

Interdisciplinary Mini-Lesson and Accessible, Adapted Materials

50 points, Groups of 2-4: The purpose of this assignment is to demonstrate understanding and application of the steps for systematic instruction for CLD students with significant disabilities, while providing access to age-appropriate general education curriculum (TIES Center, 2020), addressing language development goals, applying culturally and linguistically sustaining practices, and adapting materials. If you work in pairs or small groups, each person must contribute equally to all parts of the assignment (i.e., you cannot divide and conquer, as skills and application for this assignment are equally important). Adaptations will demonstrate candidates' skills in modifying grade-level content standards and curricula to meet the individualized needs of students.

If working in groups of 2-4, be sure to follow these additional guidelines:

1. **Use Google apps suite** (e.g., docs, sheets, or slides) or **One Drive** to plan, collaborate, and complete drafts of the assignments
2. Share with Dr. Juarez (Google: sarabwerner@gmail.com ; One Drive: [sjarez@cpp.edu](mailto:sjuarez@cpp.edu)) as **"CAN EDIT"**
3. Each group member must complete the [confidential Peer Evaluation and Contributions Form for Group Work](#)

Directions

1. **Choose a Grade-Level**
2. **Choose a Topic of Interest from:**
 - a. Science
 - b. History-Social Science
 - c. Visual or Performing Arts
3. **Choose a general education content area standard, topic, and materials**
 - a. Any of these can be aligned with functional/vocational skills (creatively sometimes)
 - b. Science: [NGSS for California Public Schools, K-12 - Science](#)
 - c. History/Social studies: [History Social Science Content Standards - Content Standards](#)
 - d. Visual or performing arts: [California Arts Standards - Content Standards](#)
4. **Select relevant Literacy and ELD Standards** to also include in the lesson
 - i. See Lesson Outline for links to the standards
 - ii. Aligned with CalTPA Cycle 2 (ELA)
5. **Complete Lesson Outline**
 - a. Complete the lesson template below.

- b. Basic steps of the daily lesson or bulleted lists are okay for this assignment
- 6. **Create adapted materials for the lesson**
 - a. Based on your general education standard and topic
 - b. Groups of 2 = at least 1 example; Groups of 3-4 = at least 2 examples
 - c. **Adapted materials should represent moderate or substantial levels of support and be your ORIGINAL work, with support from AI or visual support software (e.g., Boardmaker, Symbol Stix, etc). Examples include:**
 - i. Slide presentations with visuals
 - ii. Visual supports that align with the lesson goals
 - iii. Manipulatives/tactile supports
 - iv. Adapted texts or teacher-created books
 - v. Visuals and text programmed into AAC device
 - vi. Video models
 - vii. Task analysis with visuals
 - viii. Multiple means to assess students with visuals or manipulatives
 - ix. Comprehension questions with visual supports or manipulatives
 - x. Graphic organizer with visual supports or manipulatives
 - xi. Etc.
- 7. **Submit assignment on Canvas**
 - a. Recommended: Upload all materials to one common Google drive or One Drive folder. Then submit the link to Canvas

Helpful Resources that show examples and how to create adapted materials

8. Classroom Examples

- a. Google folder [Examples of Adapted Materials](#)
- b. [Tar Heel Shared Reader](#): Characters from *Holes*
- c. [Adapted version of A Chair for my Mother](#) at the Sherlock Center
- d. [Adapted version of Last Stop on Market Street](#) at the Sherlock Center

9. Adapted versions of texts:

- a. Create or find an adapted version of a text with
 - i. [Tar Heel Reader](#)
 - ii. [CAST's UDL Book Builder](#)
- b. Find an adapted version of the text on [Paul V. Sherlock Center on Disabilities](#)
- c. Don't forget to **create your own materials** to go along with an adapted version of the text, such as comprehension questions, visual graphic organizer, slide presentation, video model, etc.

10. How to's:

- a. [MAST Module: Adapting Books](#)
- b. [Videos: Experience Books](#) (especially for students with multiple disabilities and deaf-blindness)
- c. [Steps to Literacy](#) (especially for students with multiple disabilities and deaf-blindness)
- d. [Access to writing](#), [writing instruction](#), and [letter formation](#) for students with ESN
- e. [Access to books](#)
 - i. Instructions to create tactual books
- f. [Kurth 2013 Unit-based approach to adaptations inclusive classrooms.pdf](#)
- g. [Carnahan et al 2012 Using technology to support balanced literacy significant disabilities.pdf](#)
- h. [Providing meaningful general education curriculum access to students with significant cognitive disabilities.pdf](#)

Blank Lesson Plan Outline (Aligns with CalTPA Lesson Plan)

Content area, topic, and grade level	
CA State Standards: Name, number, and standard Need: History/Social Studies, Science, OR VAPA And ELA or Math	
English language development (ELD) standards Expanded View of the ELA/ELD Framework Resources	
Where and how this lesson fits in the larger unit of instruction	

Lesson Component	Consider the following questions	Your Lesson
		1. Provide specific strategies throughout your lesson 2. Bullet points for this assignment are okay! 3. Optional (good prep for CalTPA): Align your steps to the UDL Guidelines .

Lesson Component	Consider the following questions	Your Lesson
		a. Clicking on each sentence in the table at this link will give you ideas. b. Use the guidelines to add UDL principles to your lesson c. Color code each guideline (Representation, action and expression, engagement).
Learning goal(s)	• What is the clear objective for your lesson? • What do you expect students to know and do by the end of the lesson? • Are there flexible means (UDL) embedded in your learning goal?	
Evidence and Assessment of Learning: • Informal assessment (checks for understanding) • Student self-assessment • Formal assessment	• How will you know students have met the learning goal? • What informal checks for understanding will you use to make in-the-moment instructional decisions? • How will you ensure all students have opportunities to respond? • How do the assessments support students' active engagement in higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer/generalization). • For informal assessment ○ How does this allow students opportunities to	

Lesson Component	Consider the following questions	Your Lesson
	demonstrate content knowledge in a variety of ways ○ What will you look for in student responses to monitor their understanding of content? ● For formal assessment ○ What evidence (product, process, or performance) are you planning to collect or observe? ○ How will you use a rubric/criteria to define or identify successful evidence that students achieved the learning goal?	
How does the lesson link to prior learning and/or build on previous lesson to develop deep learning of content?	● How is this lesson relevant to my students' lives? ● How will I use multiple/digital media to hook students' interest in a topic? ● How will I make connections to students' experiences/interests? ● How does my lesson reflect the diversity of students in my classroom and/or the greater community and the range of human diversity?	

Lesson Component	Consider the following questions	Your Lesson
Learning Activities: What <u>students</u> do Include, where appropriate, how you and your students will use educational technology. (Ed Tech goes beyond projector, videos, and simple/everyday tech).	• Use bullet points to outline what students will do and how you will ensure they have equitable access to content (e.g., learning activities students will do; how, when appropriate, your students will use educational technology; how you will support individual learning differences). • What cooperative learning and/or grouping strategies might be used? How will I provide guidance or instruction for these? • How do these activities affirm and validate students' cultural backgrounds? • How do these activities build on students' assets and learning needs?	
Instructional Strategies: What <u>you</u> do	Use bullet points to outline what you will do. Identify essential key questions you plan to ask and how you will group students for learning. • How will I demonstrate the concept to students? • How will I connect to prior knowledge with multiple examples and modalities?	

Lesson Component	Consider the following questions	Your Lesson
	• What resources/content will I provide to introduce or demonstrate key concepts? • How will I provide modeling and/or scaffolding that assists all students to reach expectations? • What strategies will I use to support executive functioning (e.g. e.g., advance organizers, mnemonics, graphic organizers)? • How do these activities affirm and validate students' cultural backgrounds? • How do these activities build on students' assets and learning needs?	
Paraprofessional and Instructional Support Personnel	• How you will facilitate and/or collaborate with instructional support personnel (e.g., general education teachers, co-teachers, paraprofessionals, occupational therapists, speech and language therapists, counselors, administrators, behaviorists) ◦ when planning for the lesson to provide additional access for students ◦ to sustain student engagement and the	

Lesson Component	Consider the following questions	Your Lesson
	○ role(s) that they play in supporting instruction. ● How will you instruct and/or supervise personnel in sustaining student health and mobility by practicing appropriate and safe techniques	
English Language Development and Academic Language Development	● What vocabulary is essential for this content? ● What techniques/strategies will I use to emphasize essential vocabulary (e.g., graphic organizers, vocabulary journals)? ● How does my lesson support students' academic language development? ● <i>If possible, can I provide total physical response for definitions?</i>	

Lesson Component	Consider the following questions	Your Lesson
Adaptations/ Accommodations for students with specific learning needs Include specific adaptations to incorporate AT/AAC/multiple communication strategies (e.g., ASL, signed terms, eye gaze, vocalizations) into the interdisciplinary lesson to support students' reading, writing, listening, speaking skills	• Describe what you will do to support the range of learners in your class who may need adaptations or accommodations (e.g., English learners; Standard English learners; students with IEPs, 504 plans, or identified for GATE; students whose life experiences may result in the need for additional academic or emotional support). • Describe how you will • Describe academic language development considerations and specific adaptations or accommodations you plan to provide to address academic language development	
For Reference Only (you do not need to implement the lesson) At the completion of this lesson: Based on your students' progress and what you learned, describe the next instructional steps for the whole class and for your 3 focus students.	• Based on your planning, teaching, checking for understanding, and reflecting, do you need to re-teach any part of the lesson content? Explain why or why not. • If you were to teach this lesson again, what would you do the same or differently to ◦ improve higher-order thinking/deep learning about the content for your students? ◦ support your students' academic language	

Lesson Component	Consider the following questions	Your Lesson
	and/or communication development and ELD? • In the next content-specific lesson you plan for these students, explain how you would highlight or change the instruction to further affirm and validate your students' cultural and linguistic backgrounds. • What was most successful for your students about how you collaborated with and/or facilitated instructional support personnel? How might you collaborate with and/or facilitate instructional support personnel differently for future lessons and why? • Based on what the whole class of students learned about the content and the academic language you were teaching, what will you teach next?	

Student Self-Assessment for Students with ESN

- What I recommend: Come up with 3-4 questions about the lesson or students' interest/engagement, create simple visuals for responses (like a field of 2-4 depending on skills), allow multiple means to respond to the self-assessment. I would probably include a question about whether the student liked the topic or the lesson or found it interesting/engaging (e.g., I liked learning about growing plants; I want to learn more about _____).
- Here are some examples I would probably adapt to fit my classroom
 - CalTPA Cycle 2: Must score 19, no more than one Level 1, 9 rubrics (top score is 45)

Essential Question: How does the candidate model and engage the student(s) in self-assessment to build their awareness of what they have learned, provide feedback, and support their progress toward meeting grade-level content-specific learning goal(s) and ELD goal(s), if appropriate?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide a rubric for self-assessment. OR Candidate does not engage the student(s) in self-assessment during the learning segment. OR Candidate does not provide feedback based on student self-assessment results.	Candidate provides a rubric for self-assessment that is either: - not linked to the grade-level content-specific learning goal(s) OR - too broad to be helpful in the student's(s') self-assessment of their own understanding of how they are progressing toward meeting the learning goal(s). Candidate provides inadequate direction or practice for the student(s) to learn to conduct and engage in the self-assessment. Candidate provides vague or unclear feedback based on student self-assessment results.	Candidate provides a rubric for self-assessment by which the student(s) build their awareness of what they have learned and what they need to continue to learn to measure their own progress toward meeting the grade-level content-specific learning goal(s). Candidate models the use of the rubric for the student(s) and how to conduct the self-assessment. Candidate provides feedback based on student self-assessment results.	All of Level 3, plus: Rubric for self-assessment directs the student(s) to analyze complex content, specific concepts, or processes that engage them in age and/or developmentally appropriate higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer/generalization*). OR Candidate demonstrates adaptations (accommodations and/or modifications) for self-assessment based on individual student assets and learning needs.	All of Levels 3 & 4, plus: Candidate helps individual student(s) use self-assessment results to focus on and establish revision to improve student work (product development, understanding of process or performance).

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- ~~Note: These examples include smiley and sad faces. I would avoid these.~~
 - ~~Instead use thumbs up, sideways, down; Plus, check, minus; yes, sometimes, no; etc.~~
- ~~[Assessing Kinder learning](#) (I learned something new today; I tried my very best work, etc.)~~
- ~~[Do I use my reading strategies?](#) (would be good for a reading lesson)~~
- ~~[Slide Show Self-Evaluation](#)~~

- ~~○ Any of the self-regulation strategy checklists like POW+TREE, with visuals and aligned to the goals addressed in the lesson~~
- ~~○ Any self-monitoring activities related to the lesson/academic goals (not to behavior)~~