

DEVELOPMENTALLY APPROPRIATE INSTRUCTION

Overarching Goals (informed by standards set by the state for new teachers):

Standard 5.3A: Knowledge of Learners and their Development in Social Contexts

- = Teacher candidates develop and implement meaningful learning experiences for P-12 students based on their developmental levels, cultural context, and prior experience.
- = They accept responsibility for the learning of all students and judge their effectiveness accordingly.
- = They modify their teaching practices based on contextual information including students' assessment results.

Standard 5.2C: Knowledge of Teaching

- = Candidates understand how the varying characteristics of students can affect instruction.
- = They are able to use research and experience-based principles of effective practice to encourage the intellectual, social, and personal development of students and to use different approaches to adapt learning to diversity – racial, ethnic, gender, linguistic, cultural, and exceptionalities.
- = Their practice reflects sensitivity to student characteristics, including both the ability to differentiate instruction and the ability to analyze learning outcomes in the light of student characteristics.
- = They choose instructional strategies that build on the strengths of P-12 students and also help them expand their capabilities.

What essential questions will be considered?

- What does it mean for Instruction to be Developmentally Appropriate?
- What knowledge do you need to apply when creating developmentally appropriate lessons?
- What does it mean for learning to be accessible to all students?
- What questions, resources and practices do you need to engage when differentiating to meet student needs for learning?

What knowledge and skills will students acquire as a result of this unit?

You will thoughtfully consider:

- The developmental pathways and progressions of cognitive and moral development
- The ways in which knowledge about social & emotional development could inform your teaching and classroom management practices.

You will know:

- The elements and principles of differentiation
- Knowledge of strategies for differentiating by readiness.
- Their legal and pedagogical responsibility for working with students who have special needs.
- The meaning and implications of RTI for your practice as teachers

You will be able to:

- Use information about student development and readiness to differentiate your instructional planning.
- Engage a process for accurately informing their approach to supporting students with special needs.
- Anticipate classroom management principles/practices that are informed by the developmental and special needs of students.
- Write sufficiently detailed lesson plans that clearly communicate strategies for scaffolding, accommodations and differentiation.

ASSESSMENT -- What evidence will show that students understand?

Performance tasks

- Revise a 3 day segment of your PISL unit in which you appropriately scaffold and differentiate by readiness. Annotate the lesson plans and show how the differentiation is informed by knowledge of student prior knowledge and development.
- Revise lesson plan by spelling out appropriate strategies for scaffolding student learning informed by the special needs of students.
- Professionally respond to a profile of 2 students with special needs. Articulate the key needs and challenges students with this disability face. List the kinds of strategies that can support the learning needs of these students. Using a lesson plan from your fall student teaching, show how you'd adapt the instruction and classroom management to meet the needs (*?while working towards your learning objectives*).

Other evidence of learning in light of objectives:

- Development of classroom management philosophy informed by what you will be learning about teaching diverse learners in a developmentally appropriate way.
- Preparation for jigsaw teaching

Self-assessment and reflection:

- Self-assessment and refinement of knowledge on role, characteristics of disabilities and appropriate accommodations for students with special needs using SPED assessment.
- A final reflection that accompanies a portfolio of your work on the following: (i) 2-3 new insights related to the essential questions; (ii) how you will integrate what you have learned into your work for spring quarter; and (ii) lingering questions that impact how will proceed.

ASSESSMENT TASK BLUE PRINT

1. **Differentiated lesson sequence:** Revise a 3 day segment of your PISL unit in which you appropriately differentiate by readiness. Annotate the lesson plans and show how the differentiation is informed by knowledge of student's prior knowledge and development. **(weeks 2-4)**

Task overview:

From reading your PISL projects, it is clear that many of you are learning how to use the pre-assessment as a tool for determining whether and what students have learned. The next challenge is to learn to use the pre-assessment to make decisions about how to approach teaching your students. Within the same class you will usually have students who have varying amounts of knowledge and skill related to the goal(s) you are aiming for. How will you ensure that everyone gets to work with appropriate challenge, and within their zone of proximal development? How will you make sure that a person's skill in one area isn't obscuring their ability to show you what they have learned in regards to the goals of the unit? Imagine that you have the opportunity to re-teach your unit to the same students using what you know understand from the contextual factors and pre-assessment about their knowledge & skills. Revise a 3 day segment of your PISL unit in which you use this knowledge to appropriately differentiate by readiness. Annotate the lesson plans and show how the differentiation is informed by what you know about student's prior knowledge, development and special needs.

Note: There are other student characteristics you could use to inform your differentiation (e.g. by interest). We want you to focus on "readiness" for this project because it is more challenging than differentiating by interest, and because it will have a real impact in creating access to learning.

Here are the specific things you should include in your annotated revision:

- Provide a brief description of the goals and learning outcomes for your unit
- Write 1-2 paragraphs to explain what you specifically learned from the contextual factors about student background, student's pre-assessments and formative assessments about the areas of readiness you need to take into account in your differentiation for the unit. Identify the kinds of differentiation strategies you could fruitfully engage to address readiness in this unit.
- Explain where this three day segment falls in the large arc of the unit.
- Use Tomlinson & Strickland's two column lesson out line format with teacher commentary in the second column as a model for how to annotate your 3 day lesson.
- Use knowledge of how people learn, development and of content area methodology to inform your choice of differentiation strategy.

Criteria by which your differentiated lessons will be evaluated:

- Focus on "readiness"
 - Informed by student prior knowledge/skill
 - Areas of readiness attended to informed by student information/data.
 - List of strategies identified relevant to student information and data.
 - Annotations provide clear rationale for differentiation in a way that's informed by student information/data.
 - Engage pedagogically sound differentiation strategies
 - Annotations explain why differentiation strateg(ies) will support student in meeting learning objectives.
 - Informed by pedagogical literature.
 - Specificity and clarity:
 - Annotations in the 3 day lesson plans clearly describe how differentiation works so that another teacher could understand rationale and how to engage differentiation.
2. **Revise lesson plan** by spelling out appropriate strategies for scaffolding student learning informed by the special needs of students. (weeks 5-8)

Task overview:

A critically reflective & dialectical practice is essential for a teacher if s/he is to refine their skills in a way that serves students (Freire, 2005). Four times over the course of the quarter you will critique and revise a lesson plan from the perspective of a particular type of learning need (i.e. specific learning disability, ADHD, Aspergers & English language learning).

- Examine the lesson as it currently stands and write a reflection in which you address the following prompts:
 - (a) What about your lesson would have been particularly challenging for a child with _____ need.
 - (b) What are things that you structured in to your lesson that would have supported this child?
 - (c) What other kinds of strategies are important to anticipate? (Note: Find strategies other than assigning a buddy and giving additional time to finish task. While these are useful they are not sufficient to supporting the learning needs of the student).
 - (d) Cite specific areas of text that informed your thinking.
- Re-write/adapt the lesson to support the learning of a student with ____ .
- Identify strategies you'd need to anticipate to manage the classroom environment (see domain 2 categories from student teaching rubric).

Criteria by which your lesson revisions will be evaluated:

- Engage a process for accurately informing your approach to teaching
 - critique addresses appropriateness of lesson by identifying specific ways in which lesson may have (i) supported child; and (ii) hindered child's access to learning.
 - explanation and annotations provides specific citations to text to support claims.
- Identify appropriate strategies for accommodating that need
 - strategy is appropriate given either developmental, language or special need.
 - goes beyond buddy/extra time
 - anticipates relevant classroom management strategies for context of lesson and child's need.
- Clarity
 - appropriate detail in spelling out strategy for accommodation
 - clear format that incorporates lesson plan elements spelled out on p16 of student teaching handbook.

3. Professionally respond to a profile of 2 students with special needs. (week 9)

Task overview:

As a teacher who values developmentally appropriate instruction, you purposefully work to learn about students' backgrounds, specific interests and skills, first languages, and special needs. Your professional learning community decided to use each other to attend to and refine their practices for accommodating learners with special needs. You decided to each share your process for (i) finding out whether you have students with special needs, and (ii) informing your approach to teaching and classroom management so as to meet the students' specific needs. Your specific task:

- (a) Spell out your responsibility and strategy for finding out who in your class has a special need.
Then, given the profiles of two students with distinct special needs:
- (b) Articulate the key needs and challenges students with this disability face.
- (c) List 4-5 kinds of strategies that can support the learning needs of these students (provide examples other than partnering and extra time on task).
- (d) Using a lesson plan from your fall student teaching (a different one than you have been working on for the other lesson plan revisions), show how you'd adapt the instruction and classroom management to meet the students' needs so that they can accomplish the learning objective.
- (e) Explain the reasons for the specific accommodations you've planned in light of (i) the characteristics of the special need exhibited by each of the students and (ii) the learning objective of your lesson.

Criteria by which your performance assessment will be evaluated

- Engage a process for accurately informing your approach to teaching. That is:
 - include process for engaging school resources (e.g. strategy for accessing IEP, or special education teacher)
 - provide explanation that is congruent with teacher's legal responsibility
 - explanation and annotations that provide specific citations to text to support claims.
- Identify appropriate strategies for accommodating that need. That is:
 - strategy is appropriate given either developmental, language or special need.
 - goes beyond buddy/extra time

→ anticipates relevant classroom management strategies for context of lesson and child's need.

- Provide appropriate detail in spelling out strategy for accommodation

4. **Assessment FOR Learning: On supporting students with special needs in the public school classroom. (week 9)**

Task overview

The purposes of *this* assessment are to help you to:

- examine the state of your knowledge on how to support the needs of diverse learners;
- engage the practice of investigating and informing your knowledge;
- prepare for the final performance assessment in week 9 in which you will be given information about two students with special needs who will be joining your class. Your task will be to demonstrate how you'd appropriately adapt a lesson and classroom management plan to meet the needs of these students.

Task outline:

- (a) By Tuesday of week 2: Complete the pre-assessment without a text book (i.e. examine the status of your prior knowledge). See what you know, or believe to be true. Note questions you have. Bring your completed pre-assessment with you to class.
- (b) Throughout the quarter: Use Vaughn to check, inform and revise your answers to this assessment. Make any revisions in a different color/ font from your answers on the pretest so that both you and I can see how your knowledge has evolved over the course of the quarter. Cite the page numbers that relate to the information you used to inform your understanding. Cite any other sources you relied on using APA citation style.
- (c) At the end of the quarter (week 9): Bring your completed informed and revised assessment, along with the Vaughn text to the final performance assessment. Hand in this revised assessment along with your performance assessment.

Criteria by which your quiz will be evaluated

- Accuracy
 - Answers accurately informed by Vaughn's text or other reliable sources
- Active engagement with self-assessment and pursuit of knowledge
 - Engaged both pre-test and post test
 - Identifies questions and areas of confusion on pretest.
 - Uses distinct color/font to help distinguish prior knowledge from new knowledge.
- Clear and visible use of informational resources
 - Cites sources

5. **Development of classroom management philosophy informed by what you will be learning about teaching diverse learners in a developmentally appropriate way.**

As you now prepare to present your professional selves to future employers, parents and students, it will be important that you are able to clearly articulate the principles that guide your practice and the reasons for them. A clear succinct teaching and classroom management philosophy can also help guide your decision making process in a way that integrates your goals as teachers with (i) their knowledge of learning, the students and the communities you are serving; and (ii) your understanding of the purpose of schooling. Of course it is a document that will continue to become informed and refined as a result of your experiences and continued learning. You've already written a draft of your teaching

philosophy. Your task this quarter is to develop, articulate and refine a classroom management philosophy that you can add to your teaching philosophies.

Task outline

- (a) At the beginning of the quarter, you began to articulate your classroom management philosophy by describing your vision and some operating principles that would allow you to anticipate the kinds of decisions you'll need to make to accomplish that vision.
- (b) Each week you will have an opportunity to examine, rethink and clarify your vision and principles in light of what you are learning about developmentally appropriate practices and student needs.
- (c) At the end of the quarter you will put your revised vision and operating principles to the test by engaging a performance assessment in which you will need to address some of the situations your colleagues experienced in the fall quarter student teaching. By comparing your approaches in light of this quarter's work, you will identify strengths and limits of your visions and operating procedures, and implications for your teaching in the spring quarter.

Criteria by which your CM philosophy will be evaluated

- Active engagement with weekly reflection and revision process

WEEKLY SCHEDULE OF TOPIC/QUESTION AND WORK DUE

Date	Preparation for today
Week 1 Begin to develop your classroom management philosophy	
Week 2 (Tuesday) Introduction to Developmentally Appropriate Instruction Why pursue uncovering knowledge about students? Overview of questions and tasks for learning.	<p>Purpose: To examine the scope and rational for engaging developmentally appropriate practices.</p> <p>Reading and discussion guide:</p> <ul style="list-style-type: none"> • Vallas, “The Disproportionality Problem...” • Examine and inform your understanding of the concepts of developmentally appropriate instruction and differentiation. Write or draw your understanding before engaging the following readings. Read, and then using a different color, indicate the ways in which your understandings were confirmed, challenged or extended: <ul style="list-style-type: none"> → Horowitz “Educating teachers for developmentally appropriate practice. → Tomlinson, Introduction & Part I “Brief Primer on Differentiation” • Complete the Special Education pre-assessment without a text book (i.e. examine the status of your prior knowledge). See what you know, or believe to be true. Note questions you have. Bring your completed pre-assessment with you to class <ul style="list-style-type: none"> → Review Vaughn, chapter 1 in order to clarify laws and responsibilities you hold as a teacher of students with special needs.
Week 2 (Friday) What does Differentiation entail? What does differentiation by readiness specifically entail?	<p>Purpose: To learn how a differentiated lesson plan looks. To distinguish types of differentiations and the reasons for engaging them.</p> <p>Reading and discussion guide:</p> <ul style="list-style-type: none"> • <u>Read and analyze two units from differentiated text.</u> Examine the different ways the teacher differentiates according (i) the classroom elements; and (ii) student characteristics. • <u>Identify 1-2 of questions</u> from guide on pp. 15-16 (K-5), 17-18 (5-9), or pp. 19-20 (9-12) that you would like your colleagues to consider with you when examining these units this week. • Re-examine PISL project assessment data and contextual factors information. <u>Write 1-2 paragraphs</u> to explain what you specifically learned about the areas of readiness you need to take into account in your differentiation for the unit from the contextual factors about student background, student’s pre-assessments and formative assessments.

<p>Week 3 (Friday) Peer review</p> <p>Attending to Readiness by attending to Cognitive Development, part 1</p> <p>Responding to readiness through scaffolding</p>	<p>Purpose: To inform your plans for how to differentiate your lessons by readiness. To prepare for a peer review and to notice where your questions lie about structuring a differentiated lesson.</p> <p>Reading and discussion guide:</p> <ul style="list-style-type: none"> • Create a list of 3-5 strategies that could help you to attend/respond to readiness when revising your PISL lessons. Explain why, these strategies could be useful in light of what you saw in student work. Inform your list and explanations by using the following readings. Provide specific citations to document your sources of information: <ul style="list-style-type: none"> → Vaughn, chap. 16, → one of the following chapters that is most relevant to the PISL: 11,13, 14, or 15. → Revisiting any of your content area methods texts that seem pertinent. • <u>Review your understanding of the concept of scaffolding</u> (and how it is distinct from Skinner’s ideas about “shaping”). Some resources worth reviewing: Rogoff, Bruner, & Tomlinson & Strickland (use index to find relevant excerpts).
<p>Week 4 (Friday) Attending to Readiness by attending to Cognitive development & Expertise</p> <p>Responding to readiness through scaffolding</p> <p>Peer review of differentiated PISL lessons.</p>	<p>Purpose: To anticipate the kinds of scaffolding students may need given a student’s general area of cognitive development a particular prior experience. To use this information as a tool for making sense of why a lesson may/may not have supported student learning.</p> <p>Readings and discussion preparation</p> <ul style="list-style-type: none"> • Reading on Cognitive Development (TBA) • Re-read chapter 2 on Experts and Novices in <i>How People Learn</i> to identify the key differences between novices and experts. In what specific ways do they parallel the developmental changes that occur over time from childhood to youth? <ul style="list-style-type: none"> → <u>KEY information to get out of the readings:</u> What are the general patterns of cognitive development? As you read, pay particular attention to the pattern of changes for children and youth in the following areas: <ul style="list-style-type: none"> (i) The content of thought (ii) The mode of exploration and interaction with the properties of things/ideas. (iii) Strategies for selecting and organizing an exploration (where to begin, what to do next) (iv) The number of different kinds of things (dimensions – e.g. color and shape) they can successfully sort through. • Revised 3 day segment of your PISL unit in which you appropriately differentiate by readiness. Annotate the lesson plans and show how the differentiation is informed by awareness of student’s prior knowledge, development and special needs. Explain the pedagogical rationale for the strategies you chose.

<p>Week 5 (Tuesday) What does it feel like to have a disability that impacts your access to learning and social experiences in school?</p> <p>Intro to ADHD and specific learning disabilities</p> <p>How well have you anticipated the needs of students? What would you need to refine in your lessons and classroom management to better meet their needs?</p>	<p>Purpose: To examine what can make a lesson accessible or inaccessible for a child with a specific learning disability or with ADHD.</p> <p>Reading and discussion preparation</p> <ul style="list-style-type: none"> • Read chapter on ADHD and specific Learning Disabilities. (chapter 3) • Attend to the questions on your pre-assessment. Also, be ready to explain the characteristics of specific LD and of the different types of ADHD. • Examine your PISL lessons as they now stand. Write a reflection in which you address the following prompts: <ul style="list-style-type: none"> → Which of the specific LD would have made the way your PISL lessons were constructed particularly challenging for a child. → What are things that you structured in to your lesson that would have supported this child? → What other kinds of strategies are important to anticipate? (Note: Find strategies other than assigning a buddy and giving additional time to finish task. While these are useful they are not sufficient to supporting the learning needs of the student). → Cite specific areas of text that informed your thinking. <p>Answer the same four questions by attending to the needs of a child with one of the forms of ADHD.</p>
<p>Week 5 (Friday)</p> <p>What is to be gained by attending to Moral Development? (jigsaw reading exercise)</p> <p>And when youth fall out of the norm?</p>	<p>Purpose: To consider the nature of moral development. To anticipate the kinds of scaffolding students may need given their general areas of moral development. To consider To use this information as a tool for making sense of why a lesson may/may not have supported student learning</p> <p>Readings and discussion preparation</p> <ul style="list-style-type: none"> • Read Intro and chapters 1-3 in <i>Nice is not Enough</i> (Nucci, 2009) <ul style="list-style-type: none"> → Jigsaw reading goals (3 person groups). Each person focuses on carefully understanding meaning and development of one of the following moral, social conventional or concepts of personal jurisdiction (to be pre-determined in class). Each person need to come ready to explain: (i) what develops; (ii) how similar and different from the other two dimensions of development; (iii) why it's important to distinguish from the other parts. • Read chapter 5 "Teaching students with emotional and behavioral disorders" <ul style="list-style-type: none"> → What are the kinds of needs and strategies you need to anticipate.
<p>Week 6 (Tuesday) Peer review of annotated lesson plan that attends to needs of a student with a specific LD and with a form of AdhD</p> <p>Attending to needs of a student on the Autism Spectrum.</p>	<p>Purpose: To learn how to write lesson plans with useful accommodations. To examine what can make a lesson accessible or inaccessible for a child on the Autism Spectrum.</p> <p>Revise a lesson plan</p> <ul style="list-style-type: none"> • Select one of your PISL lesson plans. Re-write/adapt the lesson to support the learning of a student with one of the types of specific learning disabilities. Also adapt the lesson to meet the needs of a student with AdHd. • Include strategies you'd need to anticipate to manage the classroom environment (see domain 2 categories from student teaching rubric). Cite specific areas of text that informed your thinking. <p>Read</p> <ul style="list-style-type: none"> • Read chapter 6 on teaching students who are on the Autism Spectrum • Select a lesson plan from your revised differentiated PISL. Write a reflection in which you address the following prompts: <ul style="list-style-type: none"> → In what way might this lesson as it was originally constructed be particularly challenging for a child with Aspergers.

	<ul style="list-style-type: none"> → What are things that you structured in to your lesson that would have supported this child? → What other kinds of strategies are important to anticipate? (Note: Find strategies other than assigning a buddy and giving additional time to finish task. While these are useful they are not sufficient to supporting the learning needs of the student). → Cite specific areas of text that informed your thinking.
Week 6 (Friday) Critically examine resources for scaffolding skills and supporting “moral” development. (Jigsaw teaching exercise)	Purpose: Consider interpersonal, structural and curricular strategies for scaffolding the development of moral, social conventional thinking, or concepts of personal jurisdiction. Read and prepare jigsaw assignment: <i>details TBA</i> <ul style="list-style-type: none"> • Review & examine your assigned instructional resource in light of _____. • Write up & be prepared to present to your colleagues: _____
Week 7 (Tuesday) Peer review of annotated lesson plan that attends to needs of student with Aspergers’	Purpose: To anticipate the kinds of group work practices that may support students who fall outside of the “norm”. To learn how to write lesson plans with useful accommodations. Read <ul style="list-style-type: none"> • Read chapter 9 on “Planning Grouping Strategies for Special Learners.” Review chapters 3, 5, and 6 for insights to take into account when engaging group work. As you read, consider how these strategies echo or complexify Cohen’s perspectives on engaging group work. Revise a lesson plan <ul style="list-style-type: none"> • Re-write/adapt the lesson to support the learning of a student with <u>Aspergers</u> syndrome. • Include strategies you’d need to anticipate to manage the classroom environment (see domain 2 categories). Cite specific areas of text that informed your thinking.
Week 8 (Tuesday) Attending to needs of a student who is an English Language Learner.	Preparation TBA
Week 9 (Tuesday)	Performance assessment for classroom management:
Week 9 (Friday)	Performance assessment for special education: Come prepared with the following resources to engage in class performance assessment. <ul style="list-style-type: none"> → Completed assessment FOR learning (pre-test with informed revisions) → Vaughn text. Final portfolio & reflection <ul style="list-style-type: none"> • Clear well organized portfolio that includes key program assessments for the Developmentally Appropriate Instruction strand of the program (see assessment list on page 2). • Include a written reflection on: <ul style="list-style-type: none"> a. 2-3 new insights related to the essential questions; b. specific ways in which you will integrate what you have learned into your teaching for the spring quarter; and c. lingering questions that impact how will proceed.