****

Rock Solid Checklist for Special Education Interns

***College of Education and Human Services***

 ***Office of Field Services***

**Lesson Plan and Assessment Checklist for Special Education Interns**

|  |  |  |
| --- | --- | --- |
| **Task 1** **Sub-Task** | **Check if present** | **Essentials** |
| A, B, and E |  | Outcomes are written in clear and measurable terms and relate to an IEP goal  |
| Indication if lesson is individual, small group or whole class |
| A, B, and E |  | There is a primary learner outcome related to an IEP goal |
| Expressive/receptive communication skill identified |
| B and E |  | Pre assessment activities (include assessment forms) |
| B, C, D, And E |  | Formative assessment measuring growth toward achieving the learning target throughout the lesson |
| B, C, D, and E |  | Post assessment activities measuring level of mastery in achieving the learning target(include assessment forms) |
| B and E |  | Evidence based strategies including research citation |
| Citation for anything that is not your work (Ex: Pinterest) |
| B |  | Detailed instructional procedures for student intern, mentor and para professional if available |
| B and E |  | Information about what the student will do |
| B, C, D and E |  | Differentiation strategies for the focus learner, as well as for other students in the class |
| B and E |  | Maintenance strategies for focus student as well as other students in room if a small group or whole class lesson |
| B, C, and D |  | Materials for focus student as well as for other students in the room |
| B and E |  | Generalization strategies for focus student as well as other students if a small group or whole class lesson |
| B and D |  | Sample data collection forms |
| B and E |  | Evidence of student engagement |

\* Formative Assessment used throughout the lesson may classify as assessment materials depending upon the purpose it is serving in your lesson and the value you are placing on assignment.

Revised 8/2015

****

Rock Star Questions for Special Education Interns

 ***College of Education and Human Services***

***Office of Field Services***

**10 Essential Questions for Special Education Student Interns When Planning Lessons for edTPA**

1. Did I choose an appropriate sequence or lessons (unit plan concept) that is child focused and relevant to the child’s needs indicated on the IEP?
2. Are you learner targets (outcomes) observable and measurable? (condition, behavior or skill and criteria for mastery?
3. Are the learner targets aligned to Ohio Learning Standards or Ohio Extended Learning Standards?
4. Have I aligned my learner targets to Bloom’s taxonomy or Adapted Bloom’s taxonomy (adapted for students with more significant disabilities)
5. Did I include clear procedures for the student, mentor, student teacher, paraprofessional or anyone else who may be participating in the lesson?
6. Have I included an evidence based strategy? Evidence based strategies are those strategies supported by research and shown to be effective for students with disabilities.
7. Did I include evidence of pre assessment, formative assessment during the teaching of the lesson, and post assessment?
8. Have I differentiated the lesson for students who are performing well, students who are struggling, students who gaps in knowledge, ELL etc? Even if the lesson is geared towards one student there should evidence of differentiation.
9. Have I included information about maintaining the skill and generalization of the skill?
10. Did I include information about what the student already knows? How will you plan for active student engagement throughout the lesson?

Revised 8/2015