Standards

**CEC-INI-2012.3** Curricular Content Knowledge: Beginning special education professionals use knowledge of general1 and specialized curricula2 to individualize learning for individuals with exceptionalities.

**CEC-INI-2012.5** Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies3 to advance learning of individuals with exceptionalities.

**CEC-INI-2012.6** Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**CEC-INI-2012.7** Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

**INTASC-2013.10** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**INTASC-2013.5** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
INTASC-2013.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Purpose

The primary purposes of the LD Inclusion Project are for you to demonstrate your ability to (a) enhance content area instruction and (b) deliver effective, explicit skill instruction to better meet the learning needs of academically diverse groups that include students with learning disabilities. This project will be evaluated by your professor using the LD Inclusion Project Rubric.

Candidate Directions

The LD Inclusive Practices Project is a portfolio consisting of three sections. Within Part One, Content Enhancement, you will complete a set of well-designed research-validated tools for teaching content in inclusive classrooms, which you can apply in your own setting. These content enhancement diagrams are designed to enhance your long-range as well as short-term planning, and to enhance content-area instruction in such a way that students better understand and master critical content. Within Part Two, Strategic Instruction, you will create a learning strategy to teach to your students based on a critical need and following a set of criteria. Within Part Three, Planning and Reflection, you develop co-teaching plans.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the
rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

### Part One: Content Enhancement

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Planning</strong></td>
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<tr>
<td>CEC-IN-2012.3</td>
<td>The course plan contains well-written, broad course questions, a paraphrase of the course, standards, principles, routines, performance options, concepts, and a map. Further, all of the parts are appropriate for the content identified in the unit.</td>
<td>The course plan contains all of the required elements but is not appropriate for the specified course.</td>
<td>The course plan contains only some of the required elements and is not appropriate for the specified course.</td>
<td>The course plan does not contain any of the required elements and is not appropriate for the specified course.</td>
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<tr>
<td>CEC-IN-2012.5</td>
<td>INTASC-2013.4</td>
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<td><strong>Unit Planning</strong></td>
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<td>CEC-IN-2012.3</td>
<td>The UP contains an overview of the unit describing the relationships between content and including the previous, current, and next unit. It also contains visual and text depictions of the topics, critical unit questions, and a unit schedule. Further, all of the parts are appropriate for the content identified in the unit.</td>
<td>The UP contains all of the required elements but is not appropriate for the specified unit.</td>
<td>The UP contains only some of the required elements and is not appropriate for the specified unit.</td>
<td>The UP does not contain any of the required elements and is not appropriate for the content identified in the unit.</td>
</tr>
<tr>
<td>CEC-IN-2012.5</td>
<td>INTASC-2013.4</td>
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<table>
<thead>
<tr>
<th>Concept Instructional Tools</th>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC-INI-2012.5 CEC-INI-2012.6 INTASC-2013.5</td>
<td>Each concept instructional tool addresses critical content and is completed with 100% accuracy.</td>
<td>Most concept instructional tools address critical content and are completed with at least 80% accuracy.</td>
<td>Some concept instructional tools address critical content but are completed with less than 70% accuracy.</td>
<td>None of the concept instructional tools address critical content and are completed inaccurately.</td>
</tr>
</tbody>
</table>

**Part Two: Strategic Instruction**

Teacher Made Strategy (1,000, 100%) CEC-INI-2012.5 INTASC-2013.8

- The TMS is directly related to a key academic task or social skill, practical and easy to use, contains a logical sequence of steps, each step begins with a verb, has no more than seven steps, is easy to remember, and produces a positive outcomes. Evidence that the strategy addresses a key academic task or social skill is provided.
- The TMS contains all of the key components but evidence that the strategy addresses a key academic task or social skill is not provided.
- The TMS contains some of the key components.
- The TMS does not contain any of the key components.

**Part Three: Planning and Reflection**

Co-teaching Plans (1,000, 100%) CEC-INI-2012.3 CEC-INI-2012.5 CEC-INI-2012.7 INTASC-2013.10

- The plans clearly state targeted content, co-teaching model, teaching enhancements, roles, materials, and key students. Further all parts are appropriate for the lesson.
- The plan includes all of the following elements; clearly state targeted content, co-teaching model, teaching enhancements, roles, materials, and key students but one of more of the parts are not appropriate for the lesson.
- The plans include some of the following elements; clearly state targeted content, co-teaching model, teaching enhancements, roles, materials, and key students.
- The plans do not include any of the following elements; clearly state targeted content, co-teaching model, teaching enhancements, roles, materials, and key students.