

**Instructional Analysis for Inclusion of All Students**  
**Stage I: Lesson Development**  
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](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. The instructor will define the nature of the learners in a classroom and the specific school where this lesson would be hypothetically taught.

- 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 all 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
    - 1. Mission Statements/Goals
    - 2. Money spent per student
    - 3. The number and grade level of classrooms and student count
    - 4. Student teacher ratio
    - 5. School day schedule
  - B. Description of the Community
    - 1. Size (Urban, Suburban, Rural)
    - 2. Major Employer(s)
    - 3. Number and Types of Schools
    - 4. Source of Students
  
- 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. Reflection
  - A. What did you identify as the most important factors in planning your lesson?
  - B. Reflect on the lesson you developed in comparison to lesson(s) developed by fellow classmates.
  - 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 developing or higher level for each element of the rubric in order to successfully complete the Instructional Analysis for Inclusion of All Students: Stage I Assessment.

**Instructional Analysis for Inclusion of All Students  
Stage I Rubric**

Element	Unacceptable	Developing	Satisfactory	Proficient
<b>1. Description of Learner</b>				
<b>1a. General Characteristics</b>  <b>Required Elements:</b> 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.
<b>1b. Student Interests &amp; Learning Style Inventory</b>	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.
<b>1c. Description of Exceptionalities</b>  <b>Required Elements:</b> 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.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>2. Description of Classroom</b>				
<b>2a. Physical Structures</b>	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.
<b>2b. Environmental Accommodations</b>	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.
<b>2c. Support Personnel</b>	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.
<b>2d. Physical support/hindrances For learning</b>	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.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>3. Context</b>				
<b>3a. School Mission/Goals</b>	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.
<b>3b. School Data</b>  <b>Required Elements:</b> Money spent per student Number & grade	No statistical information is presented that describes the characteristics of the	Only a limited amount of data is presented. One or more of the required	School data are presented that provides an understanding of the school and	There is a thorough presentation of data that describes the

levels of classrooms Student Count Student/Teacher ratio	school and students and available resources.	elements are missing.	resources. Data depict all required elements. Relevant School Report Card Data are presented.	characteristics of the school and students, with a discussion of how the data affects the school in meeting the mission and goals.
<b>3c. School Schedule</b>	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.
<b>3d. Community</b>  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.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>4. Instruction</b>				
<b>4a. Objectives</b>	No objectives are present or they do	Objectives are present and	Objectives are complete and	Objectives are complete and

	not link to the lesson content.	reflect the lesson content or knowledge of the learners but are incomplete.	link to the lesson content and knowledge of the learners.	link to the lesson content and knowledge of the learners. Additional links are made to local, State or Professional Standards
<b>4b. Materials</b>	No materials or technology are discussed or the materials/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 learner is shown.
<b>4c. Presentation Strategies and Rationale</b>  (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.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>4d. Presentation Rationale</b>  (Explanation of the	The discussion of each strategy does not include information on the	The discussion of each strategy includes minimal information on	The discussion of each strategy contains information on	The discussion of each strategy contains detailed information on

thought processes involved in selecting the Presentation Strategies)	issues related to the diverse population and how this knowledge led to the selection of the strategy.	the issues related to the diverse population and how this knowledge led to the selection of the strategy.	the issues related to the diverse population and how this knowledge led to the selection of presentation strategies.	the issues related to the diverse population and how this knowledge led to the selection of the strategies.
<b>4e. Engagement Strategies</b>  (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.
<b>4f. Engagement Rationale</b>  (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.
<b>4g. Assessment Strategies</b>  (Quality of the Assessment Strategies selected)	No appropriate means of assessment that supports the learning of the diverse classroom population are	One appropriate means of assessment that supports the learning of the diverse	Multiple appropriate means of formal and/or informal assessment that support the	Multiple appropriate means of formal and informal assessment that support the

	present.	classroom population is present.	learning of the diverse classroom population are present.	learning of the diverse classroom population are used throughout the lesson. Formative & summative assessments are present.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>4h. Assessment Rationale</b>  (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.
<b>5. Reflection</b>				
<b>5a. Identification of important factors</b>	The reflection is absent or does not identify important factors used in planning the lesson that are related to the needs of the diverse population of students.	The reflection only identifies of the factors that are considered important in planning for the needs of the diverse population.	The reflection includes discussions of the important factors used in planning as well as why these factors are crucial in the	The reflection includes discussions of the important factors, why these factors are crucial in planning and how they can be

			development of lessons that meet the needs of the diverse population.	used in the future to develop lessons that meet the needs of the diverse population.
<b>5b. Comparison with other plans</b>	The reflection is absent or does not include a comparison to the lessons developed by others or does not include consideration of the needs of the diverse population.	The reflection includes only the points of comparison to the lessons discussed in class as related to the lesson and the needs of the diverse population.	The reflection includes the points of comparison as well as a discussion as to why these points are important in planning the lesson for the needs of the diverse population.	The reflection includes the points of comparison, a discussion of their importance and a discussion of how this information will help in planning future lessons for the needs of the diverse population.
<b>Element</b>	<b>Unacceptable</b>	<b>Developing</b>	<b>Satisfactory</b>	<b>Proficient</b>
<b>5c. Aspects kept or changed in future plans</b>	The reflection is absent or does not include the aspects of the lesson that should be kept and/or changed to meet the needs of the diverse population.	The reflection only identifies aspects that should be kept and/or changed in the plan in order to meet the needs of the diverse population.	The reflection includes discussions of the aspects that should be kept and/or changed in the plan as well as why this should be done in order to meet the needs of the diverse population.	The reflection includes discussions of the aspects that should be kept and/or changed in the plan, why these aspects should be kept or changed and how these can be used in planning subsequent lessons for the diverse population.
<b>5d. Examination of personal perspectives and</b>	The reflection is absent or does not include a discussion	The reflection only identifies surface	The reflection includes discussion of	The reflection includes a thorough

<p><b>biases.</b></p>	<p>of personal perspectives or biases as related to the diverse students in the classroom.</p>	<p>perspectives and/or biases with limited discussion of how these may have affected the planning or implementation of lesson(s) for diverse learners in the classroom.</p>	<p>personal perspectives and/or biases and provides insight into how these affected planning or implementation of the lesson(s) and how the perspectives and/or biases have or need to change in order to work more effectively with diverse learners in the classroom.</p>	<p>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.</p>
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