

MONTCLAIR STATE UNIVERSITY

Effective Teaching/Productive Learning (CURR 435)

Teaching for Learning (CURR 528)

(6/24/04)

Adapting Instruction for an English Language Learner (ELL) and a Student with a Disability: Task Guide

Task: To make the content of the curriculum accessible to ELLs and students with disabilities, you will be expected to adapt your instructional plans in ways that build on the background experiences and past learning of these students while addressing their special educational and linguistic needs. The intent of this performance task is to give you an opportunity to demonstrate your ability to adapt/modify instruction for an ELL and a student with a disability. The task asks you to select a lesson plan from an instructional unit you have already developed. Please select what you consider to be the best lesson plan you have developed to date. The lesson you choose, however, should not be the first nor last in the unit plan. You are expected to adapt the selected lesson plan for an ELL and a student with a disability. I will give you a descriptive profile for each student.

The expected product is a typewritten report that includes four parts: (1) the original lesson plan you have selected to adapt, with an explanation of how the lesson fits within the unit and an analysis of the learning task(s) involved in the selected lesson; (2) a detailed explanation of how you would modify the selected instructional plan to give access to learning to the ELL whose profile you will receive; (3) a detailed explanation of how you would modify the selected instructional plan to give access to learning to the student with a disability whose profile you will also receive; and (4) a self-assessment of the instructional adaptations made for the ELL and the student with a disability. The report should follow the format outlined below.

1. The Lesson

- a. *Lesson Plan:* The lesson plan selected/designed for this adaptation assignment must include: (a) clearly stated learning goal(s)/objective(s); (b) a description of the materials to be used in the lesson (**please note that copies of worksheets must be included**); (c) a description of lesson procedures, including a **detailed description** of each learning activities; and (d) a **clear explanation** of how you will determine whether the students involved in this lesson (not just the identified ELL or student with a disability) learned what you wanted them to learn.
- b. *Situate the lesson:* To help me understand the selected lesson well, please situate it within the broader instructional unit from which it is drawn. That is, provide a **detailed and clear explanation** of all instruction in the unit preceding this lesson as well as all instruction that will follow it.
- c. *Task Analysis:* **For each activity** included in the lesson plan, describe the specific academic, linguistic, and social/interactional/behavioral demands involved. That is, what must students know and be able to do academically/cognitively,

linguistically, and socially/interactionally/behaviorally to be successful in this lesson. Your analysis of task demands should be **specific and detailed**.

2. English Language Learner:

- a. Describe the strength(s) of the identified ELL relative to the selected lesson. (Refer to the profile of the ELL given in class and the lesson plan.)
- b. Describe the needs of the identified ELL relative to the lesson. (Refer to the profile of the ELL given in class and the lesson plan.)
- c. Explain what difficulties, if any, you anticipate the identified ELL will experience in this lesson? **For each anticipated difficulty, explain why you think this is likely to be a problem for the student.** (Refer to the task analysis provided in section 1c of the report.)
- d. *Lesson Adaptations:*
 - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content accessible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - ii. What adaptations, if any, would you make in the originally planned learning activities/procedures to render the curriculum content accessible to the identified ELL? (Copies of outlines, checklists, matrices, or other written adaptations must be submitted with the report.) **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the curriculum content accessible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iv. What adaptations, if any, would you make in the originally planned assessment strategies to accurately determine what the identified ELL has learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - v. Explain how the modified lesson will help the identified ELL be part of the classroom community.

3. Student with a Disability:

- a. Describe the strength(s) of the identified student with a disability relative to the selected lesson. (Refer to the profile of the student with a disability given in class and the lesson plan.)
- b. Describe the needs of the identified student with a disability relative to the lesson. (Refer to the profile of the student with a disability given in class and the lesson plan.)
- c. Explain what difficulties, if any, you anticipate the identified student with a disability will experience in this lesson? **For each anticipated difficulty, explain why you think this is likely to be a problem for the student.** (Refer to the task analysis provided in section 1c of the report.)
- d. *Lesson Adaptations:*
 - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content accessible to the identified student with a disability? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - ii. What adaptations, if any, would you make in the originally planned learning activities/procedures to render the curriculum content accessible to the identified student with a disability? (Copies of outlines, checklists, matrices, or other written adaptations must be submitted with the report.) **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the curriculum content accessible to the identified student with a disability? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - iv. What adaptations, if any, would you make in the originally planned assessment strategies to accurately determine what the identified student with a disability has learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you think no adaptations are required, explain why you believe this to be the case.**
 - v. Explain how the modified lesson will help the identified student with a disability be part of the classroom community.

4. Self-assessment: Use the rating form distributed in class to assess the adaptations you made in this lesson for the identified ELL and student with a disability. **Make sure you use the accompanying rubric to arrive at your ratings for items 1 through 11. For each of these items, write a comment that will help me understand the rating you are giving yourself.**