

MSE Concentration in Special Education Diversity Assignment Policy

Purpose:

The two purposes of the Special Education Diversity Assignment are to

- insure that candidates have the opportunity to reflect on their work with preK-12 students that are ethnically/culturally/linguistically/ability-wise different from themselves
- provide data for the purposes of program evaluation and improvement.

A similar diversity assignment is required of all graduate programs in the College of Education.

Process:

- SPED 529 Collaborative and Consultative Seminar has been identified as the course in which students complete a diversity assignment. This is done via the Co-Taught Lesson, which is required in all SPED 529 classes.
- The assignment is assessed on a scoring guide that is common across all sections of SPED 529.

Reporting Scores:

- Diversity assignment scores will be reported as a percentage (points earned/points possible).
- Scores will be reported each semester by the course instructors to the College of Education Assessment Director via the Department Chair and Graduate Program Advisor.
- Data will be used for program evaluation and improvement. Student names and CWIDs will be confidential.

SPED Diversity Assignment:

CO-TAUGHT LESSON ASSIGNMENT AND SCORING GUIDE
<p><u>Objective:</u></p> <ul style="list-style-type: none"> ▪ To practice collaboration and co-teaching with a general education teacher IN THE GENERAL EDUCATION CLASSROOM to modify/design a lesson or unit of instruction to meet the needs of all students in the class. (Objectives 5.0, 6.0, 7.0, 10.0, 11.0) <p><u>Procedures:</u></p> <ol style="list-style-type: none"> 1. Special Educators, choose a General Educator at your school site, and vice versa. Work together to complete the following: 2. Identify students with special needs, including gifted and talented and English learners, in the general education classroom. Using information learned in class, analyze their learning needs and discuss modifications and accommodations.. 3. Choose a lesson or unit of instruction in a content area (Language Arts, Math, Science, Social Studies). 4. Decide which Co-teaching model would be compatible for the two of you and for the lesson. 5. Using the information from the Effective Teaching Module on Differentiated Instruction, write a lesson plan that meets the needs of ALL students, including gifted and talented, students with disabilities, and English learners, with explicit duties for each co-teacher (model lesson plan available on www.powerof2.org: Co-teaching Module). 6. Implement the lesson and assess student learning, either formally or informally. 7. Reflect on the lesson with your colleague, both in writing and with two surveys available on www.powerof2.org: Co-teaching Module (one for each of you). Include your name or teaching assignment at the top (Special or General Education)

8. Turn in: the lesson plan, any materials used during the lesson, your reflection and your Co-teaching surveys.

Assessment:

Evidence of Collaboration with Co-Teacher	10
Narrative describing topics for discussion	4
Discussion of accommodations and modifications for gifted, EL and Special Needs students	6
Lesson Plan	10
Objective/Standards	2
Model of Co-teaching	2
Roles for each teacher	2
Modifications/accommodations for targeted students	2
Assessment or evaluation of student learning	2
Reflection	20
Comments on how the co-taught lesson proceeded: Successes, challenges, problems that arose and how you dealt with them, etc	10
Comments on what was learned from the experience: How you changed as a result of this activity, any reactions from your co-teacher, what, if any, collaboration is planned in the future, etc.	10
TOTAL	40