

Assessment 3 - Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. Lesson Plans for a Class that Includes Students with Learning Difficulties.

1) Description: This assessment is Lesson Plans for Students with special needs is SPED 3364. The problems in the Education of Students with Mild Disabilities, is a required course for all candidates seeking certification at the EC-12 and supplemental special education. The course is taken during the candidate's junior year. It is one of six courses in Special education and one that focuses on the area of high incident disabilities. The candidates gain familiarization with a general overview of individuals with learning disabilities, ADHD, mild cognitive disabilities, and behavior disabilities plus curricular modifications, instructional accommodations, and legal issues. This course requires lab time in public school classrooms and candidates engage in these Field Experiences in a minimum of 12 hours, which provides an authentic experience for these candidates, some of whom are very anxious about having adults in attendance.

2) For this particular assignment, candidates are required to demonstrate an understanding of human development of individuals with high incidence or mild disabilities. Special educator candidates must demonstrate their understanding of student abilities and behaviors with disabilities by constructing one lesson plan (over a core subject: math, reading, writing) with two objectives in each focusing on the TEKS grade level objectives. This is one of two courses in which teacher candidates are required to construct lesson plans for students with special needs. As the directions to the candidates describe, the candidates are required to develop a co-taught lesson plan and identify objectives focused on the state grade level curriculum (TEKS) they are preparing to co teach. Candidates are requested to use evidence-based instructional strategies found in their textbook and three peer-reviewed educational journals to develop these lesson plans. Students must select, adapt, and produce instructional strategies in their lessons that will promote challenging learning results for assortment of students with learning related disabilities in a general education classroom with their peers without special learning needs.

This assignment is a principal assessment of CEC IGC Standard in that it involves knowledge of this key academic discipline. Through this particular experience, candidates must anticipate the differences among individuals with special needs and the general education students. The candidate must demonstrate an understanding of the state curriculum and the instructional strategies needed to provide a free appropriate education. This is done by compelling students to model lesson plan development for delivering instruction for students with Learning Disabilities in the general education classroom.

Standards addressed include Standard III (Individual Learning Differences), Standard IV (Instructional Strategies), Standard V (Learning Environments & Social Interactions) Standard VII (Instructional Planning) and Standard VIII (Assessment). Standard IV is part of this assessment in that the candidates must understand which instructional strategies are appropriate to meet the diverse needs of student with special needs in the general education classroom. Standard V relates to this assessment in that the candidates must use their knowledge of the different Learning Environments to encourage active student participation in individual and group activities. Standard VII also relates to the candidate's ability to use knowledge of content areas for example Math, Reading, and Writing to effectively plan lessons for a class that includes students with special needs.

Assignment

Candidates are required to demonstrate an understanding of human development of individuals with high incidence or mild disabilities. Special educator candidates must demonstrate their understanding of student abilities and behaviors with disabilities by constructing a lesson plan in math, reading, or writing) with two objectives in each focusing on the TEKS grade level objectives. This is one of two courses in which teacher candidates are required to construct lesson plans for students with special needs. As the directions to the candidates describe, the candidates are required to develop lessons and objectives focused on the state grade level curriculum (TEKS) they are preparing to teach. Candidates are requested to use evidence-based instructional strategies found in their textbook and three peer-reviewed educational journals to develop these lesson plans. Students must select, adapt, and produce instructional strategies in their lessons that will promote challenging learning results for assortment of students with learning related disabilities in a general education classroom with their peers without special learning needs.

This assignment is a principal assessment of CEC IGC Standard III, IV, V, VII, VIII in that it involves knowledge of this key academic discipline. Through this particular experience, candidates must anticipate the differences among individuals with special needs (Learning Disabilities) and the general education students. The candidate must demonstrate an understanding of the state curriculum and the instructional strategies needed to provide a free appropriate education. This is done by compelling students to model lesson plan development for delivering instruction for students with Learning Difficulties in the general education classroom.

Along with the lesson plans part of this assessment in that the candidates must understand which instructional strategies are appropriate to meet the diverse needs of student with special needs in the general education classroom. Also this assessment must support candidates in their use of knowledge of the different Learning Environments to encourage active student participation in individual and group activities. Candidates must demonstrate their ability to use knowledge of content areas for example Math, Reading, or Writing to effectively plan lessons for students with special needs.

To demonstrate this each student must actual implement the plan. Specifically connects student performance (data results) and objectives of lesson and analyzes overall lesson/performance. Identifies weaknesses and strengths, gives ideas on ways to improve. Notes need for alterations and looks at time management. Integrate into your reflection CEC knowledge and skills by addressing: Why you selected the instructional strategies you used and were they effective, describe the Learning Environments and Social Interactions you had with the student, and describe the instructional planning process you used to develop the lessons.

(Knowledge and Skills including - IGC3S1, IIC3S1, ICC4K1, IGC4K1, IGC4K2, IGC4K3, IGC4K4, IIC4K1, IIC4K4, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5S3, ICC5S4, ICC5S5, ICC5S6, ICC5S7, ICC5S8, ICC5S9, ICC5S10, ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8, ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, IGC8K1, IGC8K2, IGC8K3, IGC8K4, ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S1, IGC8S2, IGC8S3, IGC8S4, IGC8S5, IIC8K1, IIC8K2, IIC8K3, IIC8S1, IIC8S2, IIC8S3, IIC8S4, IIC8S5, IIC8S6, IIC8S7)

Lesson Plan Grading Sheet

Name: _____

Section of Plan:	Score	Maximum Performance Includes ALL of these points	CEC standard	Comments:
Description of lesson and class	/ 10	Must include title/topic, instructor, student characteristics including student learning needs, and date of lesson CEC - ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, ICC10S1, ICC3K1, ICC3K2, IGC3K1, IGC3K2, IGC3K3, IGC3S1	3	
Standards	/ 1	Includes subject area and grade level, complete TEKS(s) covered in lesson		
Resources	/ 1	Clearly document instructional and communication resources to be used in lesson. ICC3K3, ICC4K1, IGC4K1, IGC4K2, IGC4K3, IGC4K4, IIC4K1, IIC4K4, ICC6K3, IGC6K2, ICC6K4	4	
Related Objectives	/ 0	Includes all of the relevant objectives listed in IEP or from the teacher IGC6S1, IGC6S2, IGC6S3, IGC6S4, IGC6S5, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3, IGC7K1, IGC7K2, ICC7K2, ICC7K3, ICC7K4, ICC7K5		
Lesson Objectives	/ 10	Includes detail and are measurable and observable, logical order. Identify and prioritize areas of the general curriculum and implement comprehensive, longitudinal individualized program that includes a sequenced and evaluate individualized learning objectives affective, social, and life skills with academic curricula. Objectives should be clearly stated products and behavioral message. ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8,	7	
Materials	/ 1	All materials used/needed are included. Select and use medical materials, and resources required to educate individuals whose exceptional learning needs interfere with communications to improve sensory and physical information to create or adapt appropriate materials. Include instructional materials that address independent living and career education for instructional programs to enhance social participation across environments. CEC - IGC7S4, IGC7S5, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8	7	
Advanced Organizer	/ 8	LIP steps are labeled and described. Clearly relates lessons to prior learning, states learning objectives, provides detailed meaning for the lesson, fully scripted with details (1-3 minutes). Design, implement, and evaluate instructional programs that enhance social participation across environments. ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8	7	
Describe / Model	/ 17	Explicitly describes and models how to perform skill includes excellent examples and non-examples as well as think-alouds and cues. Describe curricula, and resources for	7	

		<p>individuals and instructional strategies and practices for teaching individuals with exceptional learning needs. Relates importance to prior and upcoming instruction, checks for understanding, when necessary includes scripting. Integration of behavior system periodically. Use strategies to facilitate integration into various settings.</p> <p>CEC- <i>ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S5, ICC5S6, ICC5S7</i></p>		
Guided Practice	/ 12	<p>Clearly fades direction, assists students by providing prompts, effectively monitors student performance (charting), provides effective reinforcement, ensures student demonstration of skill. Integration of behavior system. Teach learning strategies and study skills to acquire academic content. Use reading methods appropriate to individuals with exceptional learning needs Fully scripted. Incorporates appropriate data collection during lesson.</p> <p>CEC- <i>ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5S3, ICC5S4, ICC5S5, ICC5S6, ICC5S7, ICC5S8, ICC5S9, ICC5S10</i></p>	5	
Independent Practice	/ 8	<p>Provides excellent opportunities for practice, superb activities and clear directions, students are provided with opportunity to practice and generalize skills. Integration of behavior system. Fully scripted.</p> <p>CEC- <i>ICC7S1, ICC7S2, ICC7S3, ICC7S4, ICC7S5, ICC7S6, ICC7S7, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S15, IGC7S1, IGC7S2, IGC7S3, IGC7S4, IGC7S5, IGC7S6, IGC7S7, IGC7S8, IIC7S1, IIC7S2, IIC7S3, IIC7S4, IIC7S5, IIC7S6, IIC7S7, IIC7S8, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5S3, ICC5S4, ICC5S5, ICC5S6, ICC5S7, ICC5S8, ICC5S9, ICC5S10</i></p>	5	
Closure	/ 8	<p>Restates all skills learned, as well as their importance and relates them to prior learning. Gives specific feedback and summary of performance, Links all skills to future learning Integration of behavior system performance. (2-3 minutes) Fully scripted. Incorporates appropriate data collection during lesson. <i>IGC4S8, IGC4S9, IGC4S10, IGC4S11, IGC4S12, IGC4S13, IGC4S14, IGC4S15, IGC4S16, IIC4S1, IIC4S2, IIC4S3, IIC4S4, IIC4S5, IIC4S6,</i></p>	4	
Evaluation	/ 10	<p>Directly and clearly connected to lesson objectives. Objective and clearly stated performance specifics. Basic terminology is used in assessment along with the proper legal and ethical principles regarding assessment of individuals including screening, prereferral, referral, and classification procedures Is appropriate for student ability level, the instruction provided and practice planned. Beside to include relevant background information and information</p>	8	

		for nonbiased formal and informal assessments Provides continuous performance and monitoring throughout the lesson. Incorporates appropriate data collection during lesson. <i>CEC – ICC8K1 , ICC8K2 , ICC8K3 , ICC8K4 , ICC8K5 , IGC8K1, IGC8K2, IGC8K3, IGC8K4, ICC8S1 , ICC8S2 , ICC8S3 , ICC8S4 , ICC8S5 , ICC8S6 , ICC8S7 , ICC8S8 , ICC8S9 , IGC8S1, IGC8S2, IGC8S3, IGC8S4, IGC8S5, IIC8K1, IIC8K2, IIC8K3, IIC8S1, IIC8S2, IIC8S3, IIC8S4, IIC8S5, IIC8S6, IIC8S7</i>		
Timing & flow collaboration, organization, transitions, professional & ethical practice, etc....	/ 5	Time estimation equals session time. Reflective consideration is given to consideration of various components of each section and sources of unique services, networks, and organizations for individuals with exceptional learning needs. Create an environment that encourages self-advocacy and increased independence. Well-organized order to components. <i>CEC - ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S16</i>	5	
Technology. Accommodations / Modifications	/ 1	Integrates technology into lesson as necessary and lists all used. Relate levels of support to the needs of the individual. <i>CEC - IGC3S1, IIC3S1, ICC7K4, ICC7S9, ICC8S3, IGC4S7, IGC7S4, IIC8S5, IIC4S2, IIC8S5, IIC4S2</i>	8	
Home Connection	/ 1	Lesson has provided a way to communicate to parents what student has learned / practiced. <i>CEC - ICC1K10, ICC1K4, IGC10K1, IGC10S3, IIC10K1,</i>		
Reflection	/ 7	Actual implementation of the plan and identifies spots where and why this does not occur. Specifically connects student performance (data results) and objectives of lesson. Analyzes overall lesson/performance. Identifies weaknesses and strengths, gives ideas on ways to improve. Notes need for alterations. Looks at time management. Integrates CEC knowledge and skills - <i>ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, ICC9S1 , ICC9S2 , ICC9S3 , ICC9S4 , ICC9S5 , ICC9S6 , ICC9S7 , ICC9S8 , ICC9S9 , ICC9S10 , ICC9S11 , ICC9S12 , ICC9S13, IGC9S1, IGC9S2, IIC9K1, IIC9K2, IIC9S1, IIC9S2, IIC9S3</i>	9	
Overall Lesson	/100			

Finding: Data currently available exclusively for candidates in the special education program. Data charts reflect the goals of Angelo State University’s special education program, which is to improve student performance through quality planning. Aggregated data across semesters and skill areas are compiled for the specific key assessments and described as part of the program assessment system. This information is analyzed each year to inform program improvement. **The areas that need addition support included standards 4 and standard 9.**

Interpretation of data: Since the main emphasis of this assessment is to demonstrate a knowledge of, and ability to apply, Individual Learning Differences, we have developed the following table to provide evidence of candidates’ content knowledge related to CEC IGC **Standard 3, 4, 5, 7, & 8. Data aggregation procedures are critically reviewed in light of the support needed to sustain this function. It is obvious that change needs to occur over the next few years, in the area of writing 1) Lesson Objectives, 2) Describing and Modeling, 3) Guided**

Practice, 4) Independent Practice, and 5) Closure. The current data related to our current undergraduate program has only been collected for three years but some positive changes have occurred with the switch from lesson plans written independently and the current use of partner (supervisor in the field) teachers as draft evaluators for the planned co-tech lesson plan. Students are required to get feedback from their supervising teacher before submitting the lesson for grading. Additional supervising teacher grade the papers using the lesson plan rubric and submit to the university supervisor to be averaged to form the final grade.

Assessment 3 Table 1: Lesson Plans Data by CEC IGC Standard

CEC IGC standard		Score Possible	Spring 2009 N=26	Average Sp-2009 N=26	Fall 2009 N=11	Average Fa-2009 N=11	Spring 2010 N=36	Average Spr -10 N=36
Standard 7	<ul style="list-style-type: none"> Lesson Objectives Materials Advanced Organizer Describe / Model 	36	30	83.3%	30	83.3%	31	86%
Standard 3	<ul style="list-style-type: none"> Description of lesson and class 	10	8	80%	8	80%	9	90%
Standard 4	<ul style="list-style-type: none"> Resources Closure 	9	8	89%	7	78%	7	78%
Standard 5	<ul style="list-style-type: none"> Guided Practice Independent Practice Timing & flow collaboration, organization, transitions, professional & ethical practice, etc.... 	25	19	76%	19	76%	20	80%
Standard 8	<ul style="list-style-type: none"> Evaluation Technology. Accommodations / Modifications 	11	7	64%	8	73%	9	82%
Standard 9	<ul style="list-style-type: none"> Reflection Home Connection State Standards 	9	7	72%	7	72%	7	72%
Total		100	79	79%	79	79%	83	83%

Table 2: Percentage for students meeting basic performance standards

Lesson Plans for Students with special needs				
Years	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
Written Lesson Plans Spring 2009 N = 26	N = 0 (0%)	N = 21 (80%)	N = 5 (19%)	N = 0 (0%)
Written Lesson Plans Fall 2009 N = 11	N = 0 (0%)	N = 8 (72%)	N = 3 (27%)	N = 0 (0%)
Written Lesson Plans Spring 2010 N = 36	N = 0 (0%)	N = 8 (22%)	N = 28 (78%)	N = 0 (0%)
Written Lesson Plans Spring 2011 N = 34				
Totals 73	0%	51%	49%	0%