# Template for Inclusive Practices in Teacher Education Coursework

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| **Content Area** | **Literacy, Reading, Language Arts** |
| Program | Dual Credential-Multiple Subject and Special Education |
| TPEs | *U 4.4* Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:* Appropriate use of instructional technology;
* Applying principles of UDL and MTSS
* Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
* Appropriate modifications for students with disabilities in the general education classroom;
* Opportunities for students to support each other in learning; and
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| HLPs | Coordinating and adjusting instruction during a lesson (TeachingWorks); Adapt curriculum tasks and materials for specific learning goals (CEC) |
| Type of Practice | Assignment, Clinical Practice |

This practice is currently used in a K-8 literacy methods class in a dual credential program. The assignment requires students to develop a lesson plan using informational text.

## Description of Assignment

1. You will develop, teach, and reflect on one comprehension lesson with an Informational Text.
2. You will take anecdotal records about at least three students during the lesson. One student must be an English learner, and one student must have one disability.
3. The lesson plan must include the following components (per RICA Content Specifications):
4. grade level
5. lesson content
6. specific instructional objectives
7. standards
8. materials
9. orientation (e.g., engagement, teacher demonstration)
10. presentation (e.g., explicit instruction, modeling, pacing)
11. structured practice (e.g., reinforcement, questioning, feedback)
12. guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
13. independent practice and application (e.g. opportunities for students to show level of mastery)
14. differentiated instruction for Universal Access for ELLs and students with disabilities (e.g., assistive technology).
15. Reflect on the teaching of this lesson.

## UDCP 410 Comprehension Lesson Template

1. **Grade Level**
2. **Lesson Content**
3. **Lesson Objective(s): Content and Language**
4. **Standards**
5. **Materials**
6. **Orientation(or Introduce the Topic/Anticipatory Set) (e.g., engagement, teacher** demonstration)
	1. Review what students have learned.
	2. Establish a connection between what is to be learned and what has been taught and/or what students have had experienced. Use examples to illustrate such a connection.
	3. State or restate (if you have done so) the lesson content.
7. **Presentation (e.g., explicit instruction, modeling, pacing)**
	1. Use a book students have read to illustrate how an instructional strategy for expository texts would work. (You must use at least one instructional strategy.)
	2. You may use the whole book to illustrate the strategy (e.g., anticipation guide). Or you may use a few pages to illustrate the strategy (e.g., think-aloud).
	3. Show students any product of the strategy (e.g., a completed KWL chart, or a completed anticipation guide) if applicable.
	4. Focus on the main elements of the strategy.
	5. Answer students questions.
	6. Jot down students’ questions if you think that it would be hard for students to understand your response.
8. **Structured Practice (e.g., reinforcement, questioning, feedback) (Whole Class)**
	1. Go through each step of the strategy while reading aloud another informational book or after the book has been read (you may use a few pages of the book), depending on the strategy. (Older students may read the book silently.)
	2. For each step, use examples from the book with the whole class or with the group if you teach to a group.
	3. Go through each step of the strategy and have students participate in each step.
	4. Provide students with feedback on their participation.
	5. Re-teach if needed.
9. **Guided Practice (e.g., questioning, feedback, corrections, peer-mediated instruction) (Small Groups)**
	1. Have students go through each step or part of the steps of the strategy (depending on the strategy) with the same book or another book or with the worksheet you have developed.
	2. Monitor students and provide assistance if needed.
	3. Have students share their completed work with the class.
	4. Re-teach if needed.
10. **Independent Practice (e.g. opportunities for students to show level of mastery) (Pairs or Individuals)**
	1. Have students complete an assessment activity to measure what has been taught in this lesson. You may use part of the book that is not covered in the lesson for the assessment activity. OR you have students complete an assessment activity that you have developed to measure what has been taught in this lesson.
	2. Monitor students and provide assistance if needed.

### Analysis of Students’ Work

1. Check students’ work to identify areas requiring re-teaching and/or more practices at various levels.
2. **Differentiated Instruction for Universal Access for ELLs and Special Education Students**
	1. State several ideas of modifications.

 Some examples include:

1. pre-teaching vocabulary and concepts
2. using a bilingual children’s book for ELLs;
3. re-teaching
4. using more concrete examples to explain a concept
5. providing more opportunities for practices at each instructional stage

Rubric for Assignment/activity or other measure of objective(s)

# Lesson Reflection Rubric

Use each question as a heading for your reflection. Your reflection needs to be no fewer than three complete, typed, and double-spaced pages. This evaluation rubric is for phonemic awareness/phonics lesson, comprehension lesson with literature, and comprehension lesson with informational text.

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| **Questions** | **Not Meeting Expectations 0.5** | **Meeting Expectations 1.5** | **Exceeding Expectations2** |
| 1. What is/are your approach/approaches to this lesson (i.e., bottom-up, top-down, interactionist, or social-constructivist)? Please explain your approach(es).
 | * + - Identify not all of appropriate approaches.
		- Do not explain your approaches in relation to how you taught the lesson.
 | * + - Identify all of appropriate approaches.
		- Provide a somewhat detailed description of your approaches in relation to how you taught the lesson.
 | * + - Identify all of appropriate approaches.
		- Explain in detail your approaches in relation to how you taught the lesson.
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| 1. How many students met success? How did you know? What is the evidence?
 | * Identify the number of students who met success.
* Do not provide measurable evidence or provide measurable evidence that is not aligned with lesson objective and content.
 | * + - Identify the number of students who met success.
		- Provide some measurable evidence.
		- The measurable evidence is aligned with lesson objective and content.
 | * + - Identify the number of students who met success.
		- Provide detailed, specific, and measurable evidence.
		- The measurable evidence is aligned with lesson objective and content.
 |
| 1. What is your plan with specific ideas for the students who did not meet success?
 | * Provide a general or an inappropriate set of ideas.
 | * Explain in detail only one specific, appropriate idea related to reading instruction.
 | * Explain in detail more than one specific, appropriate ideas related to reading instruction.
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| 1. How did you use children’s book(s)? What is the strength of the book(s)?
 | • Mention the book(s).• Mention the strength. | * Mention the book(s) and explain the rationale for the book choice.
* Explain in somewhat detail about how the book(s) is (are) used in the lesson to address the lesson content and objective.
* Explain the strength.
 | * Mention the book(s) and explain the rationale for the book choice.
* Explain in greater detail about how the book(s) is (are) used in the lesson to address the lesson content and objective.
* Explain the strength in detail.
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| 1. How did you use instructional literacy strategies? What is the strength of the strategy/strategies?
 | * Mention the instructional literacy strategy (or strategies).
* Mention the strength.
 | * Mention the instructional literacy strategy (or strategies) and explain the rationale for the choice of strategy (or strategies).
* Explain in somewhat detail about how the instructional literacy strategy (strategies) is (are) used in the lesson to address the lesson content and objective.
* Explain the strength.
 | * Mention the instructional literacy strategy (or strategies) and explain the rationale for the choice of strategy (or strategies).
* Explain in greater detail about how the instructional literacy strategy (strategies) is (are) used in the lesson to address the lesson content and objective.
* Explain the strength in detail.
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**Materials to prepare students for the assignment:** Lesson planning PowerPoint, lesson planning template (RICA prep), presentation on comprehension strategies, activity on comprehension strategies