EdcG 630 Inclusion K-12 Lesson Plan Template, Spring 09

The task: Use one of the media identified in the Media Compilation available online as the materials for a lesson on **both** your preferred content area, and inclusion of those who are different in some way.
Plan this lesson for a class that includes at least one classmate with a disability. You may use either a student with a disability you are familiar with, or one of the Case Study students also available online.

Note: Remember that this is only one lesson to be conducted during one class period. You might have an overall goal that will require several lessons to teach, or be spread out over the entire year. Use this lesson plan for only what you would do in one day's lesson, as part of the process of addressing both reading and inclusion goals, even if only very small aspects of the overall goals for both reading and inclusion. I do appreciate that for some of you this is your first lesson plan.

All of the following categories should be included in the lesson plan(s) that you submit.

Placement within Unit

Background:

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Lesson Objectives

IEP Objectives addressed within lesson:

Materials and Resources

Procedures/Activities
Beginning: -

Middle -

End -

Assessments

Homework/Extension of Lesson

Accommodations

Lesson Plan Rubric

Lesson Plan	3 – Exemplary	2 – Promising	1 – Developing	0 – Not Yet
Placement	Clear explanation of how this lesson builds on previous lessons and prepares for future lessons	Explains how the lesson fits into larger curricular goals.	Describes the larger goals but unclear how this lesson fits within them.	No description of how the lesson fits into larger curricular goals
Learning Objectives	States learning object-tives that are clearly linked to the Frameworks. Identifies content knowledge and skills necessary for success. Learning objectives focus on student outcomes.	Identifies learning object-tives, the Frameworks on which the lesson is based, and the pre-requisites but the link between two or more is not clear.	Lists the learning objectives and the Mass. Curriculum Frameworks. The prerequisite knowledge & skills are incomplete.	One or more are missing: learning objectives, pre-requisites, MA Curriculum Frameworks
Background	Insightful explanation, supported by formal & informal assessments, of how the content and the activities match the diversity of the students.	Explanation considers how both content and activities match the students, based upon some assessments.	Explanation of how the activities fit the content OR the students but not both. Limited or no reference to assessments that contributed to explanation.	No explanation of how the activities fit the content or the students
Materials	Takes advantage of community and/or technology resources along with other engaging materials that best match the lesson and the diversity of students	Identifies materials and resources appropriate for lesson and students	Some materials not appropriate	No materials listed
Procedures	Defines clearly both the teacher's and the pupils' roles in a detailed, sequential outline in the lesson plan. Includes the considerations listed within the Lesson Plan template.	Provides an outline for each step in the lesson plan but does not clearly define the teacher and student roles. Includes most of the considerations listed within the Lesson Plan template.	Presents a general outline of the lesson plan. Includes some of the considerations listed within the Lesson Plan template.	Procedures are unclear or not included. Lists a few of the considerations listed within the Lesson Plan template.

Assessment	Clearly explains how the teacher will use a variety of assessments at the start, during and at the end of the lesson to determine pupils' mastery of the objectives of the lesson at different levels. Provides copies of the planned assessments. If lesson is taught, includes specific post-lesson examples of assessments students have completed. Also includes an analysis of the assessments such as bell curve graphic of student performance on assessment, or compilation of assessment outcomes and how the outcomes inform teacher subsequent instruction.	Describes and provides copies of how the teacher will know whether or not the students have met the objectives of the lesson at different levels. If lesson was taught, includes limited evidence.	Lists what the teacher will use to know, at the end of the lesson, whether or not the students have met the objectives of the lesson but does not indicate the levels of achievement. If lesson was taught, does not provide evidence	Lacks evidence demonstrating the use of assessments linked to lesson objectives to ascertain levels of pupil achievement.
Homework	Explains clearly how the homework will extend student understanding of content and/or application of skill.	Describes the homework and states how it will add to pupil understanding of content and/or application of skill.	Describes the homework.	No homework described
Accommo-dations	Includes accommodations &/or modifications for instruction and assessment as specified in the IEP's of all students with disabilities for all aspects of the lesson. Discusses approaches, strategies and techniques used to meet needs of students with diverse ability, and linguistic, racial and cultural backgrounds.	Includes accommodations &/or modifications for instruction and assessment as specified in the IEP's of all students with disabilities for the overall lesson. Describes approaches, strategies and techniques used to meet needs of students with diverse ability, and linguistic, racial and cultural backgrounds.	Includes some general accommodations &/or modifications for instruction and assessment but relationship of accommodations to the IEP is unclear. Lists a few approaches, strategies and techniques to meet needs of students with diverse ability, linguistic, racial and cultural backgrounds.	No mention of accommodations from IEPs, nor approaches, strategies and techniques used to meet needs of students with diverse ability, and linguistic, racial and cultural backgrounds