school-based professionals requires that all educators become knowledgeable about and skilled in serving populations of students with diverse learning needs in inclusive settings. Issues addressed include characteristics, terminology, legal mandates, and the general education teacher's role related to inclusive education. Special attention will be given to understanding primary learner characteristics in order to plan responsive instructional programs, curriculum, instruction, and assessment to a broad range of students' strength and needs. In addition, the course will address meaningful parental involvement, effective collaboration with other professionals, and the use of technology to support assessment and instruction. The primary course requirement, development of a comprehensive, differentiated unit of instruction, will incorporate the teaching, learning, and assessment strategies taught and learned in this course.

**Relationship to Professional Programs**

SPED 433 is a required course for students in elementary and secondary teacher education programs. Teachers in general education classrooms interact with children with disabilities on a daily basis. This course provides a foundation for understanding and instructing children and youth with disabilities. In addition, this course provides information relevant to the legal bases, which define rights and responsibilities and procedural safeguards of all participants in the education of students with disabilities.

**Relationship to the Conceptual Framework of the FSEHD**

As a required course in the professional sequence in the School of Education and Human Development, this course builds and complements the student's developing knowledge and skill base. Specifically, the relationship of this course to the knowledge base is evident in the following ways:

- ❖ Reflective practitioners understand and respect the diversity of learner needs and how students differ in their approaches to learning.
- ❖ Reflective practitioners create learning opportunities that are adapted to all learners.
- ❖ Reflective practitioners develop positive relationships with students by being responsive to their unique strength and needs.
- ❖ Reflective practitioners establish positive collaborative relationships with colleagues, parents, and the community to support students' learning and well-being.

## Course Information

**Prerequisites:** Admission to and retention in a teacher preparation program; prior enrollment in a methods or practicum course, with lesson planning in a content area (e.g., ELED 300, SED 410, or consent of the department chair).

**Required Text:** Friend, M. & Bursuck, W.D. (2006). *Including students with special needs: A practical guide for classroom teachers* (4th ed.). Boston: Allyn and Bacon.

**Handouts:** There are numerous handouts for this class. It is recommended that you use a 3" three-ring binder in which to collect the handouts for the course. It is YOUR RESPONSIBILITY to obtain copies of handouts FROM A CLASSMATE when you are absent.

## Relationship to the Rhode Island Professional Teaching Standards:

- Standard #2** Teachers reflect learning experiences that reflect and understanding of the central concepts, structure, and tools of inquiry of the disciplines that teach.
- Standard #3** Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard #4** Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard #5** Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving and performance skills.
- Standard #6** Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- Standard #7** Teachers foster collaborative relationships with colleagues and families to support students' learning.
- Standard #9** Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- Standard #11** Teachers maintain professional standard guided by legal and ethical principles.

## Course Outcomes

1. Demonstrate understanding of a reflective approach to professional practice (i.e., as discussed in the RIC Teacher Education Conceptual Framework). (RIPTS 3) (CF Planning, Action, Reflection)
2. Students will identify the characteristics associated with specific disabilities. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)
3. Students will describe the concepts of mainstreaming, least restrictive environment, and inclusive education. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)
4. Students will describe the role of the general educator with regard to the process of referral, evaluation, identification, and individualized education program (IEP) development, implementation, and program evaluation. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion; PEDAGOGY: Assessment as an Aid to Practice)
5. Students will describe the array of special education services and placements for students with disabilities. (RIPTS 7) (CF PROFESSIONALISM: Collaboration)
6. Students will identify the role of a general educator and the function of the Teacher Support Team (TST). (RIPTS 7) (CF PROFESSIONALISM: Collaboration)

7. Students will identify and describe strategies to address school and life survival needs of students with disabilities. (RIPTS 4) (CF DIVERSITY: Special Needs and Inclusion)
8. Students will identify and describe application of technology for inclusion. (RIPTS 4, 8) (CF DIVERSITY: Special Needs and Inclusion; PEDAGOGY: Instructional Uses of Technology)
9. Students will develop strategies for addressing the needs of culturally diverse learners with disabilities in inclusive settings. (RIPTS 4) (CF DIVERSITY: Cultural Diversity)
10. Students will list and describe the factors and legal mandates, which serve as the basis for a free appropriate education of students with disabilities within a continuum of alternative educational settings. (RIPTS 11) (CF PROFESSIONALISM: Professional Ethics)
11. Students will identify principles of effective classroom management to establish learning environments that fosters learning opportunity for all. (RIPTS 6) (CF KNOWLEDGE: Contexts of Schooling)
12. Students describe strategies that promote positive social interactions among students with diverse backgrounds and needs. (RIPTS 6) (CF KNOWLEDGE: Contexts of Schooling)
13. Students will describe strategies to foster and support collaborative relationships with colleagues and families to support student learning. (RIPTS 7) (CF PROFESSIONALISM: Collaboration)
14. Students will demonstrate the ability to effectively plan for a broad range of learners with diverse needs and strengths, through the development of a comprehensive differentiated unit of instruction, in which all relevant learner use materials are provided. (RIPTS 2, 3, 4, 6) (CF PEDAGOGY: Theory and Practice of Teaching and Learning; KNOWLEDGE: Human Learning and Development; DIVERSITY: Cultural Diversity; DIVERSITY: Special Needs and Inclusion; KNOWLEDGE: Contexts of Schooling)

### **Course Requirements**

1. **Text and additional readings as assigned.** (Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, & 14)
2. **Class participation and Attendance.** (Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, & 14)

Attendance record, punctuality, preparation of homework assignments, readings, small group work, interactions, contributions to class discussions, oral presentation learning related to DU make up this portion of the grade.

Although class assignments cannot be made up, one unexcused absence will not affect your grade. However, two unexcused absences will result in a loss of two points toward final grade. Three absences will result in a loss of four points toward final grade. Four absences will result in a loss of eight points toward final grade. More than four absences will result in a need to repeat the course. Repeated tardiness will also result in a loss of points toward the final grade.

3. **Differentiated Lesson Plans (2).** (Course Outcomes 8, 11, 12, 14, & 9)

Rubric and project specifications are provided. Grade for completed DLP will be diminished by 10% for lateness, for each calendar date.

4. **Final Examination.** (Course Outcomes 1, 2, 4, 6, 10, & 13)

This examination will relate to the law and procedural regulations, the characteristics of students with disabilities, and course readings. The exam will include multiple choice and short-answer questions, true/false along with a longer essay.

**STANDARDS:**

Assignment	RI Professional Teacher Standards	Conceptual Framework
Differentiated Lesson Plans	2, 3, 4, 6, 8	DIVERSITY: Special Needs and Inclusion; DIVERSITY: Cultural Diversity PEDAGOGY: Theory and Practice of Teaching PEDAGOGY: Instructional Uses of Technology KNOWLEDGE: Contexts of Schooling and Learning; KNOWLEDGE: Human Learning and Development
Final Exam	3, 4, 7, 11	Planning, Action, Reflection) DIVERSITY: Special Needs and Inclusion PEDAGOGY: Assessment as an Aid to Practice PROFESSIONALISM: Collaboration PROFESSIONALISM: Professional Ethics

**Course Evaluation**

Grade Weight	Assignment	Date Due:
15%	Class participation & attendance	Ongoing
60%	2 Differentiated Lesson Plans 30% Each	Lesson 1 Lesson 2
25%	Final Exam	

**Course Grading**

<b>A</b>	100-94	<b>A-</b>	93-90	<b>B+</b>	89-87
<b>B</b>	86-84	<b>B-</b>	83-80	<b>C+</b>	79-77
<b>C</b>	76-74	<b>C-</b>	73-70	<b>D+</b>	69-67
<b>D</b>	66-64	<b>D-</b>	63-60	<b>F</b>	under 60

**Policies:**

- **Classroom Interactions:** Students are expected to come to class prepared to discuss relevant course topics and interact with all class members. Thus, it is necessary that all interactions be respectful of individual differences, perspectives, and experiences.
- **Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The Student Life Office is located in Rm. 127 in Craig-Lee Hall. The telephone number is 456-8061. To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with the professor at the beginning of the semester.

**Academic Honesty:** Please refer to Rhode Island College Handbook policies and procedures on Academic Honesty. Plagiarism on a paper or cheating on a test or quiz results in automatic failure of that assignment and disciplinary action.

## Course Schedule

Schedule	Topics	Readings and Assignments
Class 1  Outcomes 1,3,5,10	Class Introduction  Course Overview Requirements  Overview of Differentiated Lesson Plan (DLP)  Introduction to Special Education Least Restrictive Environment Mainstreaming, Inclusions  Brain Based Learning	Brain Based Learning Handouts  Begin Chapter 1
Class 2  Outcomes 2, 4, 5, 6	How did Today's Special Education Services Come to Exist?  Introduction to special education terminology  What is Differentiated Instruction?  Introduction for Universal Design   Categories of disability in Federal law	Handout: What is Differentiated Instruction?  Comparing Classrooms: Traditional Vs. Differentiated  The Process of Differentiating Instruction: I Do...WE Do...YOU Do!  Activity: Multiple Intelligence  <a href="http://www.cast.org/research/udl/index.html">http://www.cast.org/research/udl/index.html</a>  <a href="http://www.washington.edu/doi/Brochures/Programs/ud.html">http://www.washington.edu/doi/Brochures/Programs/ud.html</a>  p.22 - 28
Class 3  Outcomes 2,4,5,6	Students with sensory issues, integration issues, visual acuity, hearing loss  Students with ADHD and ADD <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Characteristics and Needs</li> </ul> Supports/Accommodations <ul style="list-style-type: none"> <li>• Classroom environment</li> <li>• Behavior charts</li> <li>• Teacher tone and body language</li> <li>• Medications commonly used</li> </ul> <u>High Incidence Disabilities</u> <ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• Emotional Disturbance</li> <li>• Speech/Language Impairments</li> </ul>	Pages: 22, 197, 214-224, 218 -225,  Chapter 8 pages 279-289, 258-259,  Handouts:   P. 242-269

Schedule	Topics	Readings and Assignments
Class 4  1,6, 7, 13	<p>Autism Spectrum Disorders PDD</p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Special Education Services</li> </ul> <p>Instructional Adaptations/Modifications</p> <ul style="list-style-type: none"> <li>• INCLUDE Strategy</li> <li>• Review guidelines for differentiated lesson plan requirements</li> <li>• How to write objectives</li> </ul>	<p>p. , 22, 23, 197, 199-205, p. 146-161</p> <p>Handout: Features of Effective Instruction</p> <p>Small group activity (Autism, Asperger's Syndrome, Childhood Disintegration Disorder, PPD/NOS, Rhetts Syndrome)</p> <p><a href="http://www.whatkindofworldyouwant.com/videos/view/id/408214">http://www.whatkindofworldyouwant.com/videos/view/id/408214</a> click on the link, then go to the home tab. Once there, click on watch the videos</p>
Class 5  Outcomes 10.11.12	<p>Behavior Challenges in the Classroom</p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• OCD</li> <li>• ODD</li> <li>• Emotional Issues</li> <li>• Physical Restraint</li> </ul> <p>PBIS Video</p>	<p>Differentiated Lesson Plan 1 Due</p> <p>Autism Review paper (Based on What kind of World Do you Want website)</p> <p>Explore: <a href="http://www.pbis.org/main.htm">http://www.pbis.org/main.htm</a></p>
Class 6  Outcomes 10,11,12	<p>PBIS video PBIS/Behavior Challenges in the Classroom</p> <p>Class Discussion on all behaviors</p>	<p><b>PBIS Video: Positive Behavior Support in Schools</b></p>
Class 7  Outcome 6,13	<p>Direct Instruction Vs. Student Inquiry</p> <p>Graphic Organizers</p> <p>Accommodations, Modifications and Adaptations Reference Handouts</p> <ul style="list-style-type: none"> <li>• Math Accommodations</li> <li>• Reading Accommodations</li> <li>• Dyslexia</li> <li>• Written Expression</li> </ul>	<p>Explore: <a href="http://www.nifdi.org/">http://www.nifdi.org/</a></p> <p>179-182, 323-328, 490-492,</p> <p><b>Various Accommodation Handouts</b></p>
Class 8	<p><u>Low Incidence Disabilities</u></p> <ul style="list-style-type: none"> <li>• Mental retardation</li> <li>• Multiple disabilities</li> <li>• Orthopedic Impairments</li> <li>• Other Health Impairments</li> <li>• Traumatic Brain Injury</li> </ul> <p><u>Other students with Special Needs</u></p> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• Child Abuse</li> <li>• Child Neglect/Abuse</li> <li>• English Language Learners</li> <li>• Section 504</li> </ul>	<p>p. 194-237</p> <p>Differentiated Lesson Plan (2)</p> <p>Activity: <a href="http://www.rikidscount.org">www.rikidscount.org</a></p>

Schedule	Topics	Readings and Assignments
Class 9  Outcome 2,9,14	Technology <ul style="list-style-type: none"> <li>• High Tech Options</li> <li>• Low Tech Options</li> </ul>	
Class 10	Collaboration <ul style="list-style-type: none"> <li>• Professional Partnerships</li> <li>• Types of Co-teaching</li> </ul> Working with Parents and Paraprofessionals	P. 79 – 109  Handout: Different combinations of collaboration
Class 11  Outcome 7,8	Home School Connection Parents' perspectives  Communication between parents and school personnel  Parents as advocates	Parents perspective: Welcome to Holland
Class 12  Outcomes 1,4,8	Evaluating Student Learning <ul style="list-style-type: none"> <li>• Grading</li> <li>• Adaptations for tests/grading</li> <li>• Performance-Based Assessments</li> </ul> Portfolio Assessments	Chapter 11 Grading systems for both general ed and special ed students
Class 13  Outcome 2,14	Responding to Student Behavior <ul style="list-style-type: none"> <li>• Preventing Discipline Problems</li> <li>• Responding to Minor Behaviors</li> <li>• Functional Behavioral Assessment Plans</li> </ul>	Chapter 12  Handout: What is a functional behavioral assessment plan
Class 14  Outcome 1,2, 4	Building Social Relationships <ul style="list-style-type: none"> <li>• Approaches for Building Social Relationships</li> <li>• Direct Teaching of Social Skills</li> </ul> Cooperative Learning  Oral Presentations for 1 selected Differentiated Lesson Plan	Chapter 13 pp. 483-488
Class 15	Final Exam	

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## Internet Resources

Council for Exceptional Children: <http://www.cec.sped.org/>

Education World: <http://educationworld.com>

National Center on Accessing the General Curriculum: <http://www.cast.org/ncac/>

Positive Behavioral Interventions and Supports: <http://www.pbis.org/main.htm>

National Institute for Direct Instruction: <http://www.nifdi.org>

Rhode Island Department of Education: <http://www.ridoe.net>

Rhode Island Technical Assistance Project: <http://www.ritap.org>

Universal Design for Learning: <http://www.cast.org/udl/>

US Dept. of Education, Office of Special Education:

<http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

## Graphic Organizers

<http://cmap.ihmc.us/download/> (similar to inspiration but at no cost)

[www.eduplace.com/graphicorganizer](http://www.eduplace.com/graphicorganizer) (provides PDF files and is available in Spanish too)

<http://www.freeology.com/graphicorgs/>

[www.inspiration.com](http://www.inspiration.com) (can download a 30-day trial version for free)

<http://www.teachervision.com> (go to Lesson Planning Center, then to Graphic Organizers)

### 3.9 ACADEMIC STANDARDS

#### 3.9.1 Academic Dishonesty

*(As amended by the Council of Rhode Island College – 11/07/08)*

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

**(a) Examples of Academic Dishonesty include (but are not limited to):**

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
  - i. Word-for-word plagiarism:** This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
  - ii. Patchwork plagiarism:** This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
  - iii. Unacknowledged paraphrase:** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39). Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there.") but as a general rule, when one is in doubt, it is best to acknowledge the source.
- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

**(b) Faculty Role**

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported.

Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards. The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty.

**Some often-used penalties include:**

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

# Department of Special Education Candidate Documentation Form

\*\* Forms are due to the Department by the last day of finals\*\*

Candidate's Name \_\_\_\_\_ ID# \_\_\_\_\_

SPED Course # \_\_\_\_\_ Section # \_\_\_\_\_ Sem Fall Sp Sum Year \_\_\_\_\_

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

**S**      **U**      Plans/Implements meaningful and significant learning

**S**      **U**      Uses effective management

**S**      **U**      Uses feedback constructively

**S**      **U**      Is timely

**S**      **U**      Attends class regularly

**S**      **U**      Collaborates effectively

**S**      **U**      Demonstrates knowledge of content

**S**      **U**      Communicates effectively orally and in writing

**S**      **U**      Other concerns

In the overall evaluation, (which takes into account any of the attributes/behaviors on this form, the candidate's grade, and/or the candidate's dispositions) this candidate is:

\_\_\_\_\_ Recommended to Continue with Concerns      \_\_\_\_\_ Not Recommended to Continue in Program      Grade \_\_\_\_\_

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

\_\_\_\_\_ I agree with the area(s) identified above

\_\_\_\_\_ I **do not** agree with the area(s) identified above  
(Candidate may submit a response)

I \_\_\_\_\_ have read this on \_\_\_\_\_.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date



## **B. Student Description #2**

*Student B is a child with a diagnosed high incidence disability. Choose one of the high incidence disabilities and write a description of a child who has been diagnosed with a Learning Disability or a Behavior Disorder. Your description needs to reflect an understanding of this disability and how it may affect the child's behavior, learning and social skills. Once again, be sure to include the child's strengths and need areas.*

## **III. CONTEXT AND GOALS FOR THE LESSON PLAN**

- *State the goal of your lesson to establish the reason for the lesson.*
- *Is there any data/evidence that supports the need for this lesson?*
- *What prerequisites have been provided to ready the students for this lesson?*
- *Explain where you are on the continuum of learning. Are you introducing a new skill or concept, practicing it or working toward an application or generalization level for this new skill or concept?*

## **IV. OBJECTIVE(S)**

- *The objective is stated clearly and is presented in measurable terms.*
- *The objective is appropriate and realistic for the grade level and students described.*
- *The objective is aligned with the GLE/GSE stated in the lesson overview.*
- *The objective is not an explanation of an activity or task but rather a statement of student outcome. It states something the students will be able to do as a result of the lesson.*

## V. METHOD OF INSTRUCTION

### A. OPENING

*How will you begin your lesson? You will be evaluated on how you choose to activate prior knowledge and connect it to new learning in a manner designed to motivate your students and get them interested in the lesson.*

### MATERIALS NEEDED

*Will you be using any materials for the opening? This may include handouts, manipulative, technology, special equipment or props. If so, explain what you will be using and **why**.*

*\* Any handouts must be provided and labeled. Label any handouts ( example: handout for the opening printed on the top of the handout) and put in an appendix.*

### BEHAVIOR MANAGEMENT AND CLASSROOM ENVIRONMENT

- *How will the classroom be set up for the opening? Will there be any special seating, room arrangement and/or grouping?*
- *Any behavior management strategies needed to ensure the success of this part of the lesson?*
- *Are there any special considerations needed here?*
- *Be sure to include your rationale. The “why” of what you are doing.*

### DIFFERENTIATION TECHNIQUES /STRATEGIES

*Whole class*

*For this opening, are there any differentiation techniques you have chosen to enhance this lesson for all learners in your class? If so explain what the technique is and why you have chosen it.*

*Student specific*

*Maybe you need to provide differentiation to enhance this portion of the lesson for a specific child. If so, explain what it is and why you chose it.*

*You will be evaluated on the appropriateness and rationale of the strategy(ies) you chose.*

## **B. ENGAGEMENT**

*This is the main part of your lesson. You have opened your lesson. Now explain how you plan to carry out the lesson. Include :*

- *Method of instruction ( direct instruction, non-direct instruction ) and **rationale** for the method.*
- *Any other techniques you will use to reach a variety of learning styles and your **rationale** for choosing them.*
- *How you plan to make sure all students are active learners.*
- *Opportunities for student discourse*
- *Level of practice (guided practice, independent practice)*

## **MATERIALS**

*What materials will be needed for this lesson?*

*List and explain the use of any handouts, texts, manipulative, technology and/or special equipment that will be used during the lesson.*

*Note any adaptations that will be needed for any of the materials.*

*In regard to any text, you will need to be sure to provide a range of reading levels. How will all your students be able to have access to the reading? Be sure to provide list of texts used and accommodations .*

*\* Please attach in the appendix any handouts that will be used and include handouts that have been adapted.. Be sure to label the handout.  
Eg. Handout for engagement*

## **CLASSROOM ENVIRONMENT AND BEHAVIOR MANAGEMENT**

*Are there any changes to the classroom arrangement from the opening to the main part of the lesson?. For example, the children were in a whole group set up for the opening and will now go into their cooperative groups seated in clusters of four. If so, explain the rationale for the change in the arrangement.*

*What plan is in place for handling behavior during the lesson? When looking at behavior management, describe management of the class as a whole and also any strategies for a particular child that may need extra support. Again, include your rationale.*

## **DIFFERENTIATION TECHNIQUES /STRATEGIES**

*Whole class*

*List and explain your **rationale** for the differentiation technique(s) you have chosen for the main part of the lesson.*

*Student Specific*

*List and explain any modification or adaptation you have made for a specific child.*

*Again, you will be evaluated on the appropriateness and rationale of the strategy(ies) you chose.*

### **C. CLOSING**

*The closing of your lesson should promote student reflection and provide an opportunity for the students to share their understanding of the task. It also provides an opportunity to review the salient points of the lesson to reinforce understanding.*

### **MATERIALS**

*Are there any materials for the closing of the lesson or for exiting the class? If so, explain what they are, provide an example of the material and an explanation for its use.*

*If using any handouts for the closing, be sure to label and add to the appendix.*

### **CLASSROOM ENVIRONMENT AND BEHAVIOR MANAGEMENT**

*Closing of a lesson can sometimes create the unrest of pending transition. Are there any behavior strategies you plan to employ here? Are there any other changes needed to be made to the classroom environment? For example, do cooperative groups need to move seating back?*

### **DIFFERENTIATION TECHNIQUES/STRATEGIES**

*If there are any further techniques, adaptations, modifications being used for the close of the lesson, list and explain the rationale.*

## **VI. ASSESSMENT**

### **METHOD OF ASSESSMENT AND RATIONALE**

*Describe your assessment and explain your **rationale** for your chose of method.*

*Your assessment needs to:*

- *Be in alignment with the lesson objective(s)*
- *Be appropriate to the task*
- *Have a plan to provide specific, constructive and timely feedback to your students to promote student learning.*
- *Have appropriate adaptations and modifications to meet the needs of your diverse student population you described.*

DIFFERENTIATION OF ASSESSMENT	RATIONALE

*You will be evaluated on how appropriate the assessment is for the lesson and on the differentiation you provide. Choose a method or methods of assessment to provide choice for students. Then evaluate the needs of your students to offer appropriate differentiation through modifications and adaptations. Remember you want to challenge students to strengthen them while supporting their need areas.*

*For example, you may want to give a traditional test in multiple choice and essay format. If so, explain why you want to do this and then explain appropriate differentiation strategy.*

*What if you are teaching writing? The writing sample is your assessment. What adaptations would be helpful to the student with a learning disability for whom the physical act of writing is so laborious?*

***\* You will need to submit a copy of your assessment and any modifications/adaptations you will provide.***

**SPECIAL EDUCATION 433**  
**RUBRIC FOR DIFFERENTIATED LESSON PLAN**

<b>Section I</b>		
		<b>LESSON PLAN OVERVIEW</b>
Exceeds Standard	5	All information is given with the GLEs/GSEs in proper form. Class description is thorough and demonstrates sensitivity toward class diversity, strengths and needs. A map of the class's physical layout is provided in the appendix.
Meets Standard	43	All information is given with the GLEs/GSEs in proper form. Class description is good and includes all elements.
Approaches Standard	2	Some information may be incomplete or the class description is missing some of the elements.
Does Not Yet Meet Standard	1	Incomplete or inappropriate.
<b>Section II</b>		
		<b>STUDENT DESCRIPTIONS (up to 5 points for each)</b>
Exceeds Standard	5	Description of the student with a particular disability demonstrates a thorough understanding of how such a disability may present. The description provides examples to support observations and is written with sensitivity toward the student. The child's strengths and needs are explained. The focus is on the student, not the disability. It covers his/her learning, behavior and social skills.
Meets Standard	4 3	The description of the student with a particular disability shows a good understanding of the disability. It covers the student's learning, behavior, and social skills. Strengths and needs of the child are reviewed.
Approaches Standard	2	The description reflects some understanding of the disability but needs more evidence of understanding.
Does Not Yet Meet Standard	1	The description does not yet reflect an appropriate understanding of the disability.
<b>Section III</b>		
		<b>CONTEXT AND GOALS OF THE LESSON</b>

Exceeds Standard	5	Well written and concisely addresses: <ul style="list-style-type: none"> <li>• The goal of your lesson is stated and clearly establishes the reason for the lesson.</li> <li>• Data/evidence that supports the need for this lesson is discussed.</li> <li>• The prerequisites that have been provided to ready the students for this lesson are discussed.</li> <li>• An explanation of where you are on the continuum of learning is provided.. Are you introducing a new skill or concept, practicing it or working toward an application or generalization level for this new skill or concept?</li> </ul>
Meets Standard	4 3	Well written and concisely addresses: <ul style="list-style-type: none"> <li>• The goal of your lesson is stated and clearly establishes the reason for the lesson.</li> <li>• The prerequisites that have been provided to ready the students for this lesson are discussed.</li> <li>• An explanation of where you are on the continuum of learning is provided.. Are you introducing a new skill or concept, practicing it or working toward an application or generalization level for this new skill or concept?</li> </ul>
Approaches Standard	2	May be missing one of the three above elements or may need clarification.
Does Not Yet Meet Standard	1	May be missing more than one of the three elements or is not yet appropriate for the class and students described.
<b>Section IV</b>		<b>OBJECTIVES</b>
Exceeds Standard	5	The objective includes the level of accuracy expected and a time line for achievement in addition to the four elements listed in the Meets Standard criteria.
Meets Standard	4 3	<ul style="list-style-type: none"> <li>• The objective is stated clearly and is presented in measurable terms.</li> <li>• The objective is appropriate and realistic for the grade level and students described.</li> <li>• The objective is aligned with the GLE/GSE stated in the lesson overview.</li> <li>• The objective is not an explanation of an activity or task but rather a statement of student outcome. It states something the students will be able to do as a result of the lesson.</li> </ul>
Approaches Standard	2	One of the four elements listed in the Meets Standard criteria is missing.

Does Not Yet Meet Standard	1	Two or more of the four elements listed in the Meets Standard criteria is missing.
<b>Section V</b>	<b>A</b>	<b>METHOD OF INSTRUCTION -- OPENING</b>
Exceeds Standard	5	The opening is excellent. The plan is sensitive to all learners, it is appropriate for the lesson and will engage the learners from the start. An excellent plan has been designed to activate prior knowledge. Materials/handouts needed for the opening are appropriate and differentiated very well. The teacher demonstrates a thorough understanding of potential behavioral issues and has devised a well thought out plan to avoid them.
Meets Standard	4 3	This is a good opening. The plan is appropriate for the students described and will engage the learners. There is a plan for activating prior knowledge. Materials/handouts needed for the opening are also appropriate and differentiated. The teacher recognizes some potential behavioral issues and has a plan to address them.
Approaches Standard	2	This opening may need some fine tuning to engage your students. It may be weak or missing an activity to activate prior knowledge, the materials/handouts may not yet appropriate for the students described and/ or a behavior plan may not yet be sufficient.
Does Not Yet Meet Standard	1	The opening is not yet appropriate for the students described. The teacher needs to look at the two or more areas to ready the students for learning; activating prior knowledge, the materials/handouts, or the behavioral piece.

Section V	B	METHOD OF INSTRUCTION -- ENGAGEMENT
Exceeds Standard	10 9	<p>Your explanation of this main part of your lesson is exceptional as it is well designed and differentiated with multiple learning opportunities that will engage and help all students and includes:</p> <ul style="list-style-type: none"> <li>• Method of instruction ( direct instruction, non-direct instruction ) and rationale for the method.</li> <li>• Any other techniques you will use to reach a variety of learning styles.</li> <li>• How you plan to make sure all students are active learners.</li> <li>• Opportunities for student discourse</li> <li>• Level of practice (guided practice, independent practice) that students will have.</li> <li>• Materials and handouts are very well thought out and appropriately modified/adapted for the students described.</li> <li>• The Classroom environment and behavior management is also extremely well designed to enhance learning for a diverse group and is very appropriate for the lesson described. The sensitivity for the student(s) with a disability is exemplary.</li> </ul>
Meets Standard	8 7 6	<p>Your explanation of this main part of your lesson presents a well designed and differentiated lesson that includes:</p> <ul style="list-style-type: none"> <li>• Method of instruction ( direct instruction, non-direct instruction ) and rationale for the method.</li> <li>• Any other techniques you will use to reach a variety of learning styles.</li> <li>• How you plan to make sure all students are active learners.</li> <li>• Opportunities for student discourse</li> <li>• Level of practice (guided practice, independent practice) that students will have.</li> <li>• Materials and handouts are well designed with some appropriate modifications/adaptations for the students described.</li> <li>• The classroom environment and behavior management is appropriate for all the students and the lesson described. Specific adjustments are in place for identified students who made need them to learn.</li> </ul>
Approaches Standard	5 4 3	<p>The explanation of the main part of your lesson needs clarification or strengthening in one or two of the areas listed in Meets Standard. Your plan needs to clear discussion of your rationale for the method of instruction and the techniques you plan to use. In addition, materials/handouts need to reflect differentiation and the classroom environment and behavior needs to reflect the needs of the whole class and the individual students you described who have disabilities.</p>
Does Not Yet Meet Standard	2 1	<p>The lesson plan as is has little to no differentiation provided. Classroom environment and behavior management need to be made appropriate for the students described. Materials and handouts do not yet reflect an ability to differentiate for all learners.</p>

Section V	C	METHOD OF INSTRUCTION - CLOSING
Exceeds Standard	5	<p>The closing provides an opportunity for students to :</p> <ul style="list-style-type: none"> <li>• Share their understanding of the task</li> <li>• Reflect on what they have learned</li> <li>• Review salient points of the lesson</li> </ul> <p>The attention to the classroom environment and behavior management piece is exemplary and demonstrates well thought out plan to avoid difficulties while enhancing learning. Any materials/handouts for this part of the lesson are also well prepared and show attention to differentiation.</p>
Meets Standard	4 3	<p>The closing provides an opportunity for students to :</p> <ul style="list-style-type: none"> <li>• Share their understanding of the task</li> <li>• Reflect on what they have learned</li> <li>• Review salient points of the lesson</li> </ul> <p>This is accomplished with an awareness to classroom environment and behavior management that may be needed. Any materials needed for the closing are designed for the diverse population.</p>
Approaches Standard	2	The closing plan needs more attention to either the elements of closing, the behavior management, the classroom environment or the materials.
Does Not Yet Meet Standard	1	More than one area of the closing piece needs attention to meet standard.

<b>Section VI</b>	<b>ASSESSMENT</b>	
Exceeds Standard	10 9	Your choice of assessment is very well thought out and your rationale shows thorough understanding of and sensitivity for adapting for diverse learners. It includes all four bulleted components listed under Meets Standard.
Meets Standard	8 7 6	<p>You have clearly described the type of assessment you plan to use and have supported your choice of style with good rationale.</p> <p>Your assessment :</p> <ul style="list-style-type: none"> <li>• is in alignment with the lesson objective(s)</li> <li>• is appropriate to the task</li> <li>• has a plan to provide specific, constructive and timely feedback to your students to promote student learning.</li> <li>• has appropriate adaptations and modifications to meet the needs of your diverse student population you described.</li> </ul>
Approaches Standard	5 4 3	Your choice of assessment needs more support through your rationale or you may be missing one or two of the components bulleted under Meets Standard.
Does Not Yet Meet Standard	2 1	Your choice of assessment or the rationale may be inappropriate or you are missing more than two of the components bulleted under Meets Standard.

50-55 \_\_\_\_\_ **Exceeds the standard**

44-49 \_\_\_\_\_ **Meets Standard**

39-43 \_\_\_\_\_ ***Approaches Standard***

less than 39 \_\_\_\_\_ ***Does Not Meet Standard***

Student Name: \_\_\_\_\_ Professor: \_\_\_\_\_ Date: \_\_\_\_\_