

## Component I: Classroom Teaching

### Task A-1: Teaching and Learning Context

Teacher/Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Content Areas:</b>	<b>Grade Level(s):</b>	<b>Daily average number of students taught:</b>
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**School Instructional Goals**

Working with your cooperating teacher or administration in your school, analyze major school instructional goals and briefly describe your anticipated contribution.

(Possible sources of data could include faculty meeting notes, Comprehensive School Improvement Plan, School- Based Decision Making Council minutes, continuous assessment data, Program Reviews, and other sources of data.)

**Resources/Assistance**

Develop (conduct) an inventory of the available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

**Supplemental MSD recommendations** – Other examples may include communication boards, IntelliKeys, switches, and other forms of assistive technology (AT). Also consider adaptive equipment such as prone standers, adaptive utensils and writing instruments, etc. Also denote specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs) and Physical Therapists (PTs), Vision and Hearing Specialists, Job Coaches or other related service providers

Describe how you will utilize the resources to implement the school and instructional goals.

**Critical Student Characteristics or Attributes**

- a. Using appropriate student achievement and demographic data identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)

**Supplemental MSD recommendations** – Indicate the number of students with Individualized Education Programs (IEPs), also note the disability category, and the type of functional communication system used by each student. Consider noting unique aspects impacting the class, such as a high number of students with medical needs, additional providers (paraprofessionals, tutors, etc.), and equipment that impacts instruction specific to students with disabilities. The intent is to proactively consider less obvious yet important dynamics that may impact instruction.

- b. Based on the diversities you've described above develop a profile for three specific students in your class(es)

**One student struggling to meet lesson objectives or targets:**

**One student meeting lesson objectives or targets:**

**One student exceeding lesson objectives or targets:**

**Supplemental MSD recommendations** – Recognize that language and cultural diversity also has an impact on students with disabilities as well as their mode of communication.

Your university supervisor/co-teacher will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

## Component I (continued): Classroom Teaching

### Task A-2: Lesson Plan

Teacher/Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

# of Students: \_\_\_\_\_ Age/Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

Unit Title: \_\_\_\_\_ Lesson Title: \_\_\_\_\_

#### **Lesson Alignment to Unit**

Respond to the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.
- b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

**Supplemental MSD recommendations** – Identify the grade level standard used for the lesson. Differentiate between the use of the grade level standards and the alternate achievement standards as the assessment target. Clearly articulate how the standard relates to the program of study.

- c) Describe students' prior knowledge or the focus of the previous learning.

**Supplemental MSD recommendations** – Include how background information might be captured: the use of assistive technology (AT), prompting or cueing, pictures, etc. Describe how learning from previous lessons will be demonstrated by students (pictures, review, pre-instructional practice, etc.).

- d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.
- e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs impacting instructional planning in this lesson of the unit.

**Supplemental MSD recommendations** – Consider noting how the demonstration of the objective might be modified, although the content area is the same (e.g., Multiplication for most students but addition for some) and intent of the instruction are the same. Also consider noting how the response mode might be modified (e.g., pencil paper for most students, calculator for some). Below indicate the number of students with MSD being taught the same or different content and using the same or different response mode as other students in the class.

1. Number of students with same content, same response mode \_\_\_\_\_
2. Number of students with same content, different response mode \_\_\_\_\_
3. Number of students with different content, same response mode \_\_\_\_\_
4. Number of students with different content, different response mode \_\_\_\_\_

**Pre-Assessment: Analysis of pre-assessment data used in developing lesson objectives/learning targets:**

**Supplemental MSD recommendations** – All students should be assessed formatively and summatively – it is the manner in which the assessment data are captured that must be noted (e.g., oral reports, selecting from three choices, matching pictures, ordering manipulatives, etc). However the student is assessed, it should be clearly indicated in the assessment plan.

<b>Lesson Objectives/ Learning Targets</b>	<b>Assessment</b>	<b>Instructional Strategy/Activity</b>
<b>Objective/target:</b>	<b>Assessment description:</b>  <b>Assessment Accommodations:</b>	<b>Strategy/Activity:</b>  <b>Activity Adaptations:</b>  <b>Media/technologies/resources:</b>
<b>Objective/target:</b>	<b>Assessment description:</b>  <b>Assessment Accommodations:</b>	<b>Strategy/Activity:</b>  <b>Activity Adaptations:</b>  <b>Media/technologies/resources:</b>
<b>Objective/target:</b>	<b>Assessment description:</b>  <b>Assessment Accommodations:</b>	<b>Strategy/Activity:</b>  <b>Activity Adaptations:</b>  <b>Media/technologies/resources:</b>
<b>Supplemental MSD recommendations</b> – Be certain to include the same <b>AT and augmentative and alternate communications (AAC) devices</b> for assessment that was used for instruction. Supports may include physical supports, devices, pictures, low tech as well as high tech support.		

Instructional Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan.

**Supplemental MSD recommendations – Include systematic instruction procedures (e.g., prompting procedures, error correction procedures).** Also, include in the procedures the involvement of paraprofessionals or related service providers in instruction and/or assessment.

Introduce/ Engage:

Activities/ Explore:

Elaborate:

Closure/Generalization:

## **Component 1 (continued): Classroom Teaching**

### **Task B: Demonstrate Teaching Skills During Classroom Observation**

Task overview: Implement lessons you have planned, making a purposeful effort to demonstrate the indicators for Standards 1, 3, 4, 5, and 6.

**Your university supervisor/cooperating teacher will evaluate your performance during their observations using:**

- **Standard 1 – Demonstrates Applied Content Knowledge**
- **Standard 3 – Creates & Maintains Learning Climate**
- **Standard 4 – Implements & Manages Instruction**
- **Standard 5 – Assessment and Communication of Learning Results**
- **Standard 6 – Demonstrates Implementation of Technology**

**Supplemental MSD recommendations** – Committee members may observe the following activities which would support the standards:

- Use of AT or AAC devices.
- Use of low tech or high tech devices (such as pencil grips, book easels, magnetic placeholders or computer assisted learning devices).
- Responsible use and maintenance of the AT/AAC devices.
- Use of evidence based practices that demonstrate an appreciation for differing learning styles.
- Use of data to plan and implement instruction.
- Use of data to plan and implement behavioral interventions.
- Inclusion of students with MSD for social participation.
- Use of people first language (e.g., student with a disability, NOT disabled student).
- Demonstrated responsibility for the confidentiality of all information related to students.
- Collection of generalization and maintenance data.
- Updating of student records. Unless a teacher/student observable interaction not appropriate for Task B.
- Physical positioning of students.
- Demonstrated understanding of the implications of health issues for students with MSD.
- Demonstrated adherence to the laws and ethical principles that guide special education practice.

## **Component 1 (continued): Classroom Teaching**

### **Task C: Lesson Analysis and Reflection**

Task overview: For each observed lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning.

**Your committee members will review and evaluate your performance on this task using:**

- **Standard 5 – Assessing and Communicates Learning Results**
- **Standard 7 – Reflects on and Evaluates Teaching and Learning**

**Supplemental MSD recommendations** – When demonstrating Standard 5 & 7, committee members should observe teachers:

- Adjust instruction based on data.
- Use progress monitoring to adjust and change instruction.
- Collect data from all service providers (including general education teachers).
- Participate in the evaluation and eligibility determination process for students with MSD.
- Develop probes that measure assessment targets for the alternate assessment.
- Use data from previous statewide assessment results (alternate assessment) to guide instruction.
- Provide students with opportunities to practice self-advocacy.
- Provide students with opportunities to practice self-assessment.

## Component I (continued): Classroom Teaching

### Task C: Lesson Analysis and Reflection

**Teacher/Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

**1.** Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination.

**Supplemental MSD recommendations –The MSD teacher should**

- Include how the student was assessed.
- Reflect on whether the formative data measure the skill being taught.
- Evaluate whether students are able to generalize the information across settings or across providers
- Collaborate with general education and related service personnel on progress toward standards.
- Supervise paraprofessionals in the instruction and evaluation of lessons.
- Supervise others providing support (e.g., peer tutors, volunteers, parents, etc.).

**2.** For each lesson objective/learning target, sort the student performance into three categories

**Supplemental MSD recommendations** – Students identified as MSD should be compared individually to their own performance. Teachers should collect and report pre test and post test data based on goals established in the IEP. MSD teachers identify the # of MSD students who are meeting the individual goals/objectives established in their IEPs.

- a) Below criteria \_\_\_\_\_ # of students
- b) Meeting criteria \_\_\_\_\_ # of students
- c) Exceeding criteria \_\_\_\_\_ # of students

**3.** For each category, describe the students' strengths **and** learning needs.

**Supplemental MSD recommendations** – The MSD teacher should capture a picture of the whole student:

- Identify ways in which students can be successful.
  - Collect information from a variety of service providers.
  - Include activities supported by paraprofessionals and peers in the overall summary of student progress.
- a) Below criteria:
  - b) Meeting criteria:
  - c) Exceeding criteria:

**4. Reflect on the following:**

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe patterns in student performance. How will these patterns be used in planning and instruction?

**Supplemental MSD recommendations** – The MSD teacher should reflect on the following questions:

- a) Do I know and understand the students' disabilities?
- b) Do I know and understand the eligibility criteria for students' involvement in special education?
- c) Do the data I have collected indicate a trend in student learning?
- d) Do the strategies I am using result in an improved student outcomes?
- e) What evidence-based practices should I try with these students?
- f) Have I talked with the parents/caregivers or other service providers about effective interventions?
- g) Do the students perform differently with different instructors? What would explain that difference?

**5. For each category of students, how will you differentiate instruction?**

**Supplemental MSD recommendations** – Each student identified as MSD has an IEP that determines needs. Students with MSD are not grouped into categories but are measured through charting individual student progress. MSD teachers should address how instructional strategies for MSD students who are below, meeting, or exceeding criteria based on their IEPs are being utilized to make gains for these students.

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

**6. Describe how you communicate continuous progress with students and parents (other than school grade reporting).**

**Supplemental MSD recommendations** – Reporting learning progress to parents must occur at least as often as with peers without disabilities. It is expected that the relationship between parents and teachers is developed as a result of frequent conversation about student learning. It is expected that the current IEP is less than 12 months old.