Instructional Unit Plan: CEC Assessment #3

EDSP 4980/8580: Directed Teaching in Special Education

**CEC Content Standards Addressed**

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| Standard 1 | **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.** |
| Standard 3 | **Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.** |
| Standard 4 | **Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.** |
| Standard 5 | **Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.** |

**Assignment Expectations**

Develop and implement a (minimum) two-week unit plan for a group of (minimum) 3 students based on state standards for a specific grade and subject OR a functional skills unit to address the SC Alternate (SC Alt) standards. The following steps should be taken:

1. Choose an appropriate grade level and academic or functional skill to teach that addresses critical content needed by one or more of your students in your student teaching placement. Assessment data must be provided to document students’ current skill in the specific content covered by the unit.
2. Go to <http://ed.sc.gov/agency/ccr/Standards-Learning/> and determine which standard/standards within that grade level and subject are appropriate to teach to your students. Identify appropriate instructional materials for the unit. If you are developing a functional skills unit, identify the appropriate objectives from the SC Alt Standards (you also may use the LCE framework). Your unit should address multiple disciplines (e.g., science and literacy; math and literacy) and must include instruction in a critical thinking skill or problem-solving strategy that facilitates students’ independent learning. You will need to identify appropriate research to support your instructional methods.
3. Develop long-term and short-term objectives for the lessons based on the state standards. Each unit should have a least one long-term objective and two short-term objectives. All objectives must include conditions, learner, behavior (i.e., observable and measurable), and the criterion for mastery.
4. Determine the sequence of instruction for teaching the objectives. Also, specify when and how you will assess the students both informally and formally.
5. Identify how you will address cultural and language considerations to meet the needs of your students.
6. Describe technology used to enhance instruction and to address needed modifications and accommodations for individual students within the class.
7. Create a two-week calendar and map out your instruction for each unit. Provide daily, short-form lesson plans for the 10 days of instruction, including lesson objectives, procedures, and assessment.
8. When mapping out your instruction, you must include and designate research-based practices, interventions, or strategies appropriate to teach the content/skills.
9. Document that you have taught the skills according to your unit plan and provide detailed information regarding student performance on all measures of daily, weekly, and unit objectives.
10. Describe how you did or will modify your plan based upon student performance

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Assessment 3: Instructional Unit Plan

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| **CEC Standard/Element** | **Task Components** | **Unsatisfactory(1)** | **Need Improvement(2)** | **Proficient(3)** |
| 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | * Describe students’ present levels of performance in the subject area and task-related behaviors. * Develop appropriate and meaningful lesson objectives and unit goals based upon students’ developmental levels and academic strengths and needs. | Candidate does not use knowledge of learning differences to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop appropriate objectives or goals based upon assessment information and appropriate state standards. | Candidate uses knowledge of learning differences to develop appropriate lesson objectives and unit goals based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities. | Candidate uses knowledge of learning differences to develop appropriate and meaningful lesson objectives and unit goals that are measurable and observable and includes appropriate and reasonable criteria for master. Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards. |
| 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. | * Develop explicit lesson plans that include appropriate content for learners. * Develop lesson plans that integrate content and skills from multiple disciplines * Develop lesson plans that follow a systematic and logical structure (e.g., easy to more difficult tasks; sufficient guided practice; all activities within lessons address the lesson objectives) | Candidate failed to develop clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners. | Candidate developed generally clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for most learners. | Candidate developed clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners. |
| 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. | * Develop and implement lessons appropriate for all learners within the group. * Develop and implement accommodations to address individual needs of learners within the group. | Candidate failed to implement appropriate lessons and accommodations for learners as evidenced by student performance on lesson and unit assessments. | Candidate implemented appropriate lessons and accommodations for most learners as evidenced by student performance on lesson and unit assessments. | Candidate implemented appropriate lessons and accommodations for all learners as evidenced by student performance on lesson and unit assessments. |
| 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. | * Identify appropriate instructional modifications to each lesson or for the overall unit to address needs of individual students within the group. | Candidate failed to include appropriate curricular modifications to address accessibility needs of individuals within the group or modifications were not appropriate as evidenced by lesson plans and student performance. | Candidate included appropriate curricular modifications to address accessibility needs of most individuals within the group as evidenced by lesson plans and student performance. | Candidate included appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and student performance. |
| 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. | * In consultation with the mentor teacher and other professionals/family and informed by state standards, develop and/or administer multiple forms of assessment to make decisions about appropriate targets for instructional unit and students’ ongoing progress. | Candidate did not collaborate with others, use multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans, or use formative assessment appropriately to gauge student progress throughout the unit. | Candidate did collaborate with others and used multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans and used formative assessment to gauge progress for most students throughout the unit. | Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate and meaningful instructional objectives and goals for units plans and used formative assessment information accurately to guide decision making across the unit. |
| 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. | * Describe how you will integrate technology to enhance instruction and mastery of lesson objectives within the unit. | Candidate failed to include instructional technology that enhanced access to the content for most learners or technology was not integral to the content/skills being taught. | Candidate included instructional technology that was mostly related to the content/skills being taught and generally enhanced access to the content for most learners. | Candidate included instructional technology that was integral to the content/skills being taught and significantly enhanced access to the content for all learners. |
| 5.4 Beginning special education professionals use strategies to enhance language  development and communication skills of individuals with exceptionalities. | * Considering cultural/linguistic differences, include instruction that supports language development and/or communication skills for at least one student in the group. | Candidate failed to include instruction that supported language development or communication skills within any lesson across the instructional unit. | Candidate included instruction that supported language development or communication skills within at least one lesson across the unit for at least one student. | Candidate integrated instruction in language development or communication skills within multiple lessons across the unit with one or more students. |
| 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. | * Include instruction to teach critical thinking or problem solving skills within the unit. | Candidate failed to include instruction in critical thinking or problem solving skills within any lesson across the instructional unit. | Candidate included instruction in critical thinking or problem solving skills within at least one lesson across the unit. | Candidate integrated instruction in critical thinking or problem solving skills within multiple lessons across the unit. |
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