

(Revised December 2009)

## **Assessment 4 - Ideal Lesson Plan, Troubleshooting, and Adapting Instruction Assignment**

### **ELCL 626, Adapting Mathematics Instruction for the Inclusive Classroom**

This assignment has three parts. The first part requires you to plan a standard mathematics lesson using the lesson plan template below. The lesson represents an “ideal” learning experience from which “general education” students would be expected to learn and master the content without any particular adaptations. Once an “ideal” plan is in place, your next task is to review it and identify the parts of the plan that may cause some problems for one particular student in your class with learning difficulties.

The second part requires you to plan adaptations to the lesson based on your assessment of troubleshooting in your plan.

The third part requires you carry out the lesson with adaptations with your case study student. Then present the student’s learning history and evaluate the results of your lesson plan, adaptations, and implementation on this student.

#### **LESSON PLAN TEMPLATE**

**General Topic of Lesson and Concepts and Procedures to be Used** – Choose a lesson or mini-unit to teach in your own classroom. Identify the topic of your lesson, noting the specific concepts, skills and procedures that the lesson entails.

**Student Learning Outcomes (SLOs)** – Identify the specific performance criteria expected of students in the mathematics content and procedures described above.

**Procedures and Materials** – Describe the activities in which you and the students are going to engage during the lesson. Identify the materials that you will be using, including print materials, manipulative materials, problems to be used, and any technology (e.g., computers, computer software, calculators, videos, overhead projections).

**Assessment** – This section should include homework, informal in-class assessment methods (i.e., the kinds of questions you will ask, what kinds of oral and behavioral responses you will look for in your observations), and formal in-class assessments (e.g., written tests).

**Troubleshooting** – In this section, identify the activities, concepts, procedures, or materials that you think may present obstacles to learning and performance for the target student with learning difficulties whom you have identified for this assignment. Indicate why you think these problems will occur. To put this another way, what assumptions are you making about your regular education students’ knowledge and abilities to handle your lesson that might present obstacles to the special learner?

## **Planned Adaptations for Ideal Lesson Plan**

This part of the assignment is intended to get you focused on the specific adaptations or instructional modifications you will use in order to assist your LD student in attaining the learning outcomes of your Ideal Lesson Plan. In one page, describe the following:

1. **Main or Primary Learning Outcomes of the Lesson-** This is basically a restatement from your Ideal Lesson Plan Assignment. Include any revisions that were made on that assignment.
2. **Parts of the lesson in which the target student is expected to have difficulty-** This should be taken from your “troubleshooting” section of your Ideal Lesson Plan Assignment.
3. **Specific instructions, materials, or performances** that the target student will need help in getting through – Refer specifically to the trouble spots you have already identified. Again this is pretty similar to what you proposed in the Ideal Lesson Plan assignment. Include any revision that were made in that assignment.
4. **How you plan to alter, modify, or adapt** any part of your lesson to accommodate to the learning needs noted in #3 so that your target student will be able to attain the primary learning outcomes of the lesson indicated in #1. – Again refer specifically to the trouble spots you have already identified and indicate what you will do to allow your student to overcome, compensate, or circumvent each trouble spot.

## **Lesson Implementation in Your Classroom with Your Case Study Student**

For this part of the assignment, consider the student you selected in your class who has difficulty in learning mathematics. Using the outline below, complete the descriptive information for that student. Then based on your knowledge of the student, your ideal lesson planned and planned adaptations in your “Ideal Lesson,” carry out the lesson with your whole class. Finally reflect on the effects of your adaptations in terms of the learning experience of your case study student and the class in general.

**Your Name:**

**First Name and Gender of Student:**

**Age of Student:**

**Grade or Class in which Student is Placed:  
If the student is classified, indicate the diagnostic  
label(s) used:**

### ***Overall Description of Student:***

This section should include a general description of the child’s physical appearance, general academic performance in relation to others in the class, and any consistent unusual behaviors in which the child engages during class (e.g., very restless, no eye contact, sloppiness).

### ***Neurodevelopmental Systems Profile:***

This section should describe the child’s learning strengths and weaknesses in terms of the 8 neurodevelopmental control systems presented by Levine. Refer only to those systems which you have observed or been informed about regarding the student’s functioning.

### ***Math Profile:***

This section should describe the child’s general progress in mathematics, noting specific areas of success and failure in your current mathematics curriculum and anything you know about the child’s history with mathematics. Describe the child’s performance in terms of contexts such as whole class participation, homework, small group participation, work with written material, work with concrete material, and work with technology.

### ***Reflections on Adaptations and Case Study Student’s Performance:***

This section should describe the adaptations you needed to make in your ideal lesson plan to accommodate for the student’s learning difficulties and to accentuate the student’s strengths. You may want to consider the following: Did the learning outcomes need to be changed? If so, what did you need to do? Did the activities or materials need to be changed? If so, in what way? Did you need to make any changes in assessments or homework? If so, what changed? Finally, and most importantly, discuss how the adaptations you made to accommodate this student worked or did not work? How do you think the adaptations affected other class members?

### ***Implications for Future Instruction***

Based on the results of your adaptations and the assessment of learning for this lesson, how might you change the lesson in the future?

**Assessment 4 – TCM-ADV – On the Job Performance – Ideal Lesson with Adaptations, Implementation, and Reflections-RUBRIC –collected in CIEE 626**

**Rubric for Scoring Assessment**

**Scoring Rubric for Ideal Lesson Plan with Troubleshooting and Adaptations for Special Needs Students**

	Target	Acceptable	Unacceptable
<b>1. Identification of SLOs and relation of SLOs to step-by-step planned instructional procedures</b>	Demonstrates complete competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson	Demonstrates competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson	Demonstrates partial or incomplete competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson
<b>2. Assessment of learning plan</b>	Provides comprehensive and measurable method for assessing learning including pre-instruction and post-instruction assessments that distinguish between new learning and review	Provides accurate method for assessing learning including pre-instruction and post-instruction assessments that distinguish between new learning and review	Provides partial, incomplete, or inaccurate for assessing learning including pre-instruction and post-instruction assessments that does not distinguish between new learning and review
<b>3. Identification of troubleshooting of problems in lesson for LD students (linked to step-by-step procedures and anticipated learning outcomes)</b>	Provides complete and comprehensive identification of parts of lesson with which LD student will have difficulty in terms of the student's disabilities such as attention control system issues.	Identifies a substantial number of lesson parts with which LD student will have difficulty in terms of the student's disabilities such as attention control issues.	Provides incomplete identification of parts of lesson with which LD student will have difficulty and does not link areas of difficulty in lesson to student's LD issues.
<b>4. Planned adaptations in relation to troubleshooting issues identified</b>	Provides comprehensive and accurate analysis and interpretation of methods for adapting mathematics instruction for special needs students in relation to lesson procedures and	Provides accurate analysis and interpretation of methods for adapting mathematics instruction for special needs students in relation to lesson	Provides incomplete analysis and interpretation of methods for adapting mathematics instruction for special needs students in relation to lesson

	the nature of student's learning issues.	procedures and the nature of student's learning issues.	procedures and the nature of student's learning issues. No connection between LD issues and adaptations
<b>5. Description of Implementation of Lesson Including Assessments</b>	Provides complete and detailed report of what happened during the lesson in terms of the mathematics learned and performed in relation to ideal SLOs.	Provides some details of what happened during the lesson in terms of the mathematics learned or not learned in relation to ideal SLOs.	Does not provide clear picture of the mathematics learned; refers only to generic behaviors or management issues.
<b>6. Reflection on effects of adaptations on LD student's learning and effect on class as a whole</b>	Provides complete and detailed report of where adaptations were helpful and not helpful in the context of the learning of the mathematics content	Provides some details in report of where adaptations were helpful and not helpful in the context of the learning of the mathematics content	Does not refer to effect of adaptations on the learning of the mathematics content.
<b>7. Reflection on changes that should be in the plan and adaptations for future</b>	Provides logical argument and rationale based on observations and reflections after lesson about what might be changed to improve the adaptations for this lesson.	Makes some reasonable suggestions for changes in lesson and adaptations based to some extent on reported observations.	Does not make recommendations for changes in less and adaptations or makes recommendations for changes in lesson not based on what actually occurred.

**Rubric Key**

1. SLOs
2. Assessment plan
3. Troubleshooting
4. Planned adaptations
5. Implementation
6. Reflection
7. Planned changes