# Instructional Planning Project

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**Points:**50

Purpose

To demonstrate that you can plan, teach, and evaluate an educational lesson for two or more students with high incidence disabilities that is aligned with their IEP goals/objectives and that integrates appropriate content standards, accommodations, and/or modifications (as specified on the students' IEPs).

Description

You and your mentor will select two students with high incidence disabilities on your caseload. Using the DI/UDL Lesson Plan format, you will develop a lesson to teach to these students. The lesson should align with the students' IEP goas/objectives. It should integrate accommodations and modifications as specified on the students' IEPs. It should also align with the appropriate subject content standards. And finally, it should integrate an informal formative assessment to evaluate student performance on the assignment. You will then teach the lesson to the students. Your mentor teacher and your course instructor will observe you teaching the lesson. (Your university instructor will observe via distance technology, i.e., Zoom.) You will also record the lesson.

Directions

To complete this assignment, please do the following:

1. Schedule the teaching demonstration. (Be sure your mentor and your course instructor are all available for this demonstration.)

2. Arrange to have appropriate technology available during your demonstration. Your mentor can help set this up and start the programs for you during your teaching demonstration. (We will connect via Zoom using the log in information posted as an announcement in the Canvas web site. You will also need to record this teaching demonstration.)

3. Choose a content area (reading/writing or mathematics).

4. Give one informal assessment (e.g., reading fluency, reading comprehension, mathematics calculation, mathematics problem solving) related to the specific lesson you will teach.

* If you will focus on reading fluency, a 1-minute oral reading assessment will work
* If you will focus on reading comprehension, you might have the student read aloud and then retell what he or she has read using a grading rubric to assess performance OR you might use an informal reading inventory to assess reading comprehension
* If you will focus on mathematics computation fluency, a 1-minute mathematics computation assessment will work
* I would encourage you to use assessments commonly used in your district for this portion of the assignment
* The idea here is to see where your students are functioning before you teach them so you can accurately target your instruction for these students

5. Based on the assessment results, write one, measurable objective related to your lesson.

6. Develop a DI/UDL lesson plan for the content area you have selected. Be sure to include how you will use formative and summative assessment data to determine if this lesson worked for these students. This is also data you can use for progress monitoring with both students.

7. Teach the lesson.

* This will be observed by 2 people (i.e., mentor and university professor) (The university professor will attend via Zoom.)
* This will be recorded so you can watch and evaluate your teaching after you have finished.
  + Video should be at least 15 - 20 minutes in length
  + It must contain the Objective, Input, Modeling, and Guided practice portions of your lesson, and the directions you will give the students for the summative assessment

8. Meet with your mentor and university instructor to solicit feedback on your teaching.

9. Watch your video and write a 1 – 2-page reflection paper

* Be sure to include information related to the assignment grading rubric in your reflection
* Think about individual learner characteristics
* Think about your use of technology to support these students' academic performance
* Think about how your lesson aligned with common core standards
* Think about the modeling, guided practice, and independent learning components of your lesson
* Think about how you tied this lesson to the pre-assessment you completed
* Think about what the post-assessment indicated regarding how this lesson worked for the students
* Share what went well, what you can improve

10. Submit the following in Canvas for instructor review:

* DI/UDL lesson plan
* Pre/Post assessment results
* 1 – 2-page reflection paper