



Education Specialist Program

Preliminary Credential

Signature Assignment for EDSP 578

Instructional Unit Plan Assignment

Student Learning Outcome(s) Assessed:

SLO #4: Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education.

Description of the Signature Assignment

Objective: Using evidence-based instructional approaches presented in this class, students will demonstrate their knowledge and application of components of planning effective instructional units and lessons for students with moderate to severe disabilities. Decisions for planning will reflect previous assessments and written IEP.

The following elements are required:

1. A unit of instruction for students in a selected grade level (K-12) and subject/content area. The unit must address IEP goals for students with identified moderate to severe disabilities who will be participating in the instructional lessons. The unit must include the following:
 - a. Brief overview/description of the unit including the main topics, content, and curriculum.
 - b. Brief description of the students who will be participating in the lessons.
 - c. Five (5) lesson plans representative of lessons/activities to be used in the unit. Each lesson plan must include:
 - i. Content Standards to be addressed for the lesson (These may be across discipline areas.)
 - ii. Existing IEP objectives for the students with moderate/severe disabilities that will be addressed in each lesson.
 - iii. Appropriate adaptations and modifications needed in order for all students to be able to participate in and have access to the core curriculum.
2. Presentation: At the end of the semester each student will briefly present a summary of their instructional unit to classmates. A one-page handout/summary of the instructional unit will be distributed to the class. The presentation must utilize technology and reflect how technology was used throughout the lesson by the teacher and the students. (A separate score will be issued for the presentation.)

Directions for Students

1. Unit Description

- a. Describe the unit, including subject area, topic, theme, issue, or problem; include a purpose statement/rationale for why the unit is appropriate and relevant for students at this grade level and group curricular goals for the unit.
- b. Describe the students for whom the unit is intended, including ages, grades, identified disabilities, and learning characteristics of students; description of instructional setting.

2. Lesson Plans

The unit of instruction must include a total of five lesson plans. Three must be direct-instruction lessons and two must be cooperative lessons. Include the following elements for each type of lesson:

Direct Instruction Lessons:

- a. grade-level standards
- b. clearly stated group learning goals
- c. clear IEP objectives for a selected student
- d. clearly articulated teaching procedures appropriate to the instructional arrangement selected
- e. criteria and methods for evaluating student performance that are aligned with group learning goals and IEP objectives

Cooperative Learning Lessons

- a. grade-level standards
- b. clearly stated group learning goals
- c. clearly enumerated IEP objectives for a selected student
- d. clearly articulated teaching procedures appropriate to the instructional arrangement selected including the selected format for cooperative learning
- e. criteria and methods for evaluating student performance that are aligned with group learning and IEP objectives

3. Presentation: At the end of the semester each student will do a brief presentation to classmates. A one-page handout/summary of the instructional unit will be distributed to the class. Technology must be used for the presentation.

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
Description of the student group	Clear description of the group of students including ages, grades, identified disabilities, and learning characteristics; clear description of instructional setting; people-first language is used.	Students and the setting are briefly described. May have some errors in people-first language.	Group members are described in general terms but not individually; may be missing at least one criteria	Minimal terms are used to describe the selected group. Not a clear image of the participants	Student descriptions are omitted or so incomplete as to be unable to score	
	5 points	4 points	3 points	2 points	1 points	
Overview of the Instructional Unit	Rationale for the unit of instruction is clear; main topics, grade level standards, curriculum, and individual needs have all been considered and are clearly presented.	A brief rationale for the selection of this unit has been provided based on relevant grade level requirements	A very brief rationale is presented but it is not clear upon what it has been based. It does not appear to include grade-level standards or curriculum	Rationale was poorly described and at least two of the required elements are missing	Statement of rational was omitted or was so poorly presented as to be unable to score	
	14-15 points	12-13 points	10-11 points	8-9 points	< 8 points	
Lesson Plans Element A: Grade level standard	At least two grade level content standards are provided for each of the 5 lessons and it is clear how they relate to the instructional unit	At least one appropriate grade level standard is provided for each of the 5 lessons and it is clear how they relate to the instructional unit	Standards are provided but are not appropriate for the grade level being taught or it is not clear how they relate to the unit	Grade level standards are inconsistently applied to the lessons or are not related to the topics being taught	Grade level standards have been omitted or so poorly presented as to be unable to score	
	9-10 points	8 points	7 points	6 points	< 6 points	
Lesson Plan Element B: Group Learning Goals	At least 2 learning goals for the group are written for each lesson; they are in observable & measurable terms and clearly relate to content of the unit	At least one group learning goal is written for each lesson; each is in measurable terms and relates to the content of the unit	Group learning goals are not written in measurable terms or are not presented for each lesson of the unit	Group learning goals are not in measurable terms and are not presented for every lesson in the unit.	Group learning goals are omitted or written so poorly as to be unable to grade	
	18-20 points	16-17 points	14-15 points	11-13 points	< 11points	
Lesson Plan Element C: Student IEP objectives	At least 2 IEP objectives are presented in each lesson of the unit; objectives contain all 5 required elements as taught in class and are based on student need	At least one IEP objective is presented for the student in each lesson of the unit; objectives contain all 5 required elements as taught in class and are based on student need	IEP objectives are not presented for every lesson or may be missing one element of the 5 required	IEP objectives are not presented for every lesson and at least one element of the 5 required elements has been omitted	IEP objectives have been omitted or are so poorly written as to be unable to grade	
	18-20 points	16-17 points	14-15 points	11-13 points	< 11points	

Lesson Plan Element D: Instructional methods & strategies	A variety of instructional methods and strategies have been used in the unit; citations are provided for the evidence-base of the selected methods; they are designed to meet group and individual goals and objectives.	Strategies and methods used throughout the unit are based on those from course readings and lectures; they are designed to meet individual and group needs	Limited methods and strategies are presented; it is not clear upon what the strategies are based; there is weak evidence that individual student needs are being addressed in the lessons	The five lesson plans do not reflect evidence-based practices for instruction of students with disabilities as presented in this course.	The quality and relevance of the methods and strategies presented are so poor as to be unable to grade	
	18-20 points	16-17 points	14-15 points	11-13 points	< 11points	
Lesson Plan Element E: Evaluation of student performance	Student performance has been evaluated using multiple measures; evaluation tools/methods are clearly related to the content being taught; adaptations are presented as needed	At least 2 methods or tools have been used to evaluate student progress in the unit of instruction; evaluation is clearly tied to the content	Only one method has been used to evaluate student performance in the unit; it may be unclear in all lessons how the evaluation relates to the content	Student evaluation is sporadic throughout the unit; it is unclear how some of the evaluations relate to the content being taught in the unit	Evaluation of student performance has been omitted or is so poorly presented as to be unable to grade	
	9-10 points	8 points	7 points	6 points	< 6 points	

SLO Scale = _____ / 4

SLO Criteria = _____ / 100

Legend

Total Points	College of Education Assessment Scale Equivalent
90-100	4 (Exceeds Expectations)
80-89	3 (Meets Expectations)
70-79	2 (Meets Some Expectations)
60-69	1 (Does Not Meet Expectations)
< 60	0 (Can't Score)