IRIS Center Modules

Complete two (2) IRIS Center Modules - 1 by Midterm and 1 by Final from the list of options below. Prior to completing a module, review “How to Use a Module” (below). Each module has 5 components, which should be completed in order. Within each component, respond to the included questions. Copy and paste your responses into a Word document and submit with your Midterm and Final exams.

How to Use a Module

IRIS STAR Legacy Modules are Web-based instructional materials that provide information about working with students with disabilities. Each interactive module is made up of five components:

- **Challenge** – a realistic scenario relevant to education professionals
- **Initial Thoughts** – questions that allow students to explore and consider what they currently know about the scenario presented in the Challenge
- **Perspectives and Resources** – nuggets of information (e.g., text, movies, audio interviews, activities) that allow students to actively engage in learning the module's main content
- **Assessment** – an evaluation tool that offers students the opportunity to apply what they know and to evaluate what topics they need to study further
- **Wrap Up** – a summary of the information presented in the previous components

How do I navigate a STAR Legacy Module?

To begin, click on the **Challenge** at the top of the **STAR Legacy** cycle. Movement throughout the sections of the module can be managed by making use of the navigation bar at the right side of the page or by following the links at the top or bottom of each page. The IRIS Center recommends that
visitors to the Web site work through the pages of each module in the order presented in the \textit{STAR Legacy} cycle, starting with the \textbf{Challenge} and moving to \textbf{Initial Thoughts, Perspectives and Resources, Assessment}, and \textbf{Wrap Up}; the Center feels that visitors who skip one or more of these sections may not receive the full informational benefit of the cycle. Please note that many module sections contain multiple pages, hyperlinks, short movies, and sound files.

To learn about IRIS \textit{STAR Legacy} Modules, view "How People Learn: Presenting the Learning Theory and Inquiry Cycle on Which the IRIS Modules Are Built."

**Midterm IRIS Modules (Due with the Midterm Exam)**

Fully complete \textbf{ONE (1)} IRIS modules from the list below by the Midterm. Respond to the questions in each section of the module. Copy and paste your responses into a Word document and submit with your Midterm exam.

- **Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities:** This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities.

- **The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns:** This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation.

- **Related Services: Common Supports for Students with Disabilities:** This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA '04.

- **Collaborating with Families:** Designed to help teachers build positive relationships with families, this module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities.

- **RTI (Part 1): An Overview:** This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits.

- **RTI (Part 2): Assessment:** This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed.

- **Assistive Technology: An Overview:** This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom.
Final IRIS Modules (Due with the Final Exam)
Fully complete **ONE (1)** IRIS modules from the list below by the Final. Respond to the questions in each section of the module. Copy and paste your responses into a Word document and submit with your Final exam.

**RTI (Part 3): Reading Instruction**: This module illustrates different research-based reading strategies that may be used with the Response-to-Intervention model to improve reading skills.

**Differentiated Instruction: Maximizing the Learning of All Students**: This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It also explores the student traits—readiness level, interest, and learning profile—that influence learning.

**PALS: A Reading Strategy for Grades K–1**: This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials.

**PALS: A Reading Strategy for Grades 2–6**: This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials.

**Providing Instructional Supports: Facilitating Mastery of New Skills**: This module explores the importance of scaffolding and modeling for students as they learn new skills and strategies.

**Teaching English Language Learners: Effective Instructional Practices**: This module helps teachers understand second language acquisition, the importance of academic English, and instructional practices that will enhance learning for English Learners.

**High-Quality Mathematics Instruction: What Teachers Should Know**: This module describes the components of high-quality mathematics instruction: a standards-based curriculum and evidence-based strategies. It also highlights several effective practices teachers can use to teach mathematics.

**Improving Writing Performance: A Strategy for Writing Persuasive Essays**: This module highlights the differences between students who write well and those who struggle. Elements of the writing process are discussed, as are the prerequisite skills students need to write good papers. The module outlines and describes the process for teaching students the POW+TREE strategy, a writing strategy to help students produce better persuasive essays.
Awareness Project
Individually and in collaboration with a small group, develop methods and compile an awareness guide/pamphlet for promoting community, faculty, parent, and student awareness of students with special and other diverse needs. The group is responsible for providing an organized and cohesive 15 - 20 minute presentation and activity, which involves the entire class. *All work must be properly cited.*

Part 1) Awareness Individual Research
*Important* – This portion of the project is to be done and submitted independently from your group. Each member of the group must conduct his or her own research. Members in the group should not duplicate the research. The information obtained should be used to assist the group in devising the group presentation and group pamphlet. Individual contributions to the group project should be easily identifiable. It is suggested that each group member be responsible for a specific section of the guide/pamphlet.

**Website & Professional Literature Reviews** – Analyze and briefly review 5 parent, student, or professional websites, books, or articles related to your awareness topic. Clearly explain how each website could be useful to parents, children, or classroom teachers. *(Provide copies of your reviews to your classmates on the OAKS discussion board.)*

**Children’s Literature Reviews** – Read and briefly summarize five (5) children’s (picture) books or approved chapter books (every 25 pages of a chapter book will equal one picture book) related to your topic. If five books on your topic are not available, you may review some books related to other special needs areas. *Note: Obtaining reviews off the Internet or other sources is unacceptable and violates the College’s policy on plagiarism. (Provide copies of your reviews to your classmates on the OAKS discussion board.)*

In addition to the text, you may want to start your research with resources available on OAKS under Awareness Project and Special Needs Resources.

Part 2) Awareness Group Work (Group Responsibility)
*Important* – *This portion of the project is to be done collaboratively with your group.*

**A) Awareness Guide or Pamphlet** - As a group, create a guide/pamphlet, which summarizes the project and provides information about the topic. The guide should be posted to the discussion board and a hard copy provided to the instructor.

**Awareness Guide/Pamphlet Components:**

- **Condition Description** – Provide a definition or description of the special needs condition.

- **Obtaining Assistance** – Describe both local, state, and national referral procedures and ways to seek assistance.

- **Condition Characteristics** – List typical characteristics of the condition.

- **Accommodations** – Provide suggestions for support within the regular classroom and throughout the school.
• **Professional Support Services** - List specific professionals and the services that they may be able to provide to assist students, families, and teachers.

**B) Presentation (Group)**

For your presentation, identify your audience (i.e. students, parents, peers, and teachers) and tailor your presentation accordingly. Be very careful that your presentation does not inadvertently promote stereotypes. Your presentation should be as engaging as possible where you involve the entire class. As with good teaching, make sure that your participants are gaining the understanding that you expect. Also, you are encouraged to use available technology (i.e. Smart Board, Elmo, PowerPoint, video clips, etc.) within the classroom. Each group member’s involvement and contribution will be evaluated by his or her peers and the instructor. Assigned presentation dates must be adhered to for full credit on this assignment. No make up days will be provided. You are responsible for all material presented in class on tests and the final exam.

**Suggested activities:**
Interviews with parents, teachers, administrators
Videos
Role Plays
Simulations
Case Studies
Integration of local resources
Incorporation of individual research (i.e. children’s books, websites).

**C) Peer Evaluation & Discussion Board Posting** - Group members will evaluate Group and individual contributions and work will be shared on the discussion board of OAKS. *All work must be properly cited. Final grading for the project will occur upon submission of all components.*
Candidate Work Sample (Clinical Intern Format)

(This format has been included to help provide you an overall understanding of the CWS as it is used an implemented during clinical practice. For this course, we will focus on portions of this overall plan.)

Intern__________________________ Grade Level_________ Subject___________

Please use this format each time you introduce a topic, theme or unit during your clinical practice in science, health, social studies or the arts. This should be completed before you begin writing the daily plan for the topic. Keep each outline in your lesson plan notebook preceding the set of daily plans for the unit. (See pages 14 and 15 for specific information)

I. Theme, topic or unit name: ___________________ _____________________________

Anticipated date of implementation of unit and its duration: _____________________

II. General goal (reason for study, justification, overall concept students should understand)

III. Standards addressed:

IV. Major objectives for the unit. These may be determined through the webbing process.

V. Activities that will be used to assist students in meeting the objectives:
   Restate each objective and identify activities and instructions strategies that will be used for each objective.

VI. Materials needed for unit. List specific book title, kits, videos, maps, charts, speakers, hands-on materials etc.

VII. Skills and subject areas (other than major area of unit) integrated in the unit.

VIII. Culminating Activity (if one is used)

IX. Final Assessment (in early grades often combined with VIII)

X. Your reflections i.e.: response of student, level of success, what you use again/not use again, and results of assessments.

Candidate Work Samples

About Candidate Work Samples

The purpose of the School of Education, Health and Human Performance’s candidate work sample is to demonstrate and document the intern’s effectiveness in promoting student achievement. In the context of the candidate work sample, student achievement is defined as measurable growth in students’ knowledge and skills in a particular area or areas over a specified period of time. The candidate work sample provides the evidence regarding the intern’s performance relative to APSs 2 and 3.
The candidate work sample was adapted from the South Carolina State Education Department’s SAFE-T Pilot Project which was adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq).

Each candidate work sample (CWS) includes the following sections:

- **CWS Section I: Candidate Topic or Title.** The unit (i.e., a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process) is drawn from the long-range plan. The unit must be completed in its entirety, from beginning to end, during clinical practice and must last for a minimum of two or more weeks. In rare instances where an intern is unable to design a unit that is two or more weeks in length, the intern must request approval from his/her college supervisor to select two instructional units to complete during the internship. In this event, the entire unit work sample process must be followed for each unit of instruction.

  - All early childhood interns must select a unit that relates to language or pre-literacy. Integrated units that combine language or pre-literacy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.
  
  - All elementary interns through grade three must select a unit that relates to English language arts or reading. Integrated units that combine English language arts or reading, with one or more other subjects, (e.g., mathematics, science, social studies) are permitted.

- **CWS Section II: Contextual Factors.** The contextual factors include the relevant student characteristics described in the long-range plan, as well as any other factors related to the community, district, school, classroom, or students that are likely to impact instruction and/or student learning with regard to the selected instructional unit. This section also includes a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

- **CWS Section III: Unit Plan**

  - **Part A.** This part of the CWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations. The evaluation criteria for this part of the CWS are found in key element 2.A.

  - **Part B.** This part of the CWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement. This section also includes descriptions of any necessary accommodations as well as the evaluation criteria for each student assessment. The (teacher) evaluation criteria for this part of the CWS are found in key elements 3.A. and 3. C.

  - **Part C.** This part of the CWS includes the results and analyses of the pre-assessments. The evaluation criteria for this part of the CWS are found in key element 3.B.
Part D. This part of the CWS includes the key instructional activities, strategies, materials, and resources (including instructional technology) and their related unit objectives. The evaluation criteria for this part of the CWS are found in key element 2.B.

- **CWS Section IV: Analysis of Student Learning.** This section includes one or more visual representations (e.g., tables, graphs, charts) that depict student performance (a) for the entire class, (b) for one selected subgroup, and (c) for at least two individual students. (Note: Special education teachers or other teachers who may have difficulty in aggregating results for an entire class and/or subgroup may substitute analyses of the performance of additional individual students, at the discretion of the cooperating teacher and college supervisor.) Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement. Finally, this section includes an explanation of the ways in which student grades (or other indicators of student performance) have been assigned and recorded as well as how and to whom these results (i.e., grades or other indicators) have been reported. The evaluation criteria for this section are found in key elements 3.B. and 3.C.

- **CWS Section V: Reflection and Self-Assessment.** This section includes a description of the relationship between the students’ progress and achievement and the teacher’s performance. The section also includes a description of future plans for teaching the unit. The evaluation criteria for this section are found in key elements 3.B. and 2.
Assignment Goal: Using information accessible from your field experience describe contextual factors (or background description of your students) for your CWS. From there, develop your CWS as “your ideal classroom” where you apply research-based practices based upon the INCLUDE model that meet the needs of your students and your case study student. Over the course of the semester, you will complete 3 homework assignments related to your unit topic. The homework assignments will allow you to focus on related parts of the CWS. Ultimately, the completed CWS will be put together in the order found below. (Homework assignments have been color coded and numbered. Please refer to the HW assignment sheets and related samples on OAKS for additional information.)

CWS HW#1 - Unit Topic/Theme: In selecting your unit topic, consider lessons that you have already developed and that will fit within the standards for the grade level. It’s advisable to select a theme that will allow you to integrate teaching of skills and concepts.

CWS HW#1 - Unit Outline: You will look at the standards for the grade level and develop your unit objectives from there.

Example: If you are in a second grade field, select a 2nd grade lesson you developed, like telling time to the half hour -- go to the standards for the grade level and identify standards and objectives that relate to the same topic or theme. The standards/objectives you identify will be incorporated into your unit outline on the theme of "telling time".

Unit Objectives: In order to develop effective unit objectives, refer to the article, Objectives that Students Understand. The article can be found in the Content area of OAKS. Hint – Lesson objectives should translate into a skill or concept that the students will demonstrate in a specific lesson and one that you can assess. Be sure your objective is not too broad or too narrow.

Sample 2nd grade objective (Time Unit): Using a manipulative “Judy” clock, the students will identify time to the nearest hour and half-hour.

Sample 4th grade objective (Weather Unit): The student will compose a poem summarizing the processes of the water cycle.

CWS HW#2 - Contextual Factors - Background Description of Students (one or two paragraphs): Given the information that you are able to access from your field class, describe contextual factors or background information of the students.

CWS HW#2 - Implementation of INCLUDE (Refer to chapter 5 for a full description of the INCLUDE strategy.)

Step 1 (I) – Identify Classroom Demands & Map: Use information from this course, other courses and the professional literature to address classroom demands for your ideal classroom. Include citations where appropriate. You may use an on-line map tool or draw your map by hand.

CWS HW#2 - Steps 2 – 4 (N, C & L) - Case Study Student: Go to the content area of OAKS and select one of the case study students. (Look at the list of cases on OAKS and then find the description in the PDF of cases.) Put the description along with your analysis into your CWS. When analyzing the case study student's needs (steps 2 – 4 of INCLUDE), use the information that you have been provided and expand upon it based upon what you have been learning and your own research.
**CWS HW#3 - Lesson Plan** – From your unit outline, select one lesson for this project which can be incorporated into a series of lessons (based upon the unit outline) related to the same topic. Include standards and objectives for these future lessons. Picture it as a week or two long series of lessons on a topic where you would pre- and post assess the students on the content.

**Topic Examples** - Sometimes the unit topics relate to a specific area of study within a content area -- like fractions, Poetry, Persuasive Writing, etc. Or the topic can be based upon a theme which could be integrated with other subject areas --- Early Explorers, Native Americans, Weather, Plants, Animals, etc. You must check the standards for your grade level to determine the topic. Your cooperating teacher may be able to give you an idea of a series of related lessons.

**CWS HW#3 - One Lesson Plan** - From at least one of your unit objectives, develop one detailed lesson plan which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

**CWS HW#3 - Step 5 (U) – Use Information to Brainstorm Adaptations (Refer to chapter 5)** - Use information gathered to brainstorm adaptations for your case study student. (Cite appropriate and comprehensive adaptations from the professional literature.) The focus of step 5 is to BRAINSTORM possible accommodations and/or modifications as you would when working with a child study team. IDEA stipulates that two types of adaptations may need to be made for students with disabilities - accommodations or modifications.

**Accommodations** - “services & support provided to help students gain full access to class content, instruction, & to demonstrate accurately what they know” (Nolet & McLaughlin, 2000).

- **By-pass strategies** – Consider your case study student’s strengths and needs identified in steps 2 – 4 of INCLUDE. Determine strategies that will enable your student to bypass a weakness by utilizing a strength.
- **Classroom teaching & organization** – Consider step 1 of INCLUDE – Identifying classroom demands. What are some ways you can accommodate your case study student’s academic, physical, social and emotional needs? For example, your case study student may need preferential seating.
- **Intensive instruction on basic skills and/or learning strategies** - Many students with special needs lack basic skills, pre-skills and learning strategies. Determine accommodations for your case student that can address his/her specific needs.

**Modifications** - “…content expectations are altered & the performance outcomes expected of students are changed” (Nolet & McLaughlin, 2000).

- Typically used for students with severe behavioral and/or cognitive challenges.
- Curricular expectations of general education are inappropriate. The student will need the curriculum level adjusted. The student will not be working on grade level.
- Simplifying content inappropriately can lead to watered down curriculum
  *Unless your case study student is severely disabled, you will not need to make modifications. If so, you can omit modifications from your CWS.*

**CWS HW#3 - Step 6 (D) - Decide upon Adaptations** - From your brainstormed list generated in step 5, select adaptations to implement for your case study student. (Cite appropriate sources) This list will likely be shorter than the list you developed in step 5. Here you are determining the strategies you plan to implement.

- Select age-appropriate adaptations
- Select adaptations you agree with effectiveness
- Select the easiest accommodations first
- Select adaptations with demonstrated
**CWS HW#3 - Step 7 (E) - Evaluate (case study) student progress**

Explain how you will track or assess strategy effectiveness. In other words, how will you monitor your case study student’s use of strategies you put in place in steps 5 and 6? **Examples** – observations; grades; analysis of student work; portfolios; ratings; checklists.

**CWS HW#1 - Unit Assessment** - For this assignment, provide a brief, written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student. (During your internship, you will complete the table in the grayed out section below.)

**CWS HW#1 - Activities/Strategies/Materials/Resources** - In the provided table, describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A) that are addressed.

**CWS HW#3 - APA citations, APA Reference Page & Annotated Bibliography** - Throughout the CWS, cite at least 5 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites) that provide support for the inclusion strategies that you identify. On a separate page, briefly summarize each reference in annotated or paragraph form. APA style should be correctly used throughout the CWS http://owl.english.purdue.edu/owl/resource/614/01/

APA Annotated Bibliography - [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)

"A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

- **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on [paraphrasing](http://owl.english.purdue.edu/owl/resource/614/01/) sources.

- **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? For more help, see our handouts on [evaluating resources](http://owl.english.purdue.edu/owl/resource/614/01).

- **Reflect**: Once you’ve summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
Your annotated bibliography may include some of these, all of these, or even others. If you're doing this for a class, you should get specific guidelines from your instructor.

**Suggested Resources**

**Course texts**
- The Friend text as well as texts from other courses.

**Professional Journals**
- *Intervention in School and Clinic*
- *Teaching Exceptional Children*
- *Exceptional Children*
- *Journal of Learning Disabilities*
- *Learning Disabilities Quarterly*
- *Reading and Writing Quarterly*
- *Education Leadership*
- *Learning Disabilities Focus*
- *Remedial and Special Education.*

**Professional Websites**
- *Teaching LD* - [http://teachingld.org/](http://teachingld.org/)
- Professional Websites from “Inclusion Resources” and Awareness Presentations

**Professional Videos & Conferences**

*Only research-based practice is to be cited within the CWS. Materials and lesson activities should not be included in the annotated bibliography.*
EDEE 409 CWS Homework #1

CWS – Unit Topic, Unit Outline, Unit Activities & Unit Assessment

Assignment: Using SC Curriculum Standards and information from your field class, develop a draft of your unit topic along with the corresponding “Unit Outline” (with standards and objectives) and the “Activities, Strategies & Materials Outline.” You should be able to insert these sections into your CWS. Once completed, the remaining work will focus on your case study student (a student with special needs from your class roll), lesson plan, unit assessment description and research based practice using the INCLUDE model and outside resources. 

_Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams._

TT2: Candidate Work Sample

Teacher’s Name _____________________Grade Level _____________________

School________________________ Year________________________

CWS Section I:

Unit Topic or Title (from the long-range plan (LRP), key element 1.C)

CWS Section III: **Unit Plan (Part A)** (key element 2.A):

Unit outline - Make a detailed outline of the instructional unit using the table below. Identify unit objectives and their correlated standards or expectations.

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<tr>
<th>Unit Objectives (Key element 2.A)</th>
<th>Correlated Standards/Expectations</th>
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CWS Section III, Part B (key elements 3.A and 3.C):

Unit Assessment - For this assignment, provide a written description of how you will pre and post assess the entire unit. Describe any necessary accommodations that will be needed for your case study student. (During your internship, you will complete the table in the grayed out section below.)

CWS Section III, Part D (key elements 2.B):

Activities/Strategies/Materials/Resources
Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the lesson objectives (numbered according to the order in which they are listed in CWS Section III, Part A – Unit Outline) that are addressed.

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<th>Activities/Strategies/Materials/Resources (Key element 2.B)</th>
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EDEE 409 CWS Homework #2

CWS – Contextual Factors, Case Study Student Analysis & Classroom Map

Assignment: Based upon your field class and your cooperating teacher’s long range plan (LRP), examine the learning needs of your class and of your case study student. Be sure to address steps 1 – 4 of INCLUDE, incorporating all sections of the bulleted outline below. Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams.

TT2: Candidate Work Sample
Teacher’s Name _____________________Grade Level __________________
School_____________________________ Year________________________

A. CWS Section II: Contextual Factors (Based upon your cooperating teacher's long range plan and school demographic information.)

B. Background Description of Students (one or two paragraphs)

C. (Step 1) (I)- Identify Overall Classroom Demands (Complete each section and bulleted categories below)

Classroom Organization (UDL Principles 1, 3, 4, 7, 8, 9)
- Classroom Arrangement
- Classroom routines and procedures
- Classroom climate
- Behavior management
- Use of time

Classroom Grouping (UDL Principles 8, 9)
- Whole groups
- Small groups (types)
- Individual instruction
- Peer groups

Instructional Materials (UDL Principles 1, 6, 7)
- Textbooks
- Manipulatives
- Models
- Technology

Instructional Methods (UDL Principles 1, 2, 3, 4, 5, 6)
- Direct Instruction
- Indirect instruction
- Scaffolding
• Independent practice
• Homework

Student Evaluation (UDL Principles 1, 3)
• Testing
• Grading
• Performance-based assessment
• Portfolio

D. Case study student description and analysis

In a paragraph, describe your case study student. Use steps 2 – 4 of the INCLUDE strategy to analyze your case study student’s learning needs.

a. Step 2 (N) – Note Strengths: Needs of Case Study Student (UDL Principles 1 – 7)
   • Academics
   • Social-emotional development
   • Physical development

b. Step 3 (C) - Check for Potential Successes of each Student (UDL Principles 1 – 7)
   • Case study student’s strengths
   • Potential Areas of Case Study Student Success

c. Step 4 (L) – Look for Potential Problems (Mismatches) (UDL Principles 1 – 7)

E. Classroom map – Ideal arrangement based upon your students’ learning & behavioral needs.

(This can be drawn by hand or using an on-line tool.)

http://classroom.4teachers.org/
CWS – Lesson Plan, Case Study Student Adaptations & Research-Based Strategies

Assignment: Based upon your unit outline, include one detailed lesson plan, along with appropriate adaptations (i.e. accommodations and/or modifications) for your case study student. Include an APA reference page of your research-based strategies, along with an annotated bibliography of each source cited. Bring a hard copy of your work to class to discuss and peer-edit with your grade level teams.

One Lesson Plan - One detailed lesson plan which includes substantial accommodations using steps 5 – 7 of the INCLUDE strategy and the student described in your case study.

Step 5 (U) – Use Information to Brainstorm Adaptations (Provide Citations)
Accommodations

 Modifications

Step 6 (D) - Decide upon Adaptations

Step 7 (E) - Evaluate (case study) student progress

Annotated Bibliography and APA Reference Page

- APA Reference Page - Cite at least 5 professional references (i.e. scholarly, refereed journals, textbooks, and approved professional websites).
  APA style help - http://owl.english.purdue.edu/owl/resource/614/01/

- Annotated Bibliography - Write a one paragraph summary of each source included in your reference page.
  APA Annotated Bibliography Help - http://owl.english.purdue.edu/owl/resource/614/01/