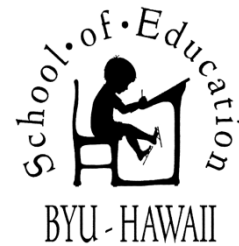




## SPED 309

### Theory and Practice for Exceptional Students (3cr)



### First Term 2010

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**Instructor:** Dr. Aileen J. Watts  
**Office Hours:** By Appointment  
**Phone:** 675-3823  
**E-mail:** [ajwatts2@byuh.edu](mailto:ajwatts2@byuh.edu)

**Prerequisites:** Formal admission to the SOE  
**Class Days:** M - W - F  
**Class Hours:** 12:10pm - 2:20pm  
**Meeting Room:** SEB 107

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#### Mission Statement:

Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by:

- (1) instilling a love of life-long learning and developing problem-solving abilities;
- (2) teaching and modeling the best current educational practices, balanced with gospel principles; and
- (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

#### Course Description:

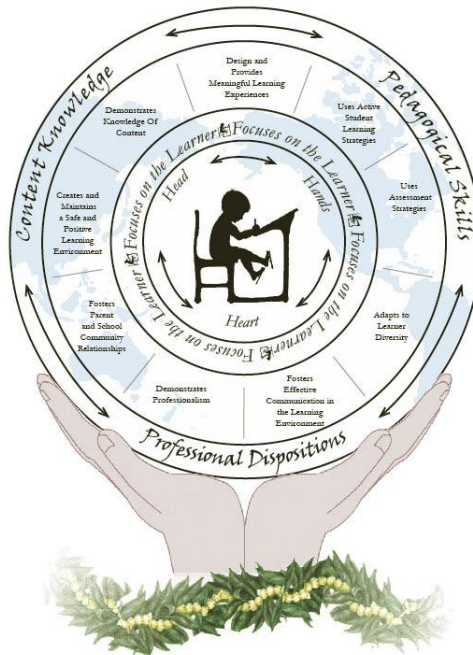
Organization of educational programs, diagnosis, curriculum development, and teaching methods for students with mild/moderate learning disabilities.

#### Course Requirements:

As member of this classroom community and in preparation for professional licensure, students will engage in a variety of activities that require them to collaborate with one another. Teaching has historically been a relatively autonomous and often isolating profession, so the hope is that through encouraging collaboration in this course, students will learn to foster collaborative relationships with their colleagues in schools. Student's active participation in all activities is critical not only to the success of the course but also for their success as a student in the course.

### Standards Related to this Course –

Hawaii Teacher Performance Standards(HTPS) <http://www.htsb.org/html/details/teacherstandards/teachers.html>



### Course Objectives (knowledge, skills, and dispositions to be obtained from this course):

At the completion of this course students will:

- A. Have an understanding of the special education process (e.g.: initial referral, constructing an IEP, collaborating with classroom teachers, providing services, etc) and it's relationship to UDL and RTI.
- B. Continue working with a variety of **differentiation/accommodation strategies for learning** and how they are utilized in accordance with the specific **learning characteristics** of various students (LD, MR, ADHD, etc) and within various content areas (reading, math, social studies and science) and their relationship to UDL and RTI.
- C. Become proficient in effectively implementing UDL and RTI to support both exceptional students and the teachers who work with them.
- D. Have utilized a variety of **instructional technologies** as a medium to engage with the content as well as to demonstrate learning.

## Textbook:

*Teaching Strategies for Students with Mild to Moderate Disabilities*. Mary Anne Prater (2007), Allyn and Bacon. ISBN: 0205404030

Book website: [http://wps.ablongman.com/ab\\_prater\\_teachstrategies\\_1/57/14679/3757977.cw/index.html](http://wps.ablongman.com/ab_prater_teachstrategies_1/57/14679/3757977.cw/index.html)

**NOTE:** Textbooks are purchased to complement course lectures and discussions, and to become a permanent resource in the emerging professional library of the serious-minded pre-service teacher. You should familiarize yourself with the information covered in the book prior to the class where the content will be covered. Pre-reading is an especially good idea if you need repetition in your learning.

## Required Course Materials”

Handouts as assigned  
One 3 ring binder (large!)  
Flash drive  
Computer access ☺

## Course Assignments:

All assignments must be turned in and receive a C- or better to pass the course

1) Chapter/Class Related Activities	10%
2) Current Events	5%
3) Classroom observations	20%
4) Case Study	5%
5) Electronic Toolbox	15%
6) Microteaching/Reflection packets	20%
7) Comprehensive Resource Portfolio	5%
8) Assessments	20%

### ***1) Chapter/Class Related Activities (10% of grade)***

Each chapter and/or hand-out provided by the instructor will have various related learning activities that the student will be responsible for. More information on these assignments will be provided in class.

### ***2) Current Event Presentations (5% of your grade)***

Sign up for the following:

CEC SmartBrief <http://www.smartbrief.com/cec/>  
ASCD <http://www.smartbrief.com/ascd/>

Once during the Spring term you are to present a 2 to 3 minute report on a current issue in the field of Special education

Step 1: Subscribe to CEC SmartBrief

Step 2: Read an article of interest

Step 3: Take 2-3 minutes to tell the class about what you have learned

Step 4: Submit a 1 paragraph summary of the article to the instructor via blackboard- remember to **include the URL address of the actual article with your summary.**

### **3) Classroom Observations (20%)**

Students will observe a classroom with special needs students for at least an half an hour a week (if you're in O&P that counts) over the course of the semester. During this process they will keep anecdotal records of all relevant observations/experiences that they have. More information will be provided in class.

### **4) Case Study: (5%)**

Class members will select a student from the class that they're observing that demonstrates those characteristics of an exceptional student. Class members will write a one to two page description, including all pertinent information regarding their particular situation. Class members will also observe their student in class taking anecdotal notes on what they observe. These case studies will serve as a basis for classroom discussions over the course of the semester. **Contingent on the student's assigned presentation date.**

### **5) Electronic Toolbox (15%)**

Rationale – (1) Describe how you see yourself in a future teaching position; (2) Write your reasons for picking the resources (i.e. web sites) you picked – how the resources will benefit you're teaching in the future – (4 pts.) Choose electronic resources to list under the headings below. Each resource should have a description and/or explanation, and an electronic link. Each heading should have at least three resources.

**National Organizations** – The web sites of national and international organizations that serve the needs of the disabled in your area(s) of interest – a minimum of three

- [Council for Exceptional Children](#) - The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. Because I plan to teach in the USA as a Special Education teacher I plan to join CEC

**Parent Resources** – Web sites of parent organizations, information for parents, and ideas for parents who might come to you for help in understanding and helping their child with a disability – a minimum of three

**Teaching Ideas** - Suggested strategies for teachers to use in teaching and managing students with a disability – a minimum of three

**The Law** – Government web sites at the national and state levels that provide information useful to teachers and parents who are working with students identified as disabled – a minimum of three

**Blogs/Wikis** –blogs/wikis that would be informative regarding disabled students in your classroom – a minimum of three

**Educational Articles** - electronic articles that would be informative regarding disabled students in your classroom – a minimum of three

**Artifacts** – popular media (movies, newspapers articles, magazines articles, TV, advertisements, etc.) regarding students with disabilities in the media – a minimum of three

#### **6) *Microteaching/Reflective Packets: (20% of grade)***

Each student in this course will plan, deliver and reflect upon one micro-teaching lesson. Using the UDL lesson plan, which we will discuss in class, students will design a 30 minute micro teaching lesson which incorporates the following: one specific content area, one specific learning strategy and 1-3 accommodations based on the needs of the lesson objective/assessment. Students will also complete a Reflective Teaching Packet, consisting of the original UDL lesson plan, the observational feedback forms from peers, and a 3-5 page typewritten self-analysis/reflection of the lesson. More information on this assignment will be provided in class.

**Content options:** Reading, writing, oral, math, social studies and science (Chapters 11, 12, 13)

**Learning strategy options:** attention, remembering, organizing, test taking, note taking and metacognition “self-management” (Chapter 10)

**Accommodation options:** list at the end of this syllabus

Students are encouraged to be creative in their presentations. They may use Prezi <http://prezi.com/learn/> power point, the web, etc.; as long as they meet the instructional objective ☺

#### **7) *Comprehensive Resource Portfolio (5% of grade)***

As a summative project for this course students will be asked to create a comprehensive resource portfolio, which may be either paper-based or electronic. This portfolio should serve not only as a valuable resource for the student but also as a way to showcase their work for the course. More information on this assignment will be provided in class.

#### **8) *Assessments (20% of grade)***

Each student will take two quizzes and a summative final assessment which will evaluate their understanding of the course content.

### **Grades and Grading**

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including exams, within the semester/term, you will be need to either repeat the entire course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist.

The following interpretation of grades applies in our standards-based program:

**A** represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.

**B** represents achievement above the standard, marked by solid accomplishment and goodness, with room for improvement to reach the highest level of competency.

**C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.

**D** represents achievement at a level of performance below the acceptable competency.

**F** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9&10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test). The following traditional table would then have this relevance:

A = Exceptional Achievement	95%	4.0	SUPERIOR PERFORMANCE
A-	90%	3.7	
B+	89%	3.3	
B = Above Average Achievement	85%	3.0	VERY GOOD PERFORMANCE
B-	81%	2.7	
C+	78%	2.3	
C = Acceptable Achievement	75%	2.0	ADEQUATE PERFORMANCE
C-	71%	1.7	
D+	68%	1.3	
D = Unacceptable Achievement	65%	1.0	POOR PERFORMANCE
D-	60%	0.7	
F	55%	0.0	FAILING

### **Use of Blackboard for Submitting Assignments**

All written assignments must be submitted via Blackboard if they are digital or in class if they are hard copy; no assignments will be accepted via email. Each student is responsible for submitting their assignments on time. Any assignment not submitted via Blackboard by 5:00 pm on the date due will lose points following the department policy.

## Class/University Policy Statement(s) and Disclosure(s)

### ► Academic Honesty <http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>

**Cheating** is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

**Plagiarism** is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

*Intentional Plagiarism:* Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

*Inadvertent Plagiarism:* Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include, but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

### ► Children in Class

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

### ► Dress Code

As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

### ► **Final Examination Policy**

Brigham Young University Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

### ► **Pagers and Cell Phones**

Simply stated, pagers or cell phones are not to be used in the classroom. This includes taking incoming calls, placing calls, sending text messages, checking pager messages, etc. If there is an emergency that requires you to have your pager or cell phone on during the time of class, please notify your instructor ahead of time of the nature of the emergency. Also, set your pager or cell phone to the vibrate setting as opposed to the ring setting. Again, this exception is only for absolute emergencies. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

### ► **Personal Computers in Class**

While we encourage the use of computers in the classroom, such use is intended to complement, not detract from, class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

### ► **Professional Dispositions**

Evidence of the development of students' professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

### ► **Sexual Harassment**



Title IX of the U. S. education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 808-780-8875 (24 hours).

### ▶ **Student(s) With Disabilities**

Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Counselor, Leilani Auna, at 675-3999 or 675-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You may also contact the Human Resource Services at 780-8875 (24 hours).

### ▶ **Syllabus**

The syllabus represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

## **BYU- Hawaii School of Education, Fall 2010 Policy on Tardies, Absences and Late Assignments**

### **General Rationale**

The School of Education advocates the development of the character traits and a work ethic that prepare the pre-service teacher successfully for the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their success and a significant part of what is broadly referred to as being a "true professional." To that end, the faculty of the School of Education has agreed upon the following criteria as they relate to each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

### **Tardies**

Tardy to class is defined as arriving anytime after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than:

Two times in a one credit hour class,

Three times in a two credit hour class, or

Four times in a three credit hour class,

will have the final course grade reduced by three (3) percentage points or one-third letter grade (A to A-, A- to B+, B+ to B, etc.), depending upon the specific grading system used by the faculty member.

If the student is tardy for a second cycle according to the schedule, a further reduction to the final course grade of three (3) percentage points or one-third letter grade will be applied. In addition, the student will meet with the Dean of the School of Education to justify their continuing status in teacher education.

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

## **Absences**

Absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class. A student who is absent:

One class hour in a one credit hour course,

Two class hours in a two credit hour course, or

Three class hours in a three credit hour course,

will have their lack of attendance noted by the instructor.

If any additional absence occurs, the student will be referred to the Dean of the School of Education to review the student's status in the program. In addition, the final course grade will be reduced by one full letter grade.

The following chart illustrates the sequence of actions as related to the number of absences:

<i>Course Credit</i>	<i>Meet w/ Dean</i>	<i>One Grade Drop</i>	<i>Second Grade Drop</i>
1	1 absence	2 absences	2 absences
2	2 absences	3 absences	4 absences
3	3 absences	4 absences	6 absences

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day for a three-hour blocked class, (s)he has used the equivalent of three (3) absences. According to the chart, (s)he will have to "Meet w/ Dean" and has utilized all three (3) absences allowed. One additional hour of absence in that course (now having a cumulative total of four absences) would result in a "One Grade Drop" in the final course grade.

## **Late Assignments**

Because all assignments in the School of Education are important, they must all be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded. However, the final evaluation for a late assignment will be assessed 50% of the grade. Assignments turned in later than twenty-four (24) hours must be turned in but will not receive any credit.

## **Exceptions**

University approved activities that prevent a student from attending a class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty in advance of the absence. Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to, hospitalization, doctor ordered confinement, maternity, accidents, etc. In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible. Please note that all faculty have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors.

**Course Calendar**  
(Subject to change ☺ )

<b>Date</b>	<b>Content Covered in Class</b>	<b>Reading</b>	<b>Teaching Dates</b>
F July 23	Introductions, Review Syllabus Assignments, Sign Ups Review of <b>Learner Characteristics</b>	Read Ch. 1	<u>Introduce new content</u>
M July 26	Introduce <u>Lesson Planning Strategies (UDL)</u>	Related HO	
W July 28	Introduce <u>Instructional Strategies (Direct Instruction)</u> Prezi, wiki, websites	Read Ch 7 and related HO	
F July 30	Introduce <u>Learning Strategies (Differentiation and Accommodation Instructions)</u>	Read Ch 8 and related HO	
M Aug 2	<u>Instructional strategies for attention, remembering and test-taking</u> (study guides)	Read Ch 10 and related HO	
W Aug 4	<u>Instructional strategies for organizing, note-taking (GO) self-management</u> (metacognition)	Read Ch 10 and related HO	
F Aug 6	<u>Instructional strategies for reading/oral/vocabulary</u> for students with special needs	Read Ch 11 and related HO	
M Aug 9	<u>Instructional strategies for reading/oral/vocabulary</u> for students with special needs	Read Ch 11 and related HO	
W Aug 11	<u>Instructional strategies for writing</u> for students with special needs	Read Ch 11 and related HO	<u>Micro Teach (1 hr)</u> Reading
F Aug 13	<u>Instructional strategies for math</u> for students with special needs	Read Ch 12 and related HO	Oral
M Aug 16	<u>Instructional strategies for SS and Science</u> for students with special needs	Read Ch 13 and related HO	Writing
W Aug 18	Introduce <u>Instructional Interventions (RTI)</u>	Read related HO	Math
F Aug 20	RTI Case Studies	Read related HO	Social Studies
M Aug 23	Introduce <u>Student Mediated Instruction: cooperative learning, peer-tutoring</u>	Read Ch 9 and related HO	Science
W Aug 25	Cooperative Group Presentations	TBA	<u>Group Presentations (2 hr)</u>
F Aug 27	Cooperative Group Presentation	TBA	
M Aug 30	Share Portfolios	TBA	<u>Portfolios</u>
W Sept 1	Final Exam		<u>Final Exam</u>

**Micro Teaching Lesson Sign Ups (2 a day)**

<b>Date</b>	<b>Content</b>	<b>Learning Strategy</b>	<b>Accommodations</b>	<b>Sign Up</b>
W Aug 11	Reading	Metacognition (self-management)	Listed in syllabus	1) 2)
F Aug 13	Writing	Organizing		1) 2)
M Aug 16	Oral	Attention		1) 2)
W Aug 18	Math	Remembering		1) 2)
F Aug 20	Social Studies	Test Taking		1) 2)
M Aug 23	Science	Note Taking		1) 2)

**Cooperative Teaching Lesson Sign Ups (Groups of 2)**

**Wednesday August 25**

Learning Disabilities

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ED/BD

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Low Incidence Disabilities

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**Friday August 27**

ADD/ADHD

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MR

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Speech/Language Impairments

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## Micro Teaching Reflective Packet

### Organization

The packet should be organized in the following order:

1. Self-analysis of lesson (3 to 5 pages typewritten, double spaced)
2. Original UDL lesson plan with any handouts used during the lesson
3. Feedback forms from peers

### Self-Analysis of Lesson

Consider carefully the lesson you taught and ask yourself the following questions:

1. Which aspects of the lesson were effective and why?
2. Which aspects were less effective and why?
3. What are some alternatives you could pursue?
4. How could you improve the lesson if you were to teach it again?
5. What are your thoughts and feelings as you reflect on this microteaching experience?

Write a thoughtful critique of your lesson incorporating the feedback from peers and your reaction to your lesson video.

**Total Points for Microteaching Packet:** \_\_\_\_\_ /25

### Evaluation for Entire Packet

The microteaching reflective packet will be assigned a maximum of 100 points based on the following:

1. A complete packet is turned in on the due date (no later than a week following the student's presentation in class)
2. The microteaching **UDL lesson plan** is prepared in accordance with the lesson rubric (content/strategy/accommodations) (25 points)
3. The microteaching **lesson presentation** follows each of the elements outlined by the instructor (30 points)
4. **Peer feedback** presentation score (20 points)
5. The **self-analysis** is well-written and edited. Peer feedback is included in your analysis as well as your reaction to the video of your lesson and it is clear that the above questions were taken into consideration during the self-analysis of the lesson (25 points)

**Total:** \_\_\_\_\_ / 100 points

## Microteaching Lesson Presentation

Content/Strategies/Accommodations

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Presentation Date \_\_\_\_\_

Each student in this course will plan, deliver and reflect upon one micro-teaching lesson. Using the UDL lesson plan students will design a 30 minute micro teaching lesson which incorporates the following: one specific content area, one specific learning strategy and 1-3 accommodations based on the needs of the lesson objective/assessment. Students will also complete a Reflective Teaching Packet, consisting of the original UDL lesson plan, the observational feedback forms from peers, and a 3-5 page typewritten self-analysis/reflection of the lesson.

**Content options:** Reading, writing, oral, math, social studies and science (Chapters 11, 12, 13)

**Learning strategy options:** attention, remembering, organizing, test taking, note taking and metacognition “self-management” (Chapter 10)

**Accommodation options:** list at the end of this syllabus

Students are encouraged to be creative in their presentations. They may use Prezi <http://prezi.com/learn/> power point, the web, etc.; as long as they meet the instructional objective ☺

For your lesson you should:

- Develop an agenda (sequence of events) for me so that I can follow your presentation
- Strive for clarity and conciseness in your presentation
- Stay within the allocated time limit of 30 minutes – points will be lost for presentations that go past the time limit
- Some form of technology

Your job is to **plan and present** your content information to the rest of the class. I don't expect perfection nor do I expect a complete understanding of everything you present. My job is to help, answer questions, and to clarify the information prior to, during, and after the presentation. This is a learning activity.

The following are the criteria for scoring for your lesson:

### Points Earned

- |   |    |
|---|----|
| 1. Model the use of effective <b>instructional models/methods</b> (direct instruction)        | /5 |
| 2. Model the use of a specific <b>learning strategy</b> within a specific <b>content area</b> | /5 |
| 3. Model the use of a various <b>accommodations</b> based on the objectives of the lesson     | /5 |
| 4. Model the creation and implementation of a <b>UDL lesson plan</b> process                  | /5 |
| 5. Presentation including handouts, technology, time limit, etc.                              | /5 |
| 6. Overall quality of the presentation  | /5 |

**Total Points for Microteaching Lesson Presentation:** \_\_\_\_\_ / 30

## Microteaching UDL Lesson Plan

(Please ask for clarification on any element that is still unclear)

	<b>Overview</b>	<b>Points</b>
<b>Lesson Overview</b>	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)	<b>1</b>
<b>Unit Description</b>	Student provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.	<b>2</b>
<b>Lesson Description</b>	Student describes what will be taught in the lesson that day.	<b>1</b>
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	<b>1</b>
<b>Unit Goals</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.	<b>1</b>
<b>Lesson Goals – Objectives</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	<b>2</b>
	<b>Methods</b>	
<b>Anticipatory Set</b>	Student provides an introductory activity which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	<b>1</b>
<b>Introduction and model new knowledge</b>	Student completely yet concisely describes the new concept that will be the subject of the day's lesson	<b>3</b>
<b>Guided Practice</b>	Student model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	<b>3</b>
<b>Independent Practice</b>	Student are provided with the opportunity to engage with the content independently.	<b>2</b>
<b>Wrap Up</b>	Student reviews all important points of the lesson as reflected by the lesson's objectives for all students.	<b>2</b>
<b>Assessment of Student Learning – Formative and Summative</b>	Student describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	<b>3</b>
<b>Materials</b>	All materials are listed and clearly relate to the lesson.	<b>1</b>
<b>Differentiated-Accommodation Strategies</b>	Candidate provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	<b>2</b>

**Total Points for Microteaching UDL Lesson Plan \_\_\_\_\_ / 25**



## Peer Feedback for Microteaching UDL Lesson Plan

	<b>Overview</b>	<b>Your Comments</b>
<b>Lesson Overview</b>	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)	
<b>Unit Description</b>	Student provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.	
<b>Lesson Description</b>	Student describes what will be taught in the lesson that day.	
<b>State Standards</b>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	
<b>Unit Goals</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.	
<b>Lesson Goals – Objectives</b>	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	
	<b>Methods</b>	
<b>Anticipatory Set</b>	Student provides an introductory activity, which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	
<b>Introduction and model new knowledge</b>	Student completely yet concisely describes the new concept that will be the subject of the day's lesson	
<b>Guided Practice</b>	Student model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	
<b>Independent Practice</b>	Student are provided with the opportunity to engage with the content independently.	
<b>Wrap Up</b>	Student reviews all important points of the lesson as reflected by the lesson's objectives for all students.	
<b>Assessment of Student Learning – Formative and Summative</b>	Student describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	
<b>Materials</b>	All materials are listed and clearly relate to the lesson.	
<b>Differentiated-Accommodation Strategies</b>	Candidate provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	