

ED 301 Needs of Diverse Learners Spring 2013 Eastern Mennonite University

ED 301

Spring 2013, 1:40-2:30 (NOTE: some roleplays will occur 12:40-1:30)

Office Hours: Scheduled by Appt

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COURSE DESCRIPTION:

This course will address the teaching of students with diverse and special needs. Inclusive settings and integrated services approach are discussed along with common exceptionalities. Concepts of ethnic and religious diversity will also be explored.

TEACHER EDUCATION OUTCOMES

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

COURSE OBJECTIVES:

Annotations following each objective are the EMU Teacher Education Program goals. Legend: S denotes Scholarship; I-Inquiry; PK-Professional Knowledge; C-Communication; CA-Caring relationships; L-Leadership;

It is the goal that upon completion of this course the learner will be able to:

1. Explain the basic terms and concepts that describe special education and other areas of exceptionality. (PK)
2. Describe the categories of disabilities addressed in federal law and other special needs students may have. (PK)

3. Describe the types of services that students with disabilities and other exceptionalities may receive and the settings in which they may receive them. (PK)
4. Distinguish how schools can provide effective culturally responsive curriculum for students. (PK, CA, L)
5. Differentiate instructional strategies and create adaptations, accommodations, and modifications, describing these as they might apply to students with mild disabilities, and those who are culturally and linguistically diverse. (I, PK, CA, C)
6. Develop a differentiated lesson plan developed for general education students to meet the requirements of the Virginia Standards of Learning while meeting the educational needs of diverse learners (PK, CA, C).
7. Determine the educational needs of English language learners and design strategies to assist their learning. (PK)
8. Determine what understandings, skills, and dispositions are required to effectively teach in a diverse society. (I, CA)

REQUIRED TEXTS:

Vaughn, S., Box, C., & Schumm, J. S. (2011). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (5th ed.). Boston: Pearson.

REQUIRED JOURNAL ARTICLES:

Carrier, K. A. (2005, November). Key issues for teaching English language learners in academic classrooms. *Middle School Journal*, 37(2), 4-9.

McIntosh, P. (1990, Winter). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36. This article may be retrieved from <http://ted.coe.wayne.edu/ele3600/mcintosh.html>

Rubenstein-Avila, E. (2006, February). Connecting with Latino learners. *Educational Leadership*, 63(5), 38-43. This article may be removed from EMU databases through the link in Moodle.

CLOSED RESERVE/ELECTRONIC JOURNAL READINGS:

CAST. (2008). *Universal design for learning guidelines version 1.0*. Wakefield, MA: Author.

Diller, J., & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomson-Wadsworth.

Flaitz, J. (2006). *Understanding your refugee and immigrant students: An educational, cultural, and linguistic guide*. Ann Arbor, MI: University of Michigan Press.

Kroeger S. D., & Bauer A. M. (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Second language Acquisition article: Website for short summary: *Second language acquisition theories*. Retrieved from <http://eprint.uq.edu.au/archive/00002325/01/L2-theories.htm>

Research-based Journal articles: Students will be asked to use the *Academic Search Elite* database of Hartzler library to access research-based journal articles for supplemental class readings and for use in course assignments.

PROCEDURES FOR ACHIEVING OBJECTIVES AND EVALUATING STUDENT PERFORMANCE:

Class Format:

Instructional strategies used in this course will vary depending on student needs. The instructor will model “differentiated instruction” and adapt her instruction throughout the course. However, strategies may include: A) *Expository Mode* - lecture, media presentations, explanations, panels, reports, debates, resource persons and student presented research, B) *Inquiry Mode* - questioning interpreting, classifying, self-directed study, testing hypotheses, observing or synthesizing, C) *Demonstration Mode* - exhibits, simulations, modeling, and case studies, and D) *Activity Mode* - role-playing, constructing, preparing lesson plans, processing, and group work.

Course Assignments:

Late Work: 10% is deducted per day for late work.

1. Assigned Readings/Class participation: Students are expected to complete all reading assignments from the text prior to the class session, and to demonstrate familiarity with the reading in written and oral work. Additional readings may be assigned throughout the semester.

Students are expected to attend all class sessions except in emergency circumstances. Students are expected to give *Sports Schedules/Field Trip Absence dates to the professor by January 9th*. Class participation is essential as we model and learn through our own differentiated implementation of this course. Students are expected to set goals for their own participation effort. Class will begin on time; tardiness on the part of teachers affects the learning environment and is not acceptable in schools. We will honor this code of professionalism as well, in order to honor each other.

Due to the interactive nature of the course format, everyone is **granted 15 participation points** at the beginning of the semester: **1 pt is deducted*** for every absence (unless school-related) and points may be deducted for lack of effort in class participation. In the case of absence, class participation points will not be granted for the day of the absence and the *student* is responsible for the material presented in class: contact a peer for the notes and stop by to see the professor for make-up work/handouts (*professor’s discretion).

2. ELN Response Grid/Chapter Response Activities: Students will be asked to create an Exceptional Learning Need (ELN) **Response Grid** for Chapters 6, 8, 9, & 10 in the

Vaughn & Bos text. These “response grids” are designed to focus on the essential elements of each exceptionality: identification, characteristics between and among individuals with and without each exceptionality, impact of the exceptional condition on learning and throughout life, identification of services/ providers that may be needed, and the impact of the family and cultural/linguistic diversity on learning for students with exceptional learning needs (ELN). In response to the remaining readings, the student will complete the **four Moodle response activities**. (8pts each, for total of 64)

3. Differentiated Lesson Plan/Mock Teaching Activity: Students will create a differentiated lesson plan based on the Virginia SOLs and teach this lesson to their peers, to demonstrate competence in planning/instructional differentiation. Students will sign up to teach the “diverse learning need” of their choice; roleplays will occur during two time slots: 12:40-1:30 and 1:40-2:30. Criteria for this activity are provided in the assignment rubric (32 pts). The lesson *may not* be one from another EMU course nor from a practicum experience. The lesson must be turned in, in complete form with all handouts/ppts/materials, at the time of the roleplay.
4. Diverse Student Role Plays: Students will participate as a K-12 student in the mock lesson activity listed in #3, above. Emphasis will be placed on the teacher candidate’s ability to accurately represent the learning, behavioral, cultural, and linguistic characteristics of the ELN/diversity represented in the mock case study (approximately two role plays at 6 pts each). You are to *emphasize* the exceptionality during the role play so as to make it easier for your peer teacher to respond. Form is *due at the end of the roleplay*.
Points:
6= High effort, accuracy of characteristics, list of characteristics is turned in
4= Accuracy of characteristics, list of characteristics is turned in
2= Little effort, incomplete or inaccurate information regarding the diverse learning need
5. Peer Critiques: The teacher candidate will critique approximately 2 lesson plans/mock teaching scenarios. The teacher candidate will be evaluated on his/her ability to identify teaching strengths, offer constructive criticism, refer to research-based theories, use person-first language, and demonstrate collaborative communication skills. During the role play, you will play the part of the general education student; write up your critique following class. Form is due by 4 pm that day.
Points: 6=High effort, refers to research-based theories (turns in list), use person-first language, identify teaching strengths, offer constructive criticism, and demonstrates collaborative communication skills. 5= meets 5 of the categories, etc.
6. IEP Collaboration Activity: The teacher candidate will participate in a mock IEP meeting for a student with an ELN and cultural/linguistic diversity. The criteria for this activity will be distributed in the assignment rubric. (10 pts)
7. Final Exam: Presentation of the revised lesson plan and research-based, reflective changes in pedagogical practice. Includes: a revised lesson plan, revised materials, reflection paper, and oral presentation.

Assignment Point Distribution:

ELN Response Grids/Chapter Response Activities in Moodle (eight @ 8pts each)	64
Differentiated Lesson Plan/Teaching/Final Exam Revision*	32
Diverse Student Role Play	12
Peer Critiques	12
IEP Collaboration Activity	10
Class Participation	15

Grading Scale

Percentage	Grade
96 - 100*	A
94 - 95*	A-
92 - 93*	B+
89 - 91*	B
86 - 88*	B-
83 - 85*	C+
79 - 82*	C
75 - 78	C-
67 - 74	D
66 - 0	No Credit

*Successful mastery of the differentiated lesson plan/teaching is required for receiving a “C” or higher in this course.

Late Policy: Ten percentage points are deducted per day for late assignments.

PARTICIPATION/ATTENDANCE POLICY:

Students are expected to attend all class sessions except in emergency circumstances. In the case of absence, class participation points will not be granted and the student is responsible for the material presented in class. Every class member is expected to participate in classroom discussions and assignments, and a portion of the final grade is achieved through attendance and participation. Much of the value of ED 301 is the sharing of ideas, thoughts and philosophies. Classroom communication about experiences, ideas and suggestions are a significant part of what is gained from this class. If you have a situation or problem that makes attendance at any session difficult, please feel free to talk to me. Students are expected to complete all reading assignments and demonstrate familiarity with the reading in written and oral form. Additional readings will be assigned throughout the semester. Class will begin promptly at 1:40.

CLASS PREPARATION: Our class activities and my input are an extension of the readings, not a recap of the readings. In this partial “inverted learning” model, you will gain the most from this class if all readings are completed by Monday’s class period, unless otherwise noted. In addition, please post the Course Schedule from the syllabus in a location where you can regularly access the dates.

COMMUNICATION: All students are expected to regularly check Moodle and EMU email as a means of course communication and receiving updates from the professor.

CELL PHONE POLICY: Participation in class is based on a professional model of interaction. Please do not use cell phones or electronic devices during class (this includes texting and internet use). Please remember to turn off all cell phone ring tones just as you would for teaching in the K12 setting.

ACADEMIC INTEGRITY:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources.

WRITING TUTORS:

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access MyWOnline through myEMU.

DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

TENTATIVE CLASS SCHEDULE:

Week	TOPIC	Readings DUE on MONDAY, unless noted otherwise	Assignment DUE
1: Jan 7-11	Foundations of Teaching Every Child Jan 7: Introduction: Effectively preparing teachers who can teach everyone's children Jan 9: Foundations: History, IDEIA, <i>Writing the autobiography of our own learning journey</i> Jan 11: Least Restrictive Environment and Inclusion; Legal Foundations & Practice	Jan 9 Ch. 1, Vaughn & Bos	Jan 9: - all sports/absences due to Lori (worth today's attendance points) - Present assigned section of Ch. 1 to class Jan 11: - Moodle 1A assignment: <i>Autobiography</i>
2: Jan 14-18	Collaboration and Individualized Education Jan 14: Collaboration: RTI Explicit Instruction learning theory Group work: prepare for Ch. 16 pres. Jan 16: Group presentations on Ch. 16 sections Co-teaching Collaboration: IEP Overview: Special Education Cycle Jan 18: IEP walk Group planning for upcoming: ch. 13, 14, 15	Jan 14: - Ch. 2 - RTI handout Jan 16: - EI handout and your group's assigned section of Ch. 16, Vaughn & Bos Jan 18: - Ch. 3	Jan 16: Group presentation
3: Jan 21-25	Instructional Design Jan 21: Universal Design Jan 23: Content Area Instruction; Differentiating Instruction: The Foundation and Lesson Planning Jan 25 WORKSHOP (MAC lab): Writing differentiated outcomes; planning differentiated instruction <i>Sign up for role plays</i>	Jan 21: - CAST Introduction of UDL Guidelines (in MOODLE) - Ch. 12 - your assigned chapter (13, 14, or 15) Jan 23: - Review the Explicit	Jan 23: your group's chapter presentation (13, 14, 15)

		Instruction handout again.	
4: Jan 28-Feb 1	Instructional Design <i>Continued/Prejudice & Privilege</i> Jan 28: WORKSHOP (MAC lab) continued & Presentations of lessons Jan 30: Meet in MAC lab. Cultural Diversity in the classroom. Work time for Cultural Presentations (MOODLE2 activity) Feb1: White Privilege/Prejudice Reduction	Jan 28/Feb 1: - Kroeger Ch. 1 (closed reserves) - McIntosh article in Moodle. Jan 30: - assigned chapter for presentation	Jan 28: <i>MOODLE 1B due; AND in-class presentation of lesson plans.</i> Feb 1: Symbolic “knapsack of privilege” item due in class.
5: Feb 4-8	Culturally Responsive Teaching Feb 4: Culturally Responsive Teaching Feb 6: Culturally Responsive Teaching Guest Speakers: our EMU colleagues Feb 8: Religious, Gender-Related, Socioeconomic, and Needs; Role play format	Feb 4: - article Lori will assign. Feb 6: - Ch. 4 Feb 8: - Article in (Payne OR Sato articles) - skim Rubenstein article (moodle)	Feb 4: - MOODLE 2 activity - presentations—also submit in MOODLE by each member. Feb 8: - in class debate on poverty - MOODLE 3 activity due
6: Feb 11-15	Teaching English Language Learners Feb 11: Strategies for Teaching English Language Learners and the SIOP model Feb 13: ELL strategies continued Feb 15: Role plays (12:40-1:30; 1:40-2:30)	Feb 11: - Carrier article (Moodle) - Ch. 4 cont. - Handouts: Excerpts from Herrell & Jordan (2008)	Feb 15 ELL roleplay: 12:40-1:30 - OR 1:40-2:30
7: Feb 18-22	Teaching Students with Learning Disabilities and ADHD Feb 18: Characteristics Feb 20: Strategies & <i>Tentative guest speaker</i> Feb 22: Role plays (12:40-1:30; 1:40-2:30)	Ch. 6	Feb 22 LD roleplay: 12:40-1:30 - OR 1:40-2:30

8: Feb 25- March 1	Teaching Students with Developmental Disabilities (MR/ID) Feb 25: Characteristics Feb 27: ID a personal perspective March 1: Strategies	Ch. 10	Feb 25: LD grid due
9: Spring break			
10: March 11-15	Communication Disorders & ASD Introduction March 11: ID role plays March 13: Communication Disorders March 15: ASD characteristics	Ch. 7 Begin Ch. 9	Mar 11 ID roleplay: • 12:40-1:30 • OR 1:40-2:30 Mar 13 : MR/ID Grid due
11: March 18-22	Teaching Students with Autism Spectrum Disorders March 18 ASD film and guest speaker March 20 ASD strategies March 22 ASD roleplays	Ch. 9	Mar 22 Autism roleplay: • 12:40-1:30 • OR 1:40-2:30
12: March 25-29	Teaching Students with Behavioral Disorders/ED, and Classroom Management March 25: Characteristics March 27: Strategies March 29: Good Friday holiday	Ch. 8 Ch. 5 may be helpful	Mar 25: Autism Response Grid Mar 27: ED roleplay • 12:40-1:30 • OR 1:40-2:30
13: April 1-5	April 1: Easter Monday holiday April 3: ED Role Plays April 3/5: ED Role Play (continued); Promoting Healthy Behavior; Gifted and Talented Learners	Ch. 5 Ch. 15 (G/T section)	April 3: ED roleplay • 12:40-1:30 • OR 1:40-2:30 April 5: ED Roleplay
14: April 8-12	G/T, VI, HI, OHI April 8: Teaching Gifted and Talented and the At-Risk Learner April 10: Teaching Students with Visual Impairments April 12 : Hearing Impairments, OHI, Physical Disabilities	Ch. 11	April 8: ED/BD Response Grid April 10: Moodle 4 due <i>Begin revising your lesson plan and writing your reflection.</i>
15: April 15-18; 22	Inclusion Model and IEPs: -Clarifying your Role for the IEP meeting/implementation --Formative Assessment	Review Ch. 3 Re-read Ch. 1 and the Rockingham Co. handouts on	April 22: Mock IEP

	--Collaboration with parents/team --Student-led IEPs (introduction) --Reflective practice for Lesson Plan revisions <i>Mock IEP meeting (Monday, 22nd)</i>	IEP development	
April 25, 10:40	EXAM PERIOD		EXAM

Resource Base

- Adams, M., Bell, L.A., & Griffin, P. (2007). *Teaching for diversity and social justice*. New York: Taylor & Francis.
- Bauer, A.M., & Brown, G.M. (2001). *Adolescents and inclusion: Transforming secondary schools*. Baltimore, MD: Brookes Publishing.
- Beirne-Smith, M., Ittenbach, R., & Patton, J. (2006). *Mental retardation*. Upper Saddle River, NJ: Merrill.
- Bender, W. (2008). *Learning disabilities: Characteristics, identification, and teaching strategies*. Boston: Pearson.
- Bos, C. S. & Vaughn, S. (2009). *Strategies for teaching students with learning and behavior problems (7th ed.)*. Boston: Allyn and Bacon.
- Carrier, K. A. (2005, November). Key issues for teaching English Language Learners in academic classrooms. *Middle School Journal*, 37 (2), 4-9.
- CAST. (2008). *Universal design for learning guidelines version 1.0*. Wakefield, MA: Author.
- Clark, B. (2008). *Growing Up Gifted: Developing the Potential of Children at Home and at School (6th Edition)*. Alexandria, VA: Prentice Hall.
- Cohen, M. J., & Sloan, D. L. (2007). *Visual Supports for People with Autism: A Guide for Parents & Professionals*. Bethesda: Woodbine House.
- Davis, B. (2006). *How to teach students who don't look like you*. Thousand Oaks, CA: Corwin Press.
- Diller, J., & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomson-Wadsworth.
- Flaitz, J. (2006). *Understanding your refugee and immigrant students: An educational, cultural, and linguistic guide*. Ann Arbor, MI: University of Michigan Press.
- Fordham, S. (2008). Beyond Capital High: On dual citizenship and the strange career of “acting white”. *Anthropology & Education Quarterly*, 39(3), 227-246.

- Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. Upper Saddle River, NJ: Pearson Education.
- Gargiulo, R.M., & Metcalf, D. (2010). *Teaching in today's inclusive classroom: A Universal Design for learning approach*. Upper Saddle River, NJ: Pearson.
- Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders*. Baltimore, MD: Brookes.
- Gollnick, D., & Chinn, P. (2009). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Pearson Education.
- Grant, C.A., & Gillette, M. (2006, May/June). A candid talk to teacher educators about effectively preparing teachers who can teach everyone's children. *Journal of Teacher Education*, 57 (3), 292-299.
- Hall, T., Stranman, N., & Meyer, A. (n.d.). Differentiated instruction and implications for UDL implementation. Washington D.C.: OSEP. Available at http://www.k8accesscenter.org/training_resources/udl/documents/DifferentiatedInstructionUDL_000.pdf
- Hefflin, L., & Alaimo, D. (2007). *Students with autism spectrum disorders*. Upper Saddle River, N.J.: Pearson Education.
- Hernandez-Sheets, R. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. New York: Pearson.
- Herrell, A.L., & Jordan, M. (2008). *Fifty strategies for teaching English language learners*. Upper Saddle River, NJ: Pearson Education.
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.
- Kauffman, J.M. (2009). *Characteristics of emotional & behavioral disorders of children & youth*. Upper Saddle River, NJ: Merrill.
- Kroeger S. D., & Bauer A. M. (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Lewis, B. L., & Doorlag H. D. (2006). *Teaching special students in general education classrooms*. (7th Ed.) Upper Saddle River, NJ: Pearson Prentice Hall.
- McClannahan, L. E., & Krantz, P. J. (1999). *Activity Schedules for Children With Autism: Teaching Independent Behavior (Topics in Autism)*. Bethesda: Woodbine House.

- Mastropieri, M.A., & Scrugges, T.E. (2004). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Pearson Education.
- McIntosh, P. (1990, Winter). White privilege: Unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36. This article may be retrieved from <http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Payne, R. (2009, January). Poverty does not restrict a student's ability to learn. *Phi Delta Kappan* 90(5), 371-372.
- Pollock, M. (2004). *Colormute: Race talks in an American school*. Princeton, NJ: Princeton University.
- Rothenberg, P. (2000). *Invisible privilege: A memoir about race, class, and gender*. Lawrence, KS: University Press of Kansas.
- Salend, S.J. (2008). *Creative inclusive classroom: Effective and reflective practices*. Upper Saddle River, NJ: Pearson Education.
- Sato, M., & Lensmire, T. (2009, January). Poverty and Payne: Supporting teachers to work with children of poverty. *Phi Delta Kappan*, 90, (5), 365-371.
- Singleton, G., & Linton, C. (2006). *Courageous conversations about race: A field guide to achieving equity in our schools*. Thousand Oaks, CA: Corwin Press.
- Taylor, L.S., & Whittaker, C. R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. New York: Pearson.
- Turner-Vorbeck, T., & Marsh, M. M. (Eds.). (2008). *Other kinds of families: Embracing diversity in schools*. New York: Teachers College Press.
- Webber, J. (2008). *Educating Students With Autism: A Quick Start Manual*. Austin, Texas: Pro-Ed.

Rubric: Differentiated Lesson Plan

	Exemplary Demonstration 4	Very Good Demonstration 3	Competent Demonstration 2	Does Not Meet Expectations 1	Score (Weight)
Planning: Differentiated Instructional Objectives/Outcome	• Demonstrates insight regarding learning theory. • Provides explicit levels (enrichment, target, & exceptionality) of differentiated outcomes that directly match an SOL outcome and the differentiated needs of the students. • References the SOL and/or IEP.	Provides clear levels (two) of differentiated outcomes that match the SOL and the differentiated needs of the students. References the SOL and/or IEP needs.	Provides basic levels of differentiation. Differentiation	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Planning: Differentiated Instruction	• Differentiation is a solid framework for the plan, not an add-on. • Explicit procedures are outlined for the instruction by the teacher and for the learning activities for all students. • Differentiates methods of <i>input, processing, and output</i>. • Uses brackets to indicate how it meets ELN needs.	Clear procedures are outlined for the instruction by the teacher and the learning activities for the students; differentiates two of the methods input, processing, output.	Partial procedures are outlined for the instruction by the teacher and the learning activities for the students; differentiates one of the methods: input, processing, output.	Incomplete procedures; lesson plan does not provide for any differentiation.	(__X 2 = __)
Teaching: Differentiated Instruction	• Addresses <i>multiple ways</i> of knowing and learning • <i>explicitly adjusts</i> instruction appropriately for <i>all</i> students, addresses cultural/linguistic differences • includes appropriate <i>learning/enhancement strategies</i>.	Addresses at least two ways of knowing/learning, broadly adjusts instructions for cultural/linguistic and exceptional student needs. Attempts a learning strategy.	Addresses limited ways of knowing and learning, extends and adjusts instruction appropriately for some students.	Instruction designed without consideration for individual student learning. Little instruction.	(__X 2 = __)
Caring, Professional Presentation	• Voice is clearly audible, and initiative is taken during the lesson; caring environment that <i>embraces diversity</i> is established.	Voice is clearly audible, caring environment that <i>respects</i> diversity is established.	Presentation is clear and lesson is carried out to completion.	Voice is unclear; lack of confidence and ability to complete the lesson.	(__x1=__)
Reflection after Teaching the Lesson: Final Exam presentation of reflection and revision	• Reflection is explicitly linked to learning outcomes and effectiveness of instructional strategies/procedures. • Revision of plan reflects a full effort to respond to the critiques; demonstrates high personal insight.	Clearly linked to learning outcomes and effectiveness of instructional strategies/procedures. Revision reflects an effort to respond to the critiques; demonstrates growth.	Revision is loosely linked to learning outcomes and effectiveness of instructional strategies/procedures. Some growth is demonstrated.	Self-evaluation and revision of lesson plan is not linked to learning outcomes or instruction/procedures.	(__X 2 = __)
Total					/32