

Instructional Analysis for Inclusion of All Students
Stage II: Lesson Plan and Implementation
Spring 2010 Implementation

This assessment is designed to specifically address proficiencies that all teacher education candidates at Illinois State University are required to meet as adopted by the Council for Teacher Education. By successfully completing this assessment the teacher candidate will demonstrate select knowledge, skills, and dispositions identified in the Diversity Proficiencies, the Commitments in the Conceptual Framework: Realizing the Democratic Ideal, and the Illinois Professional Teaching Standards.

Diversity Proficiencies Approved by CTE September 2, 2008

Upon completion of University coursework, field and clinical experiences, Illinois State University Teacher Candidates will:

- a. understand many forms of diversity, contexts of schooling and inequities.
- b. facilitate inclusive learning environments, demonstrate respect, honor and equitable interactions, and differentiate instruction and assessment
- c. understand how to advocate for students, teachers, parents, and self.
- d. Use continuous reflection including examining one's own personal perspectives and biases

Useful Resources

UDL Websites: <http://cast.org/research/udl/index.html>

http://www.cast.org/teachingeverystudent/toolkits/tk_procedures.cfm?tk_id=21

UDL Book: Teaching Every Student in the Digital Age; Universal Design for Learning by David H. Rose and Anne Meyer.

Culturally Responsive Teaching: <http://www.tdsi-course.net/>

The Project

Teacher candidates must submit a written project into their electronic portfolio that addresses each of the areas listed below for a lesson that they **teach in a classroom setting**.

- I. Description of learner(s) taught:
 - A. An overall description of learners in an educational setting that includes grade level, general characteristics, socio-economic status, English Language Learners and cultural and racial diversity;
 - B. A description of student interests and learning styles;
 - C. A profile of the learner(s) with exceptionalities who have an Individual Education Program (IEP), 504 Plan, or other written accommodation plan(s) that includes the description of the exceptionalities, academic performance, and socialization of the identified students;

- II. Classroom Environment
 - A. A description of the physical structure of the educational setting;
 - B. A description of environmental accommodations for learners with exceptionalities;
 - C. A description of resource/support personnel present in the educational setting;
 - D. A rationale for the physical structure and how it promotes and/or hinders successful learning and positive behavior.

- III. School and Community Context
 - A. Description of the School
 - i. Mission Statements/Goals
 - ii. Money spent per student
 - iii. The number and grade level of classrooms and student count
 - iv. Student teacher ratio
 - v. School day schedule
 - vi. Other relevant information
 - B. Description of the Community
 - i. Size (Urban, Suburban, Rural)
 - ii. Major Employer(s)
 - iii. Number and Types of Schools
 - iv. Source of Students
 - v. Other relevant information

- IV. Instruction: The teacher candidate will develop a detailed lesson plan that includes the following elements for the given educational setting that includes students from diverse ethnic groups and students with exceptionalities:
 - A. Objectives
 - B. Materials and/or Technology to be used
 - C. Outline of Activities/Strategies to be used
 - 1. Presentation Strategies (Delivery of Content)
 - 2. Engagement Strategies
 - 3. Assessment Strategies
 - D. Rationale for strategy choices as they pertain to student needs and interests and discipline requirements.

- V. Implementation of lesson: The observer of the implemented lesson will evaluate the following performance indicators.
 - A. Effective implementation of presentation strategies.
 - B. Effective implementation of engagement strategies.
 - C. Effective implementation of assessment strategies.
 - D. Demonstration of respect, honor and equitable interactions with all students.

- VI. Reflection
 - A. How effective were the presentation, engagement and assessment strategies? Did they meet the needs of all the students?
 - B. How well did all the students meet the lesson objectives? How do you know?
 - C. What aspects of this lesson would you keep or change when you develop future lesson plans and why?
 - D. Examine your personal perspectives and biases with respect to the diverse students in the class and their needs.

Teacher Candidates must score at the satisfactory or higher level for each element of the rubric in order to successfully complete the Instructional Analysis for Inclusion of All Students: Stage II Assessment.

Instructional Analysis for Inclusion of All Students
Stage II Rubric: Implemented Lesson

Element	Unacceptable	Developing	Satisfactory	Proficient
1. Description of Learners				
1a. General Characteristics Required Elements: Grade Level Socio-economic Status English Language Learners Cultural/Racial Diversity General Characteristics	Two or more required components missing. Description indicates little to no understanding of learners' demographics.	One required component missing. Description indicates a limited understanding of learners' demographics.	All required components included. Description indicates an insight into learners' demographics.	All required components plus additional information included. Description indicates a thorough understanding of learners' demographics.
1b. Student Interests & Learning Style Inventory	The description does not include both student interests and learning styles.	The description provides a limited understanding of students' interests and learning styles. Only a portion of students are addressed in the profile. Some information may not be totally accurate or missing.	The description provides an insight into students' interests and learning styles. The majority of students are addressed accurately in the profile.	The description provides a thorough understanding of students' interests and learning styles. All students addressed in profile with evidence provided as to how determination was made.
1c. Description of Exceptionalities Required Elements: Exceptionality description Academic Performance Socialization Skills	No learners with exceptionalities are identified or discussed.	The description of learners with exceptionalities is missing 1 or more elements, exhibiting a limited understanding of learners.	The description of learners with exceptionalities is complete, exhibiting an insight into learners with exceptionalities.	The description of students with exceptionalities includes all required elements with additional information provided. The description

				exhibits a thorough understanding of the learners with exceptionalities.
Element	Unacceptable	Developing	Satisfactory	Proficient
2. Description of Classroom				
2a. Physical Structures	No mention or an unclear description of the physical structures of the educational setting is present.	A limited description of the physical structures is present providing an incomplete view of the educational setting.	The physical structures are presented in a manner that completely depicts the educational setting.	The physical structures of the educational setting are fully described and a discussion of how they contribute to student learning is included.
2b. Environmental Accommodations	No mention or an unclear description of the environmental accommodations for learners with exceptionalities is present.	At least two environmental accommodations for only select learners with exceptionalities are described.	Multiple environmental accommodations for all learners with exceptionalities are clearly and accurately described.	Environmental accommodations for all learners with exceptionalities are thoroughly discussed with an accurate explanation as to how these accommodations support student learning.
2c. Support Personnel	No mention or an unclear description of support personnel that are present in the educational setting is provided.	A description of the support personnel present in the classroom setting is present.	A clear description of all support personnel present in the classroom is present including their perspective roles.	An extensive description of how support personnel present in the classroom, school building and district work with the teacher to support student learning.

2d. Physical support/hindrances For learning	There is no mention or an unclear description of how the physical structures promote and/or hinder successful learning and positive behavior.	Although there is mention of how the physical structures promote and/or hinder successful learning and/or positive behavior some information is inaccurate or incomplete.	An accurate description of how multiple physical structures promote and/or hinder successful learning and positive behavior is present.	An extensive description of how the physical structures promote and/or hinder successful learning and positive behavior is present. A plan to build on the positive characteristics and accommodations to compensate for the hindrances is provided.
Element	Unacceptable	Developing	Satisfactory	Proficient
3. Context				
3a. School Mission/Goals	The school mission statement and goals are not presented.	Only information related to the school mission statement or the goals is included.	The school mission statement and school goals are clearly articulated.	The school mission statements and school goals are clearly and fully articulated. Information regarding the school's administrative and staff commitment to these goals is included.
3b. School Data Required Elements: Money spent per student Number & grade levels of classrooms	No statistical information is presented that describes the characteristics of the school and	Only a limited amount of data is presented. One or more of the required elements are missing.	School data are presented that provide an understanding of the school and resources. Data	There is a thorough presentation of data that describes the characteristics of

Student Count Student/Teacher ratio	students and available resources.		depict all required elements. Relevant School Report Card Data are presented.	the school and students, with a discussion of how the data affects the school in meeting the school mission and goals.
3c. School Schedule	The school schedule is not presented.	The school schedule is presented in such a manner that only the teachers' schedule or students' schedule is presented.	The school schedule is described in such a manner that allows for an understanding of what a typical day is like for both a student and a teacher.	The overall school schedule is presented with a discussion of its weaknesses and strengths for contributing to the school mission and goals.
Element	Unacceptable	Developing	Satisfactory	Proficient
3d. Community Required Elements: Size (Urban, Suburban, Rural) Major employers Number and types of Schools Source of students	The description of the community is not presented.	The description of the community is missing one or more of the required elements.	The description of the community includes all the required elements and exhibits a clear understanding of where the students in this school live.	There is a thorough discussion of the community in which the students live. The discussion includes information as to how the community impacts the school operations, curriculum, and/or other school activities.
4. Instruction				
4a. Objectives	No objectives are present or they do not link to the lesson content.	Objectives are present and reflect the lesson content or knowledge of the	Objectives are complete and link to the lesson content and knowledge of the	Objectives are complete and link to the lesson content and knowledge of the

		learners but are incomplete.	learners.	learners. Additional links are made to local, State or Professional Standards.
4b. Materials and Technology	No materials or technology are discussed or the materials and/or technology selected are inappropriate for the content or the learners.	Appropriate materials and/or technology are selected that reflect the needs of the content.	Appropriate materials and/ or technology are selected that reflect the needs of the content and the learners.	An in-depth search for the creative use of appropriate traditional and/or non-traditional materials and/or technology needed for the content and diverse learners is shown.
4c. Presentation Strategies and Rationale (Quality of Presentation Strategies selected)	One presentation method used or an inappropriate method is chosen. Teacher centered. Little consideration of class diversity evident.	Two appropriate means of presentation that are linked to the objectives and that try to address class diversity are present.	Multiple appropriate means of presentation that are linked to the objectives and address class diversity are present.	Multiple appropriate and creative means of presentation that are linked to the objectives and address class diversity are present. Strategies reflect an understanding of research on the content and diverse learners.
Element	Unacceptable	Developing	Satisfactory	Proficient
4d. Presentation Rationale (Explanation of the thought processes involved in selecting the Presentation	The discussion of each strategy does not include information on the issues related to the diverse population and	The discussion of each strategy includes minimal information on the issues related to the diverse population and	The discussion of each strategy contains information on the issues related to the diverse population and	The discussion of each strategy contains detailed information on the issues related to the diverse population and

Strategies)	how this knowledge led to the selection of the strategy.	how this knowledge led to the selection of the strategy.	how this knowledge led to the selection of presentation strategies.	how this knowledge led to the selection of the strategies.
4e. Engagement Strategies (Quality of the Engagement Strategies selected)	Engagement strategies do not consider most of the interests, background, challenge levels, motivations and exceptionalities of most students.	Appropriate engagement strategies are used that attempt to consider to the interests, background, challenge levels, motivations and exceptionalities of most students.	Appropriate engagements strategies are used that implicitly integrate an understanding of the interests, background, challenge levels, motivations and exceptionalities of most students.	Appropriate engagement strategies are used that explicitly articulate the seamless integration of an understanding of the interests, background, challenge levels, motivations and exceptionalities of the students.
4f. Engagement Rationale (Explanation of thought processes involved in selecting the Engagement Strategies)	The discussion of the engagement strategies does not include information on issues related to the diverse population that led to the selection.	The discussion of each engagement strategy contains minimal information on the issues related to the diverse population and how this knowledge led to the selection.	The discussion of each engagement strategy contains information on the issues related to the diverse population and how this knowledge led to the selection.	The discussion of each engagement strategy contains detailed information on the issues related to the diverse population and how this knowledge led to the selection.
4g. Assessment Strategies (Quality of the Assessment Strategies selected)	No appropriate means of assessment that supports the learning of the diverse classroom population are present.	One appropriate means of assessment that supports the learning of the diverse classroom population is present.	Multiple appropriate means of formal and/or informal assessment that support the learning of the diverse classroom population are present.	Multiple appropriate means of formal and informal assessment that support the learning of the diverse classroom population are used throughout

				the lesson. Formative & summative assessments are present.
Element	Unacceptable	Developing	Satisfactory	Proficient
4h. Assessment Rationale (Thought processes involved in selecting the Assessment Strategies)	The discussion of the assessment strategies does not include information about how the assessment links to the objectives or information on issues related to the diverse population that led to the selection.	The discussion of each assessment strategy contains minimal information about how the assessment links to the objectives or information on issues related to the diverse population that led to the selection.	The discussion of each assessment strategy contains information about how the assessment links to the objectives and information on issues related to the diverse population that led to the selection.	The discussion of each assessment strategy contains detailed information about how the assessment links to the objectives, information on issues related to the diverse population that led to the selection and how the information from the assessment can be used in future lessons or planning.
5. Effectiveness of Instruction				
5a. Effective implementation of the presentation strategies	One presentation method or an inappropriate method was used in the implemented lesson. Little consideration of the diverse population was evident during the presentation.	Two appropriate presentation methods were implemented that the teacher candidate tried to meet the needs of the diverse population in the classroom.	Multiple appropriate methods of presentation were used effectively in order to address the diverse population in the classroom.	Multiple appropriate and creative means of presentation that addressed the class diversity were used. The strategies used reflected the teacher candidate's understanding of the content and

				the diverse population in the classroom.
Element	Unacceptable	Developing	Satisfactory	Proficient
5b. Effective implementation of engagement strategies for the diverse population	The lesson is implemented in such a way that students are not engaged, they appear disinterested, or the methods ultimately used are not related to the needs of the diverse population.	The lesson is implemented in such a way that some students are actively engaged and the engagement strategies used are minimally related to the diverse population.	The lesson is implemented in such a way that most students are actively engaged in the lesson and engagement strategies used showed an understanding of the interests, background, and motivations of the diverse population.	The lesson is implemented in such a way that most students are actively engaged in the lesson and engagement strategies were used seamlessly throughout the lesson in order to integrate the interests, backgrounds and motivations of the diverse population.
5c. Effective implementation of assessment strategies for the diverse population.	No appropriate means of assessment were used during the implementation of the lesson that would support the evaluation nor learning of the diverse classroom population.	One appropriate means of assessment that supports the evaluation and learning of the diverse classroom population was implemented.	Multiple appropriate means of formal and/or informal assessment that support the evaluation and learning of the diverse population were implemented.	Multiple appropriate means of formal and informal assessment were implemented. Information gleaned from the assessments was used to change the direction of the lesson in order to meet the needs of the diverse population.
5d. Demonstration of respect, honor and equitable interactions for the	The teacher candidate fails to use language, activities,	The teacher candidate uses appropriate language,	The teacher candidate uses appropriate language,	The teacher candidate uses appropriate language,

diverse population	questions, materials, technology and/or content that values and includes members/groups of the diverse population.	activities, questions, materials, technology or content that values and includes some members/groups of the diverse population.	activities, questions, materials, technology, and content that values and includes most members/groups of the diverse population.	activities, questions, materials, technology, and content that values and includes all members/groups of the diverse population.
6. Reflection				
6a. Presentation effectiveness	The reflection is absent or does not include a discussion of the effectiveness of the presentation strategies as they pertain to the needs of the diverse population.	The reflection includes only a discussion of the presentation strategies as they pertain to the lesson and/or the needs of the diverse population.	The reflection includes accurate discussions of the presentation strategies and their effectiveness in the lesson and in meeting the needs of the diverse population.	The reflection includes discussions of the presentation strategies, their effectiveness, and how and why these presentation strategies will be used in future lessons in order to meet the needs of the diverse population.
Element	Unacceptable	Developing	Satisfactory	Proficient
6b. Engagement effectiveness	The reflection is absent or does not include a discussion of the effectiveness of the engagement strategies as they pertain to the needs of the diverse population	The reflection includes only a discussion of the engagement strategies as they pertain to the lesson and the needs of the diverse population.	The reflection includes accurate discussions of the engagement strategies and their effectiveness in the lesson and in meeting the needs of the diverse population.	The reflection includes discussions of the engagement strategies, their effectiveness, and how and why these presentation strategies will be used in future lessons in order to meet the needs of the diverse

				population.
6c. Assessment effectiveness	The reflection is absent or does not include a discussion of the effectiveness of the assessment strategies as they pertain to the needs of the diverse population	The reflection includes only a discussion of the assessment strategies as they pertain to the lesson and the needs of the diverse population	The reflection includes accurate discussions of the assessment strategies and their effectiveness in the lesson and in meeting the needs of the diverse population.	The reflection includes discussions of the engagement strategies, their effectiveness, and how and why these assessment strategies will be used in future lessons in order to meet the needs of the diverse population.
6d. Lesson objectives met	The reflection is absent or does not include a discussion of how well the objectives were met.	The reflection includes only a discussion of the objectives as they pertain to the lesson.	The reflection includes accurate discussions of the objectives and how well the objectives were met.	The reflection includes discussions of the objectives, how well the objectives were met, and how they know the objectives were met or not. In addition, the reflection includes a discussion of ways this knowledge will be used in the planning of future lessons.
Element	Unacceptable	Developing	Satisfactory	Proficient
6e. Aspects kept or changed in future plans	The reflection is absent or does not include the aspects of the lesson that should be kept and/or changed to meet	The reflection only identifies aspects that should be kept and/or changed in the plan in order to meet the needs	The reflection includes accurate discussions of the aspects that should be kept and/or changed in the plan as well as	The reflection includes discussions of the aspects that should be kept and/or changed in the plan, why

	the needs of the diverse population.	of the diverse population.	why this should be done in order to meet the needs of the diverse population.	these aspects should be kept or changed and how this knowledge can be used in planning subsequent lessons for the diverse population.
6f. Examination of personal perspectives and biases.	The reflection is absent or does not include a discussion of personal perspectives or biases as related to the diverse students in the classroom.	The reflection only identifies surface perspectives and/or biases with limited discussion of how these may affect the planning or implementation of lessons for diverse learners in the classroom.	The reflection includes discussion of personal perspectives and/or biases and provides insight into how these affect planning or implementation of lessons and how the perspectives and/or biases have or need to change in order to work with diverse learners in the classroom.	The reflection includes a thorough discussion of personal perspectives and biases as well as how these affect planning and implementation of lessons for diverse students. A plan is included to build on the positive perspectives and to change the negative perspectives or biases in order to better work with diverse students in the classroom.

Teacher Candidates must score at the satisfactory or higher level for each element of the rubric in order to successfully complete the Instructional Analysis for Inclusion of All Students: Stage II Assessment.