Course: SD 702 Strategies for Teaching Students with Mild/Moderate Disabilities
3 credit hours – Online course

NOTE: Candidates are expected to maintain a “B” average and have a grade no lower than “B” on all Adaptive Special Education Licensure courses.

Schedule: Jan. 12 - May 6
Instructor: Dr. Diane L. Miller, Professor
Department of Special Education & School Counseling
Office: The Earl Center - Office 222 Phone: (785) 842-6181
Office Hours: As posted and by Arrangement E-mail: dlbmiller@sunflower.com

Course Materials:

* In order to successfully pass this course and the program assessment, you will be required to work with a K-12 student who is on an IEP, and has been identified as having 'adaptive learning needs'. You will need to plan a lesson related to state standards and IEP goals, implement the lesson with the identified student, and conduct and evaluate assessment of the instruction.

* Computer and Internet access: Students will need dependable access to a computer and the internet throughout the course. They will be using programs associated with Microsoft Office (primarily Microsoft Word), "Blackboard,” the Internet, and e-mail. All assignments submitted must be typed and saved as a Microsoft Word compatible document. Assignments are submitted through the ESU “Blackboard.”
https://elearning.emporia.edu/

Course Description:
SD 702 will provide the candidate with descriptions and applications of methods and strategies for teaching students with mild and moderate disabilities in need of an adapted curriculum. Candidates will participate in a variety of activities to demonstrate of knowledge and skills to meet the academic and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

Note: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. If you are having difficulty with aspects of the course, do not wait until the end of the semester.
For further information or questions, please contact:
Office of Disability Services and Non-Traditional Student Programs is 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6664 TTY, or via e-mail disabser@emporia.edu

ACADEMIC DISHONESTY POLICY: At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources.)
The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
PROFESSIONALISM: Students in this graduate course are expected to participate in a professional manner in all written and oral communications with the instructor and other students of this course.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions
Expectations and requirements for this course address the following relevant indicators:

**Proficiency 1: Provides Service to Society.** The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. Candidates exhibit knowledge of
   3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to
   2) demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
   3) implement non-biased techniques for meeting needs of diverse learners.
**Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.** The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. **Candidates exhibit knowledge of**
   2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.

B. **Candidates demonstrate practical ability to**
   2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
   3) determine and assess what students need to know and be able to do in order to succeed.

C. **Candidates exhibit dispositions that exemplify**
   1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

**Proficiency 3: Engages in Effective Practice.** The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

B. **Candidates demonstrate practical ability to**
   2) create learning experiences commensurate with a student’s level of readiness.

**Proficiency 4: Responds to Uncertainty and Change.** The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

A. **Candidates exhibit knowledge of**
   3) various instructional strategies that can be used to meet the needs and learning styles of individual students.

**Proficiency 5: Relies on Self-Reflection.** The Professional recognizes the importance of experience and the ability to reflect on one’s practice and its outcomes. Self-reflection includes such things as problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

A. **Candidates exhibit knowledge of**
   2) appropriate techniques for teaching and using self-reflection strategies.

B. **Candidates demonstrate practical ability to**
   3) develop a storehouse of learning strategies that help students understand and integrate knowledge.
TEACHING STANDARDS FOR KANSAS EDUCATORS

Relevant Standards for Adaptive Special Education K-6 and 6-12

Standard # 1  The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.

Standard # 2  The teacher of students with adaptive learning needs demonstrates an understanding of learners’ diversity and provides support for students’ cognitive, physical, social, emotional and career development.

Standard #4:  The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.

Standard # 5  The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.

Student Outcomes:

1. The teacher conducts instruction and other professional activities in accordance with the requirements of federal and state law and local district policies and procedures.
2. The teacher understands differences in students’ approaches to learning and how these approaches relate to their performance.
3. The teacher understands the effects of various interventions on cognitive, physical, social, emotional and career development.
4. The teacher understands learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students.
5. The teacher understands state curriculum standards and benchmarks and incorporates them into instruction.
6. The teacher knows techniques for modifying instructional methods and materials to adapt to the demands of various learning environments.
7. The teacher knows a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability.
8. The teacher understands the impact of language development and listening abilities on academic progress and social development of students.
9. The teacher understands the impact of social skills on the lives of students.
10. The teacher understands the impact of learners’ academic and social abilities, attitudes, interests and value instruction and career development.
11. The teacher prepares appropriate lesson plans and uses instructional time effectively.
12. The teacher plans for and uses learning opportunities that recognize and address variation in students’ learning and performance modes.
13. The teacher designs learning environments that enable learners to participate actively in a variety of individual and group learning activities, including management of simultaneous individual, small and large group instruction.
14. The teacher identifies, prepares, organizes, and presents teaching materials to implement lesson plans.
15. The teacher structures the learning environment to provide optimal learning opportunities for students with adaptive learning needs.
16. The teacher uses best practice career, vocational, and transition instructional techniques and planning strategies for students with adaptive learning needs.
Course Objectives:
This course helps prepare the special education teacher to teach students with mild or moderate disabilities. Strategies for teaching students with behavior disorders, learning disabilities and mental retardation will be discussed.
All students will need to have access to and read the required course textbook in order to successfully complete the course requirements.

All written documents are expected to reflect graduate quality work.

1. The document should be correctly formatted and free from grammatical errors.
   To avoid point deductions on written assignments:
   Follow the formatting guidelines for each assignment.
   Type and proofread assignments prior to submitting. A paper with GRAMMATICAL errors will receive point deductions!
   All sources should be properly cited in the text of your document and reference page (APA style).
   Type your name and the date of submission on the document’s first page
   Follow specific instructions given for each assignment as listed in the syllabus and on Blackboard. APA style Essentials - [http://www.vanguard.edu/faculty/ddiegelman/index.aspx?doc_id=796](http://www.vanguard.edu/faculty/ddiegelman/index.aspx?doc_id=796)

2. The writer should maintain an organized and focused discussion of the assigned topic.

3. Documents must contain adequate information to addressed “all” issues noted in directions for the assignment.

4. Late papers receive additional point deductions. Each course requirement is given an assignment "due date.” Assignments must be turned in on or before the specified due date or the project grade will be lowered by 10% for each day the project is late (including weekends). Student assignment grades will be posted on the “Blackboard Gradebook.”
   (Keep a backup copy of all your assignments.)

Note: If an assignment does not follow the guidelines for submission, the instructor reserves the right to not accept the document for credit. It is the responsibility of the student to insure that the assignments are properly submitted. If the instructor approves the resubmission of a paper, the instructor will determine point deductions for resubmission.

Grading:
Course grades will be assigned based on the total number of points the student has obtained on course requirements. There is a total of 500 possible points in this course. The point values for each course requirement and the grading scale are posted below.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic Discussion Boards (3)</td>
<td>45</td>
</tr>
<tr>
<td>2. Exam 1</td>
<td>45</td>
</tr>
<tr>
<td>3. Lesson Plan Development</td>
<td>100</td>
</tr>
<tr>
<td>4. Lesson Plan Implementation</td>
<td>100</td>
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<tr>
<td>5. Lesson Plan Evaluation</td>
<td>60</td>
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<tr>
<td>6. Reflection Paper</td>
<td>100</td>
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<tr>
<td>7. Exam 2</td>
<td>50</td>
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</tbody>
</table>

Grading Scale
A = 460 - 500 points  
B = 414 - 459 points  
C = 374 - 413 points  
D = 324 - 373 points  
F = below 324 points

Important: Refer to the Course Calendar for specific assignment information and Due Dates.
# Course Calendar

<table>
<thead>
<tr>
<th>Class #</th>
<th>Class Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Jan. 12-14</td>
<td><strong>Course Introduction:</strong> Review the structure and organization of the textbook. The text features “advance organizers” and “post organizers”, review checkpoints, activities, and visual aids. <strong>CHECK DUE DATES AND TIMES FOR ALL ASSIGNMENTS.</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Jan. 17-21</td>
<td><strong>Read TEXT:</strong> Chapter 1: Students with Special Needs (pg. 1 – 19) Key topics include: student characteristics, cultural diversity, English-Language Learners, effective strategies, continuum of services, inclusion, National Education and Standards-Based Reform, and professional commitment. <strong>Due Friday 1/21 5:00pm</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Jan. 24-28</td>
<td><strong>Read TEXT:</strong> Chapter 3: Communication and Collaborative Consultation (pg. 56-93) Communication factors, Communication and collaboration with parents and families, collaborative consultation, collaboration with paraprofessionals, and collaboration with other partners</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Jan. 31-Feb 4</td>
<td><strong>Read TEXT:</strong> Chapter 4: Informal Assessment (pg. 94-131) Key topics include: Assessment components of IDEA, portfolio assessment, interviews, checklists, error analysis, criterion-referenced tests, precision teaching, curriculum-based measurement, and involving students in data collection. <strong>Due Friday 2/4 5:00pm</strong></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Feb. 7-11</td>
<td><strong>Read TEXT:</strong> Chapter 5: The Instructional Cycle (pg. 132-164) Ch.5 provides an instructional framework for determining how you should make decisions when planning instruction for students with special needs.</td>
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<tr>
<td><strong>6</strong></td>
<td>Feb. 14-18</td>
<td><strong>Read TEXT:</strong> Chapter 6: Instructional Materials (pg. 166-193) &quot;Attention to individual learner needs, interest and motivation levels of materials, opportunities for social interaction, and diversity increases the probability of success with commercial produced instructional materials.&quot; <strong>EXAM #1 (Chapters 1-5)</strong></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Feb. 21-25</td>
<td><strong>Read TEXT:</strong> Chapter 7: Strategy Instruction (pg. 194-233) Key topics include Cognitive Strategies, Metacognition, Cognitive Behavior Modification (CBM), Reciprocal Teaching (RT), Strategic Instruction Model (SIM), and Self-Regulated Strategy Development Model (SRSD).</td>
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<tr>
<td>Class #</td>
<td>Class Date</td>
<td>Assignment</td>
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<tr>
<td>8</td>
<td>Feb. 28-Mar. 4</td>
<td><strong>Read TEXT</strong>: Chapter 8: Content Instruction (pg. 234-259) &quot;The combination of increased testing, the necessity for students with disabilities to meet state standards, and the requirements of NCLB that special educators be highly qualified in content areas has caused an increase in collaboration across general and special education.&quot;</td>
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<td><strong>Section #1: Instructional Planning Project - Lesson Plan Development</strong></td>
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<td>For this assignment, you are to develop a lesson plan that you will be teaching a K-12 student who has been identified with adaptive learning needs. (Specific directions on pages 10 of the syllabus.)</td>
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<tr>
<td>9</td>
<td>Mar. 7-11</td>
<td><strong>Read TEXT</strong>: Chapter 9: Social Skills and Peer-Mediated Instruction (pg. 260-291) &quot;The need for all students to learn social skills is critical and peer-mediated strategies that focus on students helping others can make a positive impact on learning outcomes.&quot;</td>
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<td><strong>Read information discussing Peer Tutoring Strategy and Cognitive Cooperative Learning in Chapter 9 of the textbook. You will also need to conduct some research and find resources to help you successfully complete the following Strategies Discussion assignment.</strong></td>
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<td><strong>Discussion Board #3</strong></td>
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<tr>
<td>10</td>
<td>Mar. 14-18</td>
<td><strong>Due Friday 3/18 5:00pm</strong></td>
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<tr>
<td>11</td>
<td>Mar. 28-Apr. 1</td>
<td><strong>Section #2: Instructional Planning Project -- Lesson Plan Implementation</strong></td>
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<td>Candidates teach the lesson developed to the identified student for this project. Candidates implement the lesson with the student with adaptive learning needs. While the candidate will begin this lesson using the planned materials and instructional approaches, he or she will modify either or both during the lesson as needed to adapt to the student’s individual learning abilities as well as demands of the learning environment. (Specific directions on pages 11 of the syllabus.)</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 4-8</td>
<td><strong>Read TEXT</strong>: Chapter 10: Study Skills Instruction (pg. 292-330) Key topics include: Rationale for and components of Study Skills Instruction, acquisition, organization, memorization, and expression of information.</td>
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<tr>
<td>13</td>
<td>Apr. 11-15</td>
<td>Standard #4: The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.</td>
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<td><strong>Section #3: Instructional Planning Project -- Lesson Plan Evaluation</strong></td>
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<td>Candidates evaluate the lesson as they teach it. Through ongoing observation, candidates determine when modifications in instructional approaches or learning materials are needed. These modifications are made as the candidate teaches the lesson. In addition, candidates evaluate the effect of the lesson on the student’s performance as the last activity in the lesson. (Specific directions on pages 12 of the syllabus.)</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 18-22</td>
<td><strong>Read TEXT</strong>: Chapter 11: Technology for Teaching and Learning (pg. 332 – 365)The use of technology in the classroom has become extremely important in our society. Focus on how you currently use technology to enhance your instruction. Note specifically the definition of “assistive technology” as defined by IDEA. This will be a required area you must address in your practicum course. Be prepared to discuss and defend the use of technology in the next discussion board topic.</td>
</tr>
</tbody>
</table>
** The course schedule and procedures are subject to change in the event of extenuating circumstances.

**Discussion Boards**
A total of 15 points may be earned by a student’s participation in each “Discussion” assignment. Students are expected to post responses on the discussion board a minimum of 3 days during the assigned week. To receive the full 15 points, a student must participate in the following activities listed below. The expectation is that students will be discussing the topic throughout the week.

To begin, click on the Discussion Board tab on Blackboard. Then click on the DB # link.
To receive full credit for this assignment you must complete the following three components.

1. **“Reply” to the Post Question.** (Individual student response on Monday or Tuesday.)
2. Take part in the **Group Discussion** with others in the class by replying to their posted comments.
3. Post in the discussion to other classmates a minimum of 3 different days during the assigned week.

**IMPORTANT:** The dates for posting are listed in your Course Calendar. Points earned for the activity will be based on the content of response to the assigned question, as well as active and professional participation in the discussion with peers on three days. Short one line responses to peers do not receive full credit. **Points may be earned only on responses posted during the assigned discussion week.** Note: All written and oral communications between students and instructor are expected to be conducted in a professional manner.

### Discussion Board: Grading Rubric

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points Earned/ Points possible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Organization</strong> (15 points)</td>
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<td></td>
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<tr>
<td><strong>Initial Response:</strong></td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td>Student posts a discussion response that provides a personal thoughtful and complete answer to the assigned question. Initial response is posted on either Monday or Tuesday of the Assignment week.</td>
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<tr>
<td><strong>Discuss with other students:</strong></td>
<td>/9</td>
<td></td>
</tr>
<tr>
<td>Student participates in the Group Discussion with others in the class by replying to their posted comments. Student participates in the group discussion with peers a minimum of 3 different days during the assigned week. Short one line or sentence responses will not receive points.</td>
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<tr>
<td>All written and oral communications between students and instructor are expected to be conducted in a professional manner.</td>
<td>/1</td>
<td></td>
</tr>
<tr>
<td><strong>Total =15 Points</strong></td>
<td>Points Earned /15</td>
<td>Comments</td>
</tr>
</tbody>
</table>
Discussion Board #1: RTI/MTSS
Read the information on MTSS/RTI found in the "Syllabus" tab folder on Blackboard. Individual "initial post": “Reply” (your individual response) to the Post Question on Monday or Tuesday.

Discussion with other classmates: Discuss the question and information with others a minimum of 3 different days during the assigned week. What is Response to Intervention (RTI)/or Multi-Tier System of Supports (MTSS) and what effect will it have on the identification of children with special needs? In Kansas "RTI" is the basis for the "MTSS" program. Refer to information on RTI in your textbook and the MTSS website information that is found in your "Syllabus" file tab on Blackboard for more information.

Discussion Board #2: Cognitive Strategies & Direct Instruction Strategy
For this assignment you will need to read information in Chapter 7 and Chapter 8 of the textbook, and research the internet and other resources to find additional supporting information.

Individual "initial post": “Reply” to the Post Question on Monday or Tuesday. To receive full credit, your answer must be written in your own words and not copied from the textbook. 1. (Choose One of the following strategies.) In your own words, write "comprehensive description" of Cognitive Strategy Instruction or Direct Instruction Strategy. 2. Report information you found through research and/or field studies to support the use of the strategy for all students. (The initial post must be a minimum of 200 words in length. Word count will be check and impact the grade for this section.)

Discussion with other classmates: What would be the rationale for using your the two strategies for learners who have disabilities? How have you used (or how would you use) this strategy in your classes? Discuss your answers to these two questions and share examples. (These answers will vary in length. However, one line answers would not contain enough information and will not be given credit for this section of the assignment.)

Discussion Board #3: Peer Tutoring Strategy & Cooperative Learning Strategy
For this assignment you will need to read information in Chapter 9 of the textbook and research the internet and other resources to find additional supporting information.

Individual "initial post": To receive full credit, your answer must be written in your own words and not copied from the textbook. 1. (Choose one of the following two strategies.) In your own words, write "comprehensive description" of Peer Tutoring Strategy or Cooperative Learning Strategy. 2. Report information you found through research and/or field studies to support the use of the strategy for all students. (The initial post must be a minimum of 200 words in length. Word count will be check and impact the grade for this section.)

Discussion with other classmates: What would be the rationale for using these strategies for learners who have disabilities? How have you used (or how would you use) this strategy in your classes? Discuss your answers to these two questions and share examples. (These answers will vary in length. However, one line answers would not contain enough information and will not be given credit for this section of the assignment.)
Instructional Planning Project  
(KSDE Standard 4)  

The Program Assessment Rubric is on Pages 14-15

THE LESSON PLAN IS TO BE DEVELOPED BY YOU. IT IS TO GO BEYOND A SIMPLE OUTLINE. THE INFORMATION IN EACH AREA MUST BE CLEARLY DESCRIBED AND PROVIDE THOROUGH DIRECTIONS FOR THE READER. A SIMPLE OUTLINE WILL NOT BE ACCEPTED.

The candidate will demonstrate knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student with adaptive learning needs, community, and curriculum goals by completing an Instructional Planning Project. In order to provide a thorough knowledge and understanding of topics, you will need to use resources in addition to the information provided in your textbook.

Because this project is so comprehensive, it is divided into four assignments in this course. Each assignment will be referred to by "Section" and "Title" to correspond with the assessment rubric.

Candidates select a student with identified adaptive learning needs. Using the lesson plan format provided by the course instructor, candidates create a lesson plan for this student. The lesson subject matter and curriculum goals must be tied to state curriculum standards and benchmarks as well as the student’s IEP. The lesson plan must identify several “research-supported” instructional approaches (e.g., direct instruction involving modeling, guided practice, and independent practice) and modifications to match the student’s unique learning abilities. The lesson plan must also include detail regarding how, if needed, lesson materials can be modified to meet the students learning abilities during the lesson. In addition, the lesson plan must include methods to motivate student learning. These should be based on learning theory, subject matter, curriculum, stages of student development, and individual learning styles. The lesson must make effective use of instructional time.

Directions: You will be provided a format for each section of the project. For full credit on this project, each Section (Section #1 through Section #4) must include clear and thorough information addressing the topics areas listed in the "target" column of the Assessment Rubric.

**Section#1 Lesson Plan Development.** *(Total of 100 points for this assignment)*

For this assignment, you are to develop a lesson plan that you will be teaching a K-12 student who has been identified with adaptive learning needs. (Include at least four ways you will motivate your students to learn. Give specific examples of activities you would use.) There are 2 Parts to this paper.

**Part 1:** *Use the following lesson plan format to develop Section 1 of your lesson.*

- Introduction of learning material
- Instructional time
- Motivation
- Subject matter

The lesson plan description above for Section #1 is valued at 28 points.

**Part 2:** At the end of your Lesson Plan write a response to each of the 18 indicators below. In your response, talk about how you have considered the elements when designing the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the 18 areas below is valued at 4 points. Number each response and then explain how you considered each of the areas when developing your lesson plan.
When planning instruction, the candidate shows a thorough knowledge of or skill to:

1. learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students
2. state curriculum standards and benchmarks and incorporates them into instruction
3. techniques for modifying instructional methods and materials to adapt to the demands of various learning environments
4. a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability
5. the impact of language development and listening abilities on academic progress and social development of students
6. the impact of social skills on the lives of students
7. the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development
8. cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
9. prepare appropriate lesson plans and uses instructional time effectively
10. interpret and use assessment and evaluation information for instructional planning
11. plan for and use learning opportunities that recognize and address variation in students' learning and performance modes
12. plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences
13. select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options
14. conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction
15. select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations
16. integrate affective, social and career or vocational skills with academic curricula
17. integrate student-initiated learning interests into the on-going instruction.
18. **Note:** Resources and quoted material must be appropriately cited within the text of the document and on a reference page. Refer to APA manual for guidelines.

**Section #2. Lesson Plan Implementation. (Total of 100 points for this assignment)**

TEACH the lesson you have developed to the identified student for this project. Candidates implement the lesson with the student with adaptive learning needs. While the candidate will begin this lesson using the planned materials and instructional approaches, he or she will modify either or both during the lesson as needed to adapt to the student’s individual learning abilities as well as demands of the learning environment.

**Part 1: Use the following format for discussing the implementation of Section 2 of your lesson.**

- **Opening**
- **Body**
- **Guided practice**
- **Closing**
- **Feedback**
  - **Independent practice. (Give specific examples of activities used for independent practice.)**

The Lesson Plan Implementation for Section #2 is valued at 19 points.
Part 2: At the end of your discussion on the implementation of the Lesson Plan, write a response to each of the 9 indicators below. In your response, talk about how you have considered the elements when implementing the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the 9 areas below is valued at 9 points. Number each response and then explain how you considered each area when teaching your lesson plan.

When implementing lesson plans, the candidate shows a high ability to:

1. prepare appropriate lesson plans and uses instructional time effectively
2. plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences
3. select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options
4. select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations
5. integrate affective, social and career or vocational skills with academic curricula
6. use various verbal and nonverbal strategies to assist students' communication needs
7. use techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments
8. model and incorporate problem-solving strategies and critical thinking skills into curriculum and learning experiences
9. establish and maintain rapport with learners.

Section #3. Lesson Plan Evaluation (Total of 60 points for this assignment)

Candidates evaluate the lesson as they teach it. Through ongoing observation, candidates determine when modifications in instructional approaches or learning materials are needed. These modifications are made as the candidate teaches the lesson. In addition, candidates evaluate the effect of the lesson on the student’s performance as the last activity in the lesson.

Part 1: Use the following format for discussing the evaluation of Section 3 of your lesson.

- Specify the criteria
- Varied ways to evaluate
- Teach students to self-evaluate
- Complete a self-evaluation

The Lesson Plan Evaluation for Section #3 is valued at 40 points.

Part 2: At the end of the discussion of the evaluation plan, write a response to each of the 2 indicators below. In your response, talk about how you have considered the elements when conducting evaluation of the lesson plan for your student. Number each response to be sure that you receive credit for your answers.

Each response for the two areas below is valued at 10 points. Number each response and then explain how you considered each area when evaluating your instruction.

When evaluating his or her teaching, the candidate shows a high ability to:

1. conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction
2. select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations.
Section #4. Reflection Paper (Total of 100 points for this assignment)

Candidates evaluate their teaching performance after they have taught the lesson. Candidates describe how the lesson was tied to state curriculum standards and benchmarks as well as the student’s IEP. They identify what went well, what did not go as well as they would have liked, what they learned about how this student learns, and what they will do differently when they teach this student again. Candidates identify instructional approaches and curriculum materials that were effective for this student on this lesson. In addition, candidates identify at least three sources of specialized or alternative educational materials for this student. Finally, candidates discuss the: (a) student, family, and community influences to be considered when developing effective instruction; (b) impact of students’ academic and social abilities, attitudes, interests, and values on academic and career development; and (c) cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction of students with adaptive learning needs. Candidates also share how assessment data influenced their teaching.

Write a Reflection paper that shows you have a thorough understanding of the following indicators. This should be developed as a personal reflection of how well you have met the criteria. Incorporate the indicators below. Reflect on the following areas: Lesson Plan Development, Lesson Plan Implementation, Lesson Plan Evaluation and Self-Reflection. Each response for the 10 areas below is valued at 10 points. Number each response and then explain how you considered each area when planning and teaching your lesson plan.

Each of the ten indicators should be followed by your personal evaluation of what was successful and how you might improve your instruction in the future. What have you learned?
Reminder: This is supposed to be a reflection paper. One line comments such as... I did ok here. or This section doesn't need improvement. ...will not be acceptable. Each area is valued at 10 points.

(100 pts.)

When reflecting upon his or her teaching, the candidate shows a thorough understanding of or the ability to incorporate:

1. learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students
2. state curriculum standards and benchmarks and incorporates them into instruction
3. techniques for modifying instructional methods and materials to adapt to the demands of various learning environments
4. a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability
5. the impact of language development and listening abilities on academic progress and social development of students
6. the impact of social skills on the lives of students
7. the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development
8. cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
9. conduct self-evaluation to encourage continued effective instruction and professional growth.

Note: Resources and quoted material must be appropriately cited within the text of the document and on a reference page. Refer to APA manual for guidelines.
### Assessment Rubric Instructional Planning Project

**KSDE Standard 4:** The candidate will demonstrate knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student with adaptive learning needs, community, and curriculum goals by completing an Instructional Planning Project.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.-Lesson Plan Development</td>
<td>When planning instruction, the candidate does not show knowledge of or skill to: - learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students - state curriculum standards and benchmarks and incorporates them into instruction - techniques for modifying instructional methods and materials to adapt to the demands of various learning environments - a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability - the impact of language development and listening abilities on academic progress and social development of students - the impact of social skills on the lives of students - the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development - cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction - prepare appropriate lesson plans and uses instructional time effectively - interpret and use assessment and evaluation information for instructional planning - plan for and use learning opportunities that recognize and address variation in students' learning and performance modes - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal task analysis methods</td>
<td>When planning instruction, the candidate shows acceptable knowledge of or skill to: - learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students - state curriculum standards and benchmarks and incorporates them into instruction - techniques for modifying instructional methods and materials to adapt to the demands of various learning environments - a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability - the impact of language development and listening abilities on academic progress and social development of students - the impact of social skills on the lives of students - the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development - cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction - prepare appropriate lesson plans and uses instructional time effectively - interpret and use assessment and evaluation information for instructional planning - plan for and use learning opportunities that recognize and address variation in students' learning and performance modes - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal task analysis methods</td>
<td>When planning instruction, the candidate shows a thorough knowledge of or skill to: - learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students - state curriculum standards and benchmarks and incorporates them into instruction - techniques for modifying instructional methods and materials to adapt to the demands of various learning environments - a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability - the impact of language development and listening abilities on academic progress and social development of students - the impact of social skills on the lives of students - the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development - cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction - prepare appropriate lesson plans and uses instructional time effectively - interpret and use assessment and evaluation information for instructional planning - plan for and use learning opportunities that recognize and address variation in students' learning and performance modes - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal task analysis methods</td>
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<td>KSDE Standard</td>
<td>4: K1-8, P1-3, 5-8, 10-14</td>
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<td><strong>Lesson Plan Implementation</strong></td>
<td>When implementing lesson plans, the candidate does not show the ability to: - prepare appropriate lesson plans and uses instructional time effectively - plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences - select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations - integrate affective, social and career or vocational skills with academic curricula - use various verbal and nonverbal strategies to assist students' communication needs - use techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments - model and incorporate problem-solving strategies and critical thinking skills into curriculum and learning experiences - establish and maintain rapport with learners. (0 to 79.4 points)</td>
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<td>When implementing lesson plans, the candidate shows an acceptable ability to: - prepare appropriate lesson plans and uses instructional time effectively - plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences - select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations - integrate affective, social and career or vocational skills with academic curricula - use various verbal and nonverbal strategies to assist students' communication needs - use techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments - model and incorporate problem-solving strategies and critical thinking skills into curriculum and learning experiences - establish and maintain rapport with learners. (74.5-85.4 points)</td>
<td>When implementing lesson plans, the candidate shows a high ability to: - prepare appropriate lesson plans and uses instructional time effectively - plan for and use instructional programs, practices, resources and strategies that compliment students' cognitive, affective, cultural, linguistic, and gender differences - select and use appropriate technologies to accomplish instructional objectives and appropriately integrates them into instructional options - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations - integrate affective, social and career or vocational skills with academic curricula - use various verbal and nonverbal strategies to assist students' communication needs - use techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments - model and incorporate problem-solving strategies and critical thinking skills into curriculum and learning experiences - establish and maintain rapport with learners. (85.5-90 points)</td>
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<td><strong>Lesson Plan Evaluation</strong></td>
<td>When evaluating his or her teaching, the candidate does not show the ability to: - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations. (0 to 47.4 points)</td>
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<td>When evaluating his or her teaching, the candidate shows an acceptable ability to: - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations. (48-56.4 points)</td>
<td>When evaluating his or her teaching, the candidate shows a high ability to: - conduct and use task analysis, discrepancy analysis, ecological inventories, and informal assessment to plan instruction - select, adapt, use and evaluate instructional strategies and materials based on learner characteristics and makes responsive adjustments to instruction based on continuous observations. (56.5-60 points)</td>
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<td>KSDE Standard 4: K1-8, P15</td>
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| 3.-Reflection Paper | 80%
When reflecting upon his or her teaching, the candidate does not show an understanding of or the ability to:
- learning theory, subject matter, curriculum, stages of student development, and differing learning styles of individual students
- state curriculum standards and benchmarks and incorporates them into instruction
- techniques for modifying instructional methods and materials to adapt to the demands of various learning environments
- a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials, including those for students who differ in degree and type of disability
- the impact of language development and listening abilities on academic progress and social development of students
- the impact of social skills on the lives of students
- the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development
- cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction
- conduct self-evaluation to encourage continued effective instruction and professional growth.
| 5.-Profession quality & documentation | 80%
When writing a professional document, the candidate does not demonstrate ability to use correct grammar and APA formatting.
- Sentences are complete, well structured and clear.
- Paragraph transitions are logical and maintain the flow throughout the paper.
- All sources are appropriately cited both within the document text and on a reference page.
| Unacceptable 0-79%
Acceptable 80-94%
Target 95-100%
Total: ____/360
Percentage: ____%