1. Context for Learning

    a. Provide information about the context in which you teach so that another educator can understand your teaching decisions **for the instruction in the learning segment.** Address the following:

- Type of setting (e.g., first grade classroom in an elementary school, self-contained classroom, a home, a job site)

- Your role in the focus learner(s)' instructional program (e.g., teach all academic subjects plus support a behavioral plan; pull out of general education classroom for supplementary instruction in reading; coordinate services to the family and model working with the focus learner)

- The schedule for instructional time with the focus learner(s) for the learning segment focus (e.g., Tuesdays for 15 minutes; every day for six hours with two hours on reading instruction)

- The primary language of instruction, if other than English (e.g., ASL)

[My student teaching is taking place in a small elementary school in northeast Ohio. There are 340 students of varying ethnicities (mainly Caucasian, but also African-American, Vietnamese, Korean, Chinese, and Saudi). There are 45 staff members. Class sizes at this school are very small, roughly 20 children to one teacher, and the school district practices a full inclusionary program. Because of the inclusion, several additional teachers and professionals (intervention specialists, speech therapists, Title One teachers, tutors, etc.) go into the classrooms and assist students and the general education teachers.

Eleven students grades kindergarten through third are on IEPs and receive special services from the intervention specialist (my cooperating teacher). The IS tries to keep the students in their classroom as much as possible, but often students are pulled to the resource room for math and reading interventions. Because students are only pulled one, or sometimes two at a time, it is difficult to instruct several learners at once.]

    b. Describe any district, school, or cooperating teacher, or student teaching requirements or expectations that might affect your planning or instructional delivery (e.g., prescribed reading curriculum).

[The school uses a prescribed reading curriculum (Wilson's Reading System) that I need to incorporate into one of my lesson plans. The cooperating teacher had a specific intervention strategy in mind (Incremental Rehearsal) to use for the target learner that she asked me to implement, and that is part of one of my lesson plans as well.]

    c. Identify any textbook or instructional program you primarily use for instruction for the learning targets. If a textbook, please provide the title, publisher, and date of publication.

[The prescribed reading curriculum the school uses is the Wilson Reading System.]

d. If group instruction, describe the size and composition of the group (e.g., 6 special education learners; 3 learners with IEPs and 23 general education learners).

[As I mentioned above, students are mainly pulled out of their general classroom one at a time, making it difficult to instruct several learners at once. The learner I am working with is pulled out on his own to work one-on-one with the intervention specialist. I am working with this student because there is more flexibility for providing different interventions in addition to the program that the school requires to be used.]

e. If your teaching setting allows you to work with only one focus learner, describe what about the setting prevents you from working with two learners.

[The school uses an inclusionary model, so students on IEPs are taught in their general education classroom, and are pulled from their classroom individually if any additional help is needed. The intervention specialist in this setting rarely works with groups of students and most of the instruction is one-on-one; occasionally small groups (two or three students) will be pulled from their classroom.]

2. **Focus learner(s) information**

a. For each focus learner, identify the two learning targets selected for the learning segment.

[The learner I am working with is a second grade male on an IEP. The learning target related to his IEP is to increase his fluency. However, he has a tier three need of letter identification. He struggles with specific letter identification (/b/, /d/), which is a prerequisite for the IEP learning target, thus it is a learning target of its own.]

b. Describe each focus learner's exceptionality (strengths and challenges) and its potential impact on instruction for the learning targets.

[The learner is eager to learn and to improve his reading. He is willing to try new strategies to strengthen his reading skills. This will be helpful when introducing him to new interventions.

The learner can lose interest in a task after 10 to 15 minutes and needs to move on to another task or needs to take a break before he can regain focus. This will only have a minor impact on instruction as it will require me to have shorter lessons.]

c. List the goals and benchmarks in each focus learner's individual education plan relevant to achieving the learning targets.

[The learner has a reading fluency goal within his IEP. The goal states that he will be able to read 70 words correct per minute in three out of four attempts when given an unrehearsed grade level text. This goal is the main learning target for this assignment. The second learning target is a perquisite skill for the learner to be able to achieve his IEP goal.]

d. For each focus learner, list any special accommodations or modifications in the learning environment, instruction, or assessment required by the individual education plan and relevant to the learning targets.

[For reading, per his IEP, the learner has access to small group and/or one-on-one instruction, extended time (for assessments, class work, projects), and questions and directions read aloud to him.

Per his ETR, the following is a list of special accommodations that are beneficial for the learner: Teaching memory strategies; Provide over-learning with frequent review and

repetition; Repeated directions and instructions; Provide 'wait time' when responding; Offer written and verbal familiar cues.]

e. Describe any behavior management plans.

[Not applicable]

f. If you are providing instruction to only one focus learner because of learner needs, describe why the learner needs one-on-one instruction.

[The learner's IEP states that he is to receive direct intensive one-on-one instruction in basic reading skills (i.e. phonological awareness, letter recognition, comprehension, etc.) within the context of a special education classroom with an intervention specialist.]

3. **Knowledge of Focus Learner(s) to Inform Teaching of the Lesson Segment**

   For each of the categories listed below (3a–d), describe what you know about **each** focus learner **as related to the lesson objectives of the learning segment in relation to BOTH of their learning targets**. **What does each learner know? What can each learner do? And, what is s/he learning to do?**

   a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives. When relevant to lesson objectives, refer to baseline data obtained prior to the beginning of the learning segment.

   [The learner has had one-on-one and small group instruction in the areas of reading, fluency, writing, and comprehension since the beginning of the school year. He is familiar with the school's adopted reading curriculum, Wilson's Reading System, and the vocabulary that goes with it (including practicing nonsense words). The learner has had fluency instruction three times each week where he is given a new, previously unread text and has one minute to read as many words correctly as he can. After his first attempt, the intervention specialist reads the story in its entirety and then they discuss it. The learner then reads the story a second time to chart if his fluency increased after hearing and discussing the text. The learner is accustomed to practicing reading and using repetition.]

   b. Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness). When relevant to lesson objectives, refer to baseline data obtained prior to the beginning of the learning segment.

   [The learner's social and emotional development is on target and he does not need any special services in those areas.]

   c. Personal, family, community, and cultural assets (e.g., each focus learner's interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations; community supports or resources)

   [The learner lives with both parents, both of whom work irregular shifts. The learner has two older siblings who he looks up to. The learner enjoys talking, likes sports (playing, watching or talking about them), and like jokes. The learner's family attends church regularly. His uncle had learning struggles growing up and continues to struggle with a learning disability. The learner does not present as a student with self regulation issues so does not need self-management skills.]

   d. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills or

language/communication). When relevant to lesson objectives, refer to baseline data obtained prior to the learning segment.

[The learner's processing speed is low. He only just qualified to receive special education services at the beginning of his second grade school year. The learner does not show clinical need for speech therapy. The learner's strengths include: he tries hard, motivated, is likable, perseveres, willing to work hard and try new things to help him learn.]

4. Supporting Learning

Respond to prompts 4a–e below. As needed, refer to the instructional materials you have included to support your explanations. Your explanation should address **both** learning targets for each focus learner. Use **principles from research and theory to support your explanations,** that is, explain why your plans will support learning for each focus learner and describe how they provide challenge that is appropriate for each learner**.**

a. Explain how the following guided your choice of the lesson objectives, learning tasks, materials, and supports, including any adaptations, modifications, or accommodations.

- ▪ The focus learner(s)' prior learning and experiences
- ▪ The focus learner(s)' interests and personal/family/cultural/community assets
- ▪ The focus learner(s)' individual education goals and benchmarks. If you selected an objective that addresses a support skill not reflected in the individual education plan, justify why it is appropriate for the focus learner(s) at this time.

[The learner has been working one-on-one with an intervention specialist for several months but his fluency is not increasing as much as was anticipated. The intervention specialist and I thought it was time to introduce the learner to some new interventions to find something that would be of more interest to him and that will begin to increase his fluency.

The learner is interested in stories so I chose a picture book to use in one of the lessons. The learner is also interested in science and experiments so I referred to the new interventions as experiments and he was excited to be able to participate.

One of the learning targets specifically addresses the learner's IEP goal. The other target is a prerequisite skill required for the learner to achieve that IEP goal and is more than appropriate for the learner to receive additional support at this time.]

b. If there is not at least one instructional target linked to the general education or early childhood curriculum, justify why that is not appropriate for the focus learner(s), given the learning needs.

[Even though he is in second grade, the learner's IEP states he is reading at a much lower level. We need to meet and teach the learner at his current level, not the level someone his age "should" be at. He needs to be taught the prerequisite and foundational skills needed to achieve his grade level skills.

According to the new Ohio Common Core Standards for Reading, in second grade students should be able to distinguish long and short vowel sounds, read and recognize grade-appropriate words, and read with sufficient accuracy and fluency to support comprehension. However, because of a learning disability, the learner requires intensive support of the prerequisite, foundational skills needed to meet those second grade standards. These skills include: demonstrating knowledge of one-to-one letter-sound correspondences by producing the primary sound for each letter, distinguishing between similarly spelled words by

identifying letter-sounds, and knowing the spelling-sound correspondence for common consonant diagraphs.]

c. Explain how your choices provide each focus learner with the appropriate level of support and challenge needed to access and engage with the curriculum and instruction.

[As mentioned above, the learner lacks the foundational skills needed to achieve grade-level standards. The lessons and activities I have prepared for the learner match his current abilities while engaging his interests and challenging him to increase his knowledge. I provide the learner with the supports documented in his IEP and ETR that will promote his success of his learning needs.]

d. Explain how the plans for instruction are sequenced in the learning segment to build connections between each focus learner's prior learning and experiences and new learning.

[The learner has been receiving intense fluency and letter/sound instruction for several months. My plans for instruction are to review the prior instruction he has been given while introducing new ways of learning the same concepts. My lessons will engage the learner and increase his interest in the content. After gaining his interest and activating his prior knowledge through review of previous materials, I will introduce the same concepts in a new way. I will include information I know he is already familiar with so that he often feels success and accomplishment. The concepts I am teaching the learner are not necessarily new, rather they are being taught to him in a new way which will help him create new, meaningful connections to the concepts.]

e. Explain how, throughout the learning segment, you will help the focus learner(s) to generalize, maintain, or self-manage the knowledge, skills, and supports, as appropriate.

[It is important that students feel a sense of worth, knowledge, and accomplishment, so I will incorporate concepts that I know the learner has mastered so he will have gratification amongst the frustration he might encounter with the concepts with which he struggles. I will introduce strategies that the learner will be able to use to self-manage the concepts and skills he is working on so that he is able to generalize the knowledge. I will offer the learner the supports he needs according to his IEP and ETR, as well as additional supports he may need based on my observation. Throughout the learning segment I will offer the learner praise for his current knowledge and knowledge he acquires, as well as encouragement in times he struggles with a concept. I will provide a variety of contexts for which the learner will be able to show, apply, and generalize his knowledge of the concepts.]

5. **Supporting Language/Communication for Access and Performance**

Respond to the prompts 5a–e below to explain how your plans support each focus learner's academic or curriculum-related language/communication development.

a. **Language Demand: Language/Communication Function.** Select a language/communication function that

   ▪ the focus learner(s) is/are expected to understand or use across lessons

   ▪ is closely related to one or both learning targets

Examples of language/communication functions include **retelling** a story, **explaining** a mathematics problem-solving strategy, **signaling or initiating** a turn during peer discussion, **answering** open-ended questions, **stating** an opinion, **commenting** on a picture, **requesting** by selecting a picture from a checklist.

[The curriculum used by the school (Wilson's Reading System) offers several vocabulary-type words and phrases that the students need to be familiar with to be successful with the program. I will include these words and phrases into my instruction with the learner so that he will be able to **identify, apply,** and **demonstrate** his knowledge of those functions. These include words and phrases like: nonsense word, real word, welded sound, diagraph, and bonus letter.]

b. Choose **one learning task** where each focus learner has an opportunity to practice the language/communication function. For a focus learner with a learning target in literacy, mathematics, social studies, or science, this language/communication should be relevant for communication in the appropriate academic discipline. In which lesson does the learning task occur? (Give the number of the lesson or day in your lesson plans.)

[The learner will apply his knowledge of the language/communication functions throughout most of the lessons. However, he will mostly apply and demonstrate that knowledge in Lesson 2 when we use the Wilson Reading System. He will apply and demonstrate his knowledge when transcribing words and sentences dictated to him by drawing symbols to indicate the specific word or phrase shown. (ex: Draw a line under a diagraph, draw a box around a welded sound, draw a star above a bonus letter]

c. Given the learning task identified, describe the following key curriculum-related language/communication demands that each focus learner needs to understand and/or use in order to have access to the curriculum and instruction and to demonstrate learning.

- **Language Demands: Vocabulary and/or Symbols:** Spoken, written, or demonstrated vocabulary and/or symbols
- **Other Language Demands:** Additional language demands needed to understand and use the vocabulary to access the learning task and demonstrate learning, such as syntax or discourse. Include nonverbal communication and augmentative and alternative communication as appropriate.

[When asked to identify nonsense words, real words, diagraphs, welded sounds and bonus letters the learner will be able to either verbally identify them or point them out if printed on paper. He can also identify these words and phrases by drawing symbols to indicate the specific vocabulary. It is important that he knows these vocabulary terms as they will help him discriminate between real and nonsense words and to identify letter-sounds. Being able to do each of those tasks will increase his fluency, one of his learning targets.

I will prompt the learner to identify those vocabulary terms by directly asking if he notices any specific one of them, or by asking him if he sees anything "special" about the word or words he is looking at. If Andy is having a difficult time identifying any of those vocabulary terms I may over exaggerate the word(s) in question to help trigger a response from him. If he is still unable to identify the vocabulary term I will point it out and then discuss the term with him.]

d. Describe **each** focus learner's language/communication skills/needs relative to the language demands identified in 5a and 5c. **What does the learner know, what can the learner do, and what is s/he learning to do?** As relevant, address skills/needs in English, the primary language (if other than English), and the use of augmentative and alternative communication or other assistive technologies.

[The learner has been working with the Wilson's Reading System all school year and has been exposed to all of the vocabulary terms. He is already familiar with all of the terms and

is able to demonstrate his knowledge through verbal response or written symbols. The learner will continue to learn how to apply his knowledge of those vocabulary terms to help him decode words when reading.]

e. Describe the instructional supports (during and/or prior to the learning task) that help the focus learner(s) acquire, generalize, maintain, and successfully use the targeted language/communication identified in prompts 5a and 5c. Include, if needed, the use of augmentative or alternative communication.

[Words will intentionally be chosen that are forms of the vocabulary terms to increase the learner's practice with those terms. The words will be used in a variety of contexts so the learner can work on generalizing the functions of the vocabulary terms. If asked to identify the vocabulary terms, the learner will be given verbal support to prompt him to identify the terms. Per his IEP and ETR, repetition will be used when working on these vocabulary terms.]

6. Monitoring Learning

Explain how the assessments and the daily assessment record for each focus learner will provide evidence of

- progress toward the lesson objectives
- generalization and maintenance, or self-directed use of learned skills
- the conditions under which each focus learner was or was not successful

[The pre-and post- assessments will be directly connected to the learner's fluency. The pre-assessment will target which letters to specifically address in the lesson segments that are related to the second learning target. Assessments that are given and data that is collected throughout the learning segments will monitor the learner's progress toward his second learning target (identifying specific letters) and will show the areas in which he needs more instruction.

I will provide the learner with a variety of contexts in which he will show his generalization of the skills. These include a variety of activities using various materials like a picture book, word sort, poetry dictation, embedded instruction in his classroom instruction, and a word game.

The assessments given and data collected will show patterns the learner might be repeating, or if there is evidence that he is learning and able to apply the learning targets.]