

ELSE 6043 ~ Strategies for Teaching Exceptional Learners in the Content Areas

Lesson Plans for Social Studies, Science, and Math Assignment

Teaching students with exceptionalities requires a different approach than teaching neuro-typical children. It's important for you (graduate candidate) to adequately explain the expectations of your students for the skill being taught. Please seek guidance from your Mentor prior to writing plans. She/he will serve as "the expert" and hands-on professional in guiding you through this process.

Effective content specific plans take in consideration students' strengths, interests, and developmental levels.

Each of the 3 lesson plans (1 each in Science, Social Studies, and Math) will include the following components:

- State Learning Standards and Benchmarks
- Measurable Lesson Objectives: (general education students & individuals with exceptionalities who are included in the class)
- An array of instructional strategies and learning tasks for learners described with sufficient detail (please use bullet points rather than narratives)
- Adaptations made in procedures for individuals with exceptionalities
- Evidence of planned supports for the focus learner's use of skills to participate in learning tasks and/or to demonstrate learning in each lesson.
- Integration of technology into at least 2 lesson plans.
- Framework for Instruction
- Materials (described and attached) with evidence of adaptations/appropriateness for focus learner (NOTE: Everything the teacher shows, models, and provides to the learners must be included as an attachment along with any answer keys, suggested student responses, PowerPoints, text readings, website links, etc.)
- Lesson plan procedures for general education students and individuals with exceptionalities
- Detailed assessment of learning goal AND lesson objectives (described and attached) with evidence of adaptations/appropriateness for learners

Please consider your school's curriculum framework and the subject areas you teach when creating content specific plans (1 each: Science, Social Studies, and Math) for Week 2 submission. Use the template that is provided. This assignment will be submitted in both Blackboard and LiveText for grading.

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

The Candidate:

Criteria	Exemplary	Acceptable	Unacceptable
<p>1.</p> <p>Language, Culture, Family Background</p> <p>CEC Standard 1.1</p>	<p>Uses language, culture and family background to develop individualized instruction to meet the diverse needs of individuals with exceptionalities. [As evidenced by: previous reports, family interviews, classroom teacher interviews/checklists, actively researches exceptionalities of all students.]</p>	<p>Uses family background to develop individualized instruction to meet the diverse needs of individuals with exceptionalities. [As evidenced by: previous reports, family interviews, classroom teacher interviews/checklists.]</p>	<p>Fails to consider family background to develop individualized instruction to meet diverse needs of individuals with exceptionalities.</p>

Criteria	Exemplary	Acceptable	Unacceptable
<p>2.</p> <p>Knowledge of developmental and individual differences</p> <p>CEC Standard 1.2</p>	<p>Use knowledge of developmental and individual differences to design strategies, modify materials, tools, and/or technology that are appropriate for individual student needs and reflect legal requirements; includes an appropriate balance of support/challenge to move all students forward.</p>	<p>Use knowledge of developmental and individual differences to design strategies, modify materials, tools, and/or technology that are appropriate for individual student needs and reflect legal requirements.</p>	<p>Fails to use knowledge of developmental or individual differences for instruction.</p>

Standard 3: Curricular Content Knowledge			
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. <u>The Candidate:</u>			
Criteria	Exemplary	Acceptable	Unacceptable
Teaching across curricular content areas CEC Standard 3.2	Candidate accurately applies theories and central concepts in content specific lesson plans by designing instruction specific to the needs of exceptional learners; candidate makes relevant and functional links between curricula concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains and academic areas.	Candidate attempts to apply theories and central concepts in content specific lesson plans by designing instruction specific to the needs of exceptional learners; candidate makes links between curricula concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains and academic areas.	Candidate fails to apply theories and central concepts in content specific lesson plans by designing instruction specific to the needs of exceptional learners; and/or candidate fails to link curricula concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains and academic areas.

Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

The Candidate:

Criteria	Exemplary	Acceptable	Unacceptable
<p>Selects, adapts, and use Evidence-based Instructional Strategies</p> <p>CEC Standard 5.0</p>	<p>Candidate demonstrates clear insight and organization in developing concepts and learning activities and instructional strategies; develops goals, lessons, and activities that follow a natural sequence and developmental progression; uses materials that are academically, developmentally, and functionally appropriate and can be used by professionals and families; materials are varied to accommodate learners' needs.</p>	<p>Candidate demonstrates insight and organization in developing concepts and learning activities and instructional strategies; develops goals, lessons, and activities that follow a natural sequence and developmental progression; however, materials may not consistently be academically, developmentally, and functionally appropriate; and/or at times materials may lack variation.</p>	<p>Candidate demonstrates limited insight/organization in developing concepts and learning activities and instructional strategies; and/or fails to develop goals, lessons, and activities that consistently lack a natural sequence and developmental progression; and/or uses materials that are not academically, developmentally and functionally appropriate.</p>
<p>Knowledge of Instructional Planning</p> <p>CEC Standard 5.1</p>	<p>Candidate develops and aligns developmentally appropriate lesson goals that are supported by differentiated objectives that contain required components, are observable, and relevant to the learner's strengths/needs, cultural-linguistics factors and interests. Candidate includes specific adaptations that have the</p>	<p>Candidate develops and aligns developmentally appropriate lesson goals that are supported by differentiated objectives that contain required components, are observable, and relevant to the learner's strengths/needs, cultural-linguistics factors and interests. Candidate includes non-specific adaptations</p>	<p>Candidate develops and aligns content goals that may not be developmentally appropriate or goals that are not supported by differentiated objectives. Required objective components may be missing or confusing, lack observability, and</p>

	potential to positively influence the learner’s access and performance of the lesson’s goals and objectives.	that have the potential to positively influence the learner’s access of lesson’s goals and objectives.	lack relevance to the individual strengths and needs, interests, and cultural-linguistic factors. And/or candidate includes non-specific adaptations that do not have the potential to positively influence the learner’s access of the goals and objectives.
Demonstrate knowledge of Designing Developmentally Appropriate Lesson Plans CEC Standard 5.1	Candidate develops developmentally appropriate and differentiated creative lesson plans that closely align with assessment results; plans include a list of relevant materials, a specific introduction, and a logical explanation of how to conduct the lesson using a continuum of evidence-based instructional strategies that respect the diversity of the learner; uses a variety of assessment procedures to evaluate learner performance.	Candidate develops developmentally appropriate individualized lesson plans that align with assessment results; plan includes a list of relevant materials, an introduction, and a vague explanation of how to conduct the lesson; provides a continuum of evidence-based instructional strategies; and, includes procedures for evaluating learner performance.	Candidate develops lesson plans that do not align to objectives based on the needs of the learner; and/or plan lacks developmental appropriateness; and/or fails to provide a list of relevant materials; introduction may be included, but fails to provide adequate explanation of how to conduct the lesson.
Integrating Technology CEC Standard 5.2	Candidate integrates technology into lesson in multiple ways in order to meet differentiated instructional objectives that maximizes learning.	Candidate integrates technology into lesson in order to meet differentiated instructional objectives that maximizes learning.	Candidate fails to integrate technology into lesson in order to meet differentiated instructional

			objectives that maximizes learning.
Technology as Instructional Assessment CEC Standard 5.2	Candidate utilizes technology to support instructional assessment, planning, and delivery by implementing monitored opportunities for differentiated practice of skills through the use of relevant materials and age-appropriate activities inclusive of technology that are in alignment with the lesson objective; activities provide for learner differences in linguistic and communication skills.	Candidate utilizes technology to support instructional assessment, planning, and delivery by implementing monitored opportunities for practice of skills through the use of materials and activities inclusive of technology.	Candidate fails to utilize technology to support instructional assessment, planning, and delivery by implementing monitored opportunities for practice of skills through the use of materials and activities inclusive of technology.
Teach to Mastery and Promote Generalization CEC Standard 5.6	Consistently teaches to mastery and promotes generalization of learning; systematically plans and documents the acquisition, fluency, maintenance and generalization of skills across learning environments; uses responses and errors to guide instructional decision and provides detailed feedback to learners.	Teaches to mastery, but does not consistently promote generalization of learning; may show some plans for maintenance and generalization of skills across learning environments; uses responses and errors to guide instructional decision.	Does not teach to mastery or promote generalization of learning; and/or rarely uses responses and errors to guide instructional decision.

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Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge on the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

The Candidate:

Criteria	Exemplary	Acceptable	Unacceptable
<p>Demonstrates knowledge of Writing Competence and Professional Practices</p> <p>CEC</p> <p>Standard 6.0</p>	<p>Candidate writes detailed lesson plan sections that are systematically aligned with the lesson objective; formulates a plan that can be easily implemented by others; writes a plan that is appropriately sequenced, contains mandated components, and contains required attachments; candidate uses formal professional language; writes clearly and precisely.</p>	<p>Candidate writes lesson plan sections that are aligned with the lesson objective; formulates a plan that can be implemented by others; writes a plan that is appropriately sequenced, contains mandated components, and contains attachments; candidate uses formal professional language; writes clearly and precisely.</p>	<p>Candidate either fails to write lesson plan sections that are aligned with the lesson objective; and/or fails to formulate a plan that can be implemented by others; and/or fails to write a plan that is appropriately sequenced.</p>