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Curriculum Design

Unit Learning Outcomes

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**Accommodations in the Inclusive Classroom –Unit Learning Outcomes**

**Subunit One: The Purpose of Accommodations**

* Educators will define the term “accommodation” related to classroom and assessment usage. (knowledge)
* Educators will compare the differences between” accommodations, modifications, and interventions” & give examples of each. (analysis, comprehension)
* Regular educators will explain effective methods of collaborating with special education staff & vice versa in relation to providing accommodations in the inclusive setting (comprehension)
* Educators will select important components that make an inclusive classroom successful and critique current practices. (comprehension, analysis)
* Educators will summarize the factors that affect teacher’s attitudes and perceptions towards accommodation usage. (evaluation)
* Educators will analyze various misconceptions towards accommodations and explain possible reasons. (analysis)
* Educators will explain and summarize their responsibilities with providing accommodations to students with disabilities. (analysis, evaluation)

**Subunit Two: Mandates that Protect Students with Disabilities**

* Educators will compare the similarities and differences between public laws, *IDEA* and *Section 504*. (analysis)
* Educators will compare the similarities and differences between Individual Education Programs (IEP) and 504 Plans. (analysis)
* Educators will describe the purpose of the *Whose Idea Is This?* & locate information regarding accommodations in the document. (comprehension)
* Educators will identify where accommodations are located in IEP’s and 504 plans. (knowledge)
* Educators will explain the legal implications of mandates related to students with disabilities. (analysis)

**Subunit Three: Types of Accommodations and Uses**

* Educators will identify and define the four main types of accommodations. (knowledge)
* Educators will examine accommodations gathered from a variety of sources and classify them into different categories. (application)
* Educators will explain the different uses of accommodations. (comprehension)
* Educators will define the term “assessment” as a group, so it is not misinterpreted. (knowledge)
* Educators will examine components of the ODE website focusing on Statewide Assessments & accommodations. (application)

**Subunit Four: Selection and Evaluation Process**

* Educators will examine tools, such as checklists and surveys used to gather information for selecting and evaluating accommodations. (application)
* Educators will select questions /statements that can be included on surveys or checklists to gain input in the selection and evaluation process. (evaluation)
* Educators will examine components of the ODE website focusing on the *Accommodation Manual* and allowable accommodations on assessments per grade level. (application)
* Educators will explain why some accommodations on statewide assessments are not allowed while others are allowed. (evaluate)
* Educators will generate a list of accommodations that would meet a student’s need based on his or her disability and/or area of need & decide which can be used for instruction & assessment use. (application, evaluation)